Stephen F. Austin State University  
Perkins College of Education  
Department of Secondary Education & Educational Leadership  

SEED 4250  
Assessment for Diverse and Contemporary Classrooms  
Fall 2021

Instructor: Mitchalina Kenney, LSSP  
Office Hours: By appointment  
Course Credits: 2 hours  

Course Time & Location: Online / D2L  
E-mail: kenneymr@sfasu.edu  
Other Contact: (936)/462-3168 cell

Prerequisites: HMS 203, SEED 3370, SEED 3371, SEED 3372 and admission to Teacher Education.

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 diagnostic, self and peer assessment, alternative, authentic, and portfolio assessment. Measurement, test construction, validity and reliability will also be course topics. The course will also address standardized testing and data disaggregation. Co-requisite: SEED 4150.

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

Program Learning Outcomes:

1. The candidate will develop and adapt content specific instruction based on the needs of diverse students in a global and digital society.
2. The candidate will develop and adapt data-driven assessment based on the needs of diverse students in a global and digital society.
3. The candidate will design an effective classroom management plan for diverse learner centered educational settings.
4. The candidate will demonstrate critical pedagogical strategies and professional dispositions through analyses of contemporary issues in education.

Student Learning Outcomes:

1. The candidates will create an assessment portfolio that includes traditional, authentic, alternative, and performance assessments.
2. The candidates will develop unit and lesson plans with appropriate relevant assessments.
3. The candidates will critically evaluate research and readings connected to assessments.

A. GOALS AND OBJECTIVES:

COMMISSIONER STANDARDS:
For the relevant TEA Commissioner’s Standards for this course, see TAC, Title 19, Part 2, Chapter 149, #1-5, Commissioner’s Rules Concerning Educator Standards at: http://texreg.sos.state.tx.us/public/readtacSextTacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=149&rl=100
TEA Pedagogy and Professional Responsibilities Standards (PPR) for Educators: See Standard I, #1.25k-1.31k, 1.24s-1.29s, Standard III, #3.12k-3.16k, 3.15s-3.20s, Standard IV, #4.10k, 4.12k, 4.14s at http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/


CAEP Standards:

Standard 1 Candidate Knowledge, Skills, and Professional Dispositions:
Standard 2: Clinical Partnership and Practice

ISTE Standards (International Society for Technology in Education):
1. Facilitate and inspire student learning and creativity.
2. Design and develop digital age learning experiences and assessments.

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

COURSE ASSIGNMENTS:
All course assignments are listed in the outline & calendar. Please note the calendar is tentative and may change.

Failure Clause: You can immediately earn an F in this course due to the following reasons:

- Falsifying documents and records pertaining to any aspect of this course, including field experience hours
- Your observing, tutoring, or mentoring school asks for you to be removed
- You have violated state or federal law
- You have violated The Code of Ethics and Standard Practices for Texas Educators
- You have violated school and/or district policy
- You have violated university policy
- Any other egregious acts of non-professional behavior
- You have accumulated 5 unexcused absences in this class

**Students must successfully complete both SEED 4250 and SEED 4150 Lab, making a grade of “C” or higher in each course and fulfilling the 30 clock hour lab requirement as well. If they do not, they are required to re-take the course(s) and are required to meet with the Department Chair and Secondary Program coordinator before they will be allowed to register again.

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. Please proofread 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.

**IV. Evaluation and Assessment (Grading):**

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

**V. Tentative Course Outline/Calendar:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>8/23</td>
<td>Syllabus</td>
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<tr>
<td>8/30</td>
<td>NCA Ch. 1 – <em>Determining Goals, Targets &amp; Objectives</em></td>
<td>Make contact by email with supervising teacher</td>
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<tr>
<td>9/6</td>
<td>NCA Ch. 2 – <em>How Will Assessment Be USEED?</em></td>
<td>Critical reflection of Ch 1 &amp; 2; Complete Quiz on Ch 1 on CA Complete Discussion Board</td>
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<td></td>
<td>Classroom Assessment Ch 1 - provided</td>
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<tr>
<td>9/13</td>
<td>NCA Ch 3 – <em>Designing Assessments That Evolve From Instruction</em></td>
<td>Critical reflection of Ch 3 &amp; 4</td>
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<td>NCA Ch 4 – <em>Beginning the Design Process</em></td>
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<tr>
<td>9/20</td>
<td>Classroom Assessment Ch 3 – provided – <em>High-Quality Classroom Assessment</em></td>
<td>Complete Quiz CA Ch 3 Complete Discussion Board</td>
</tr>
<tr>
<td>9/27</td>
<td>Classroom Assessment Ch 4 – provided - <em>Embedded Formative Assessment</em></td>
<td>Critical Reflection of Ch 4 Discussion Board</td>
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<tr>
<td>10/4</td>
<td>Read Formal &amp; Informal Assessment Lesson Plan #1 – Start 1st Draft</td>
<td><strong>Complete Assessment #1: Formative Informal</strong></td>
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<tr>
<td>10/11</td>
<td>Read Formative &amp; Summative Assessments</td>
<td>Complete critical reflection</td>
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<tr>
<td></td>
<td></td>
<td>Share Lesson Plan #1 w/ classmate for constructive feedback</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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| 10/18  | Classroom Assessment Ch 5 – Summative Based Formative Assessment           | Complete Quiz 5 – CA  
|        |                                                                            | Complete Discussion Board  
|        |                                                                            | **Complete Assessment #2: Formative Formal**                         |
| 10/25  | NCA – Ch 6 – Using Multiple Choice and Other Objective Measurements        | 1-2 pg reflection  
|        |                                                                            | 5 test questions                                                     |
| 11/1   | NCA – Ch 7 – Using Essays & Reports  
|        | NCA – Ch 8 – Incorporating Affective & Related Ideas                       | Critical reflection  
|        |                                                                            | Complete Discussion Board  
|        |                                                                            | **Complete Assessment #3: Traditional Summative**                    
|        |                                                                            | Interview Teacher re: testing strategies; write summary  
|        |                                                                            | Respond to 2 classmates posts                                       |
| 11/8   | Chapter 10 – PDF doc provided                                             | Ch 10 Quiz  
|        |                                                                            | Discussion Board – Research Rubrics  
|        |                                                                            | Respond to 2 classmates                                              |
|        | Lesson Plan #2 – Rough Draft                                             | **Assessment #4**  
|        |                                                                            | Share Lesson Plan w/ classmate                                       |
| 11/15  |                                                                           | Lesson taught by 11/19                                               |
| 11/22  | Thanksgiving                                                              |                                                                      |
| 11/39  | TBD                                                                       | TAPR assignment                                                      |
| 12/6   | Finals                                                                    | Portfolio                                                            |

**VI. Readings:** (Required and recommended—including texts, websites, articles, etc.):


2. **Required:** LiveText account. This course uses the Live Text 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 Live Text account will receive an access code via the SFA email system within the first week of class. You will be required to register your Live Text 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 Live Text registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

3. **Required: Field Experience Module (FEM) $18.00:** In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. This add-on will be used in BOTH the internship course and student teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $18.00 for a multiple year subscription.

**VII. Course Evaluations:**

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program planning improvement, planning, and accreditation 2. Instruction evaluation purposes 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 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 the final grades are posted.

**VIII. Student Ethics and Other Policy Information:**

**A. Class Attendance: Policy 6.7**

Regular, punctual attendance, documented participation, and 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. 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 university 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. **If you feel sick or have COVID, stay home. Accommodations will be made.**

**B. Excused Absences**—You also have officially excused SFASU days available to you that are covered under SFASU policy. University policy lists the following reasons for excusing a student: Health-related issues, family emergencies, and student participation in university-related activities. Sick days and university-related activities require appropriate documentation so that any missed work may be completed.
C. Unexcused absences- At 3 unexcused absences, your grade may be decreased by a letter grade.

E. LATE WORK POLICY- Late work may be taken at the discretion of the professor with a penalty to the grade.

F. Academic Accommodation for Students with Disabilities: Policy 6.1 and 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/

G. 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:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- 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 one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author 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.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

H. 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.

I. Student Code of Conduct: Policy 10.4
Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

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.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

J. To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a **non-refundable fee**. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation. Additional information can be found at [https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/](https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/).

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html](http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.