I. Course Description: This course will provide a foundational understanding, both theoretical and practical, of the essential elements of educational assessment with a focus on diverse populations. In particular, formative and summative assessment methods will receive a strong focus as well as numerous other assessment strategies for diverse learners including: placement, diagnostic, self and peer assessment, alternative, authentic, and portfolio assessment. Measurements, test construction, validity and reliability will also be course topics. The course will also address standardized testing and data disaggregation.

This course includes a critical assignment related to accountability and accreditation. The Assessment Analysis assignment will be submitted in the D2L Dropbox and to LiveText, the data management system of the College of Education.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

A complete listing of the standards associated with this course and the MAT program is located on the Perkins College of Education (PCOE) website.

This course fulfills the following university and program learning outcomes:

Perkins College of Education Core Values
In the College of Education at Stephen F. Austin State University, we value and are committed to the following core values, which are reflected in course assignments:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior, and
- Service that enriches the community.

Program Learning Outcomes:
- The candidate will be able to evaluate technology usage in today’s school classrooms.
- The candidate will be able to evaluate issues of cultural diversity, social justice, and critical pedagogy.
- The candidate will be able to evaluate educational research.
- The candidate will be able to analyze theories of curriculum, instruction, and assessment.

Student Learning Outcomes:
1. The candidates will create formative, summative, and performance assessments. (TEKS Training)
2. The candidates will evaluate and discuss assessment-related issues relevant to their content area.
3. The candidates will develop unit and lesson plans with appropriate relevant assessments. (TEKS Training)
4. The candidates will critically evaluate research and readings connected to assessments.
5. The candidates will critically evaluate a teacher’s assessment practices.

Perkins College of Education Diversity Statement: The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

COURSE ASSIGNMENTS [1000 pts. total]
1. Assessments (60 pts each): Students will create assessments including authentic, performance, alternative and other. (SLO 1) [300 pts. total]
2. Assessment Analysis Project (100 pts.): Students will complete a critical analysis of a teacher’s assessment practices. (SLO 2) [100 pts. total]
3. Quizzes (30 pts each): Students will complete quizzes over readings. [150 pts. total]
4. Reflection of assigned readings and research (50 pts each): Students will write critical reflections based on readings in the course. (SLO 3) [300 pts. total]
5. Discussion Boards (25 pts each): Students will participate in discussion boards relevant to the course. (SLO 3) [150 pts. total]

QUALITY OF ASSIGNMENTS:
High professional standards are expected of all assignments. In order to obtain the full credit for an assignment, candidates must demonstrate higher order thinking skills (analyze data by applying theoretical and conceptual tools discussed in the course; construct convincing arguments; integrate information from various sources; evaluate various theoretical perspectives; etc.).

All writing assignments must be typed using 12-point Times New Roman or Calibri font, double-spaced. Please proof read your papers before submitting. Points will be deducted for inappropriate format, style, grammar, and spelling errors.

Poorly written papers will be returned and resubmitted with appropriate corrections before credit is earned.

All work will be submitted via D2L to the course instructor.

IV. Evaluation and Assessment (Grading):
Student grades will be determined by the following criteria:

To determine your grade, take the points earned and divide by the number of points possible. Letter grades for the course will be determined as follows: 90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, below 60% = F

Students in the secondary education and EC-12 education certification programs must earn a “C” or better in each pedagogy course before progressing to the next course/level. A student earning a grade less than “C” in a pedagogy course must repeat the course and earn a “C” or better before the course counts toward certification.

Failure to submit required assignments into the LiveText system will result in a penalty assessed to the assignment grade.
V. Tentative Course Outline/Calendar (see course timeline and due dates in D2L):

<table>
<thead>
<tr>
<th>Module</th>
<th>Dates</th>
<th>Reading</th>
<th>Assignments (exact due dates in D2L)</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>July 7</td>
<td>Syllabus</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>Two</td>
<td>July 8-10</td>
<td>NCA Ch. 1 &amp; 2 CA Ch. 1</td>
<td>M2 Critical Reflection Ch. 1 Quiz M2 Discussion Board</td>
</tr>
<tr>
<td>Three</td>
<td>July 11-14</td>
<td>NCA Ch. 3 &amp; 4 CA Ch. 3</td>
<td>M3 Critical Reflection Ch. 3 Quiz M3 Discussion Board</td>
</tr>
<tr>
<td>Four</td>
<td>July 15-18</td>
<td>Formal and Informal (linked in module) CA Ch. 4</td>
<td>M4 Critical Reflection Ch. 4 Quiz M4 Discussion Board M4 Assignment: Formative Informal</td>
</tr>
<tr>
<td>Five</td>
<td>July 19-23</td>
<td>Formative and Summative (linked in module) CA Ch. 5</td>
<td>M5 Critical Reflection Ch. 5 Quiz M5 Discussion Board M5 Assignment: Formal Formative</td>
</tr>
<tr>
<td>Six</td>
<td>July 24-27</td>
<td>NCA Ch. 7 &amp; 8</td>
<td>M6 Critical Reflection M6 Discussion Board M6 Assignment: Traditional Summative</td>
</tr>
<tr>
<td>Seven</td>
<td>July 28-31</td>
<td>CA Ch. 10</td>
<td>Ch. 10 Quiz M7 Critical Reflection M7 Discussion Board M7 Assignment: Performance Assessment (PA) M7 Assignment: PA with Rubric</td>
</tr>
<tr>
<td>Eight</td>
<td>Aug 1-6</td>
<td>NA</td>
<td>M8 Assessment Analysis</td>
</tr>
</tbody>
</table>

**SED 523 (Assessment for Diverse and Contemporary Classrooms)** (3 credits; fully online) spans 4.5 weeks. The course contains extensive written content that includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least three hours per day. Research-based readings address key concepts. Students are required to participate in regular online, asynchronous discussions, complete quizzes/exams over the course content, and complete multiple writing assignments that evaluate their ability to think critically about assessment-related issues and practices. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments.

VI. Readings:

Required text for the course is:

2. **Required: LiveText/Watermark**
   
   This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

   **If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-7050 or e-mail LiveText@sfasu.edu.** Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

   Research-based literature supporting the course content:


   Additional readings will be assigned and/or distributed as the class progresses. These will be provided by the instructor or will be designated as available online.

   **VII. Course Evaluations:**

   Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

   1. Course and program improvement, planning, and accreditation;
   2. Instruction evaluation purposes; and
   3. Making decisions on faculty tenure, promotion, pay, and retention.

   As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

   In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who
complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/

A. Attendance (online): This course is fully on-line. However, you must demonstrate online attendance. If you go more than 4 consecutive days without logging in to work on the course, that will constitute an official absence. More than 3 absences (=3 periods of not logging in for 4 days) will result in the loss of a letter grade.

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

B. Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

C. Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

D. Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).
E. Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

F. Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.