

ED 408 Syllabus Sjostrom Fall 2011

by Mary Pat Sjostrom

Course and Instructor Information

Course Syllabus

ED 408 Assessment

Semester/Year	Fall 2011
Course Title	Assessment
Course Number(s)	ED 408
Credit Hours	3
Program	B.S. Elementary Education with K-6 Licensure (Undergraduate)
Class Time/Day	Tuesdays - Thursdays 1:00 - 2:20
Class Location	Brogan Education 102
Instructor	Dr. Mary Pat Sjostrom
Office Hours	Mondays and Wednesdays 11:30 - 12:30 Tuesdays 2:30 - 4:30 These are published office hours. In reality I am very available - please see me after class or email me to make an appointment.
Office Location	Brogan 118
Contact Information	Phone: 808-739-8563 (office) 808-497-1617 (cell - please do not share this number with others) Email: msjostro@chaminade.edu sjostrom.chaminade@gmail.com

Required Textbook:

Stiggins, R., & Chappus, J. (2012). *An introduction to student-involved assessment FOR learning (6th edition)*. Pearson Education Inc. ISBN-10: 0-13-266520-4.

Wiggins, G., & McTighe, J. (2005). *Understanding by design (expanded 2nd edition)*. Alexandria, VA: Association for Supervision and Curriculum Development.

McTighe, J., & Wiggins, G. (2004). *Understanding by design: Professional development workbook*. Alexandria, VA: Association for Supervision and Curriculum Development.

Catalog Course Description

This course examines classroom assessment as a critical component in improving learning and instruction. The course provides educators with the knowledge, dispositions, and performance skills

to design assessments which include the diverse needs of individual learners.

O&P and/or Service Learning Requirements:

Prerequisites: Pass Praxis I, ED 220, ED 320, ED 321, ED 322, ED 323, ED 324, ED 325, and ED 326.

Conceptual Framework

The Education Division's Conceptual Framework is based upon a set of beliefs that flow from the University's vision and mission statements, the Division's vision and mission statements, and the core academic beliefs of Chaminade University. These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor teacher and educational leader candidates to their fullest potential; a commitment to teaching, scholarship and research; and a commitment to serve the university and the larger community. This alignment is designed to prepare education professionals who meet the National Council for Accreditation of Teacher Education (NCATE) standards for effective teaching by demonstrating professional dispositions and empathy, content knowledge, and the pedagogical/leadership skills to work effectively work with a diverse community of learners.

Standards

Mission Statement

The Education Division's mission is to foster the development of knowledgeable, proficient, and reflective teachers and educational leaders. Our programs are based in the liberal arts tradition, Catholic Marianist values, current research, best practice, and professional standards. In this context we develop educators who demonstrate ethical, effective and culturally responsive practices, and a commitment to building a just and peaceful society.

Program Learning Outcomes (PLOs)

Successful teacher candidates in Chaminade initial teacher licensure programs will demonstrate knowledge, skills, and dispositions in the following areas:

PLO 4. Assessment for Learning (*Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning*)

Course Learning Outcomes

At the end of this course the candidate will know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student. (ACEI 4.0, Chaminade PLO 5)

1. know and understand that assessment is an essential and integral part of instruction.
2. understand the characteristics, uses, advantages, and limitations of different types of assessment.
3. recognize the need for multiple assessments of student learning.
4. appropriately use a variety of formal and informal assessment techniques (e.g. observation, portfolios of elementary student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests).

5. use formative and summative assessments to determine student understanding of each subject area.
6. align assessments with instructional practice.
7. use technology to improve the efficiency and effectiveness of assessment processes.
8. use assessment and self-reflection to monitor and modify instructional approaches as needed.

Big Ideas and Essential Questions of this Course

Big Ideas:

- "Assessment is the process of gathering evidence of student learning to inform instructional decisions." (Stiggins, 2005, p. 5)
- Effective assessment requires multiple sources of evidence collected over time. (Wiggins & McTighe, 2005)
- "Assessment for understanding must be grounded in authentic performance-based tasks." (Wiggins & McTighe, 2005, p. 153)

Essential Questions:

- How do we design authentic performance tasks that are valid and reliable assessments of student understanding?
- What are the appropriate criteria for judging student performances and products?
- How can we involve students as full partners in the assessment process?

Course Requirements

Assignments

Assignment (alignment to Program and Course Outcomes)	Points	Description	Due Date	Submission
Assessment Portfolio (PLO 5; CLO 1, 2, 3, 6, 8)	50	The signature assignment for the assessment course is a resource file that includes: (1) a philosophy of assessment statement; (2) an assessment plan that: (a) provides a minimum of 6 distinct student learning objectives, (b) aligns appropriate evidence with the objectives, (c) outlines differentiated tasks to generate the evidence, and (d) incorporates multiple forms of assessment; and (3) a teacher designed assessment and matching criteria/rubric.		LiveText
Weekly discussions (PLO 5; CLO 1-8)	20	Questions from text - come prepared to discuss in class.		Submit in class
Analysis of Student Work (PLO 5; CLO 4, 5, 7)	10	paper		LiveText

Philosophy of Assessment (PLO 5; CLO 1, 3, 8)	10	paper		LiveText
Standardized Test Analysis (PLO 5; CLO 2, 4, 5, 7)	10	paper		LiveText

Late Work Policy

All assignments are due at the beginning of class on the days indicated on the syllabus. Late assignments will be reduced 5% each day they are late unless the student can produce a doctors note or other documentation to justify the lateness of the work. If work is handed in at the education office have someone there time stamp it to eliminate possible confusion over when you turned in the work. Those assignments which are used as a basis for classroom discussion (e.g., signature assignment drafts) cannot be handed in late for credit.

Assessment

Grading Scale:

- A 90 - 100
- B 80 - 89
- C 70 - 79
- F Below 70

Course Outline

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Week	Topic (Assigned Reading)
1	Introductions to Assessment for Learning (Stiggins, Introduction; Chapter 1)
2	Why We Assess (Stiggins, Chapter 2, Chapter 3 pp. 34-44)
3	What We Assess (Stiggins, Ch 3 pp. 44-70)
4	Quality Assessments (Stiggins, Ch 4)
5	Formative Assessment
6	Methods of Assessment: Selected Response (Stiggins, Ch 5)
7	Methods of Assessment: Written Response (Essay); Rubrics (Stiggins, Ch 6)
8	Methods of Assessment: Performance Assessment (Stiggins, Ch 7)
9	Methods of Assessment: Personal Communication (Stiggins, Ch 8); Dispositions (Stiggins, Ch 9)
10	Record Keeping (Stiggins, Ch10)

11	Report Cards (Stiggins, Ch 11)
12	Communicating Assessment Results (Stiggins, Ch 12 and 13)
13	Standardized Test Results (Stiggins, Ch 14)
14	Differentiation in Assessment
15	Signature Assignment

General Course Information

Education Division Attendance Policy

Education Division Attendance Policy

(Revised 3/8/10)

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered.

Students must follow the attendance policy as stipulated in the syllabus of Education Division courses. Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

1. Excused Absences

- Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Examples would include illness (with verification by a doctor) or the death of a close family member. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.
- In cases where excused absences constitute a significant portion of a course's meetings (e.g., more than 20% of on-ground course meetings, or a significant portion of online or hybrid courses), the instructor should refer the case to the Dean with a recommendation on how the case should be handled (e.g., withdrawal or incomplete).

2. Unexcused Absences. Chaminade University policy states that in cases where unexcused absences are equivalent to more than a week of classes the instructor has the option of lowering the grade. In the Education Division we have added detailed guidelines to cover different types of courses and class schedules:

- **On-ground courses.** When unexcused absences total more than 10% of the number of classes will result in a lowering of the overall grade by one letter grade. A student who misses 20% or more should withdraw or be administratively withdrawn.
 - a. Accelerated Semester Classes (10 classes): More than one absence lowers grade one letter. Missing more than two classes results in failure or withdrawal.
 - b. Undergraduate Day Courses TTh (30 classes): More than 3 absences lowers grade one letter. Missing more than six classes results in failure or withdrawal.
 - c. Undergraduate Day Courses MWF (45 classes): More than 4 absences lowers grade one letter. Missing more than nine classes results in failure or withdrawal.
- **Hybrid courses** (online combined with 3 or more on-ground meetings): One absence from on-ground classes lowers grade one letter. Two or more absences from on-ground meetings results in failure or withdrawal. For the online portion of the course the instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.
- **Online courses and online portion of hybrid courses:** The instructor will specify and

enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

3. Additional Notes

- If a student does not log on to an online or hybrid course for the first two weeks, the instructor should notify the Dean and the student will be withdrawn from the course.
- Any student who stops attending an on-ground course or stops participating in an online course without officially withdrawing may receive a failing grade.
- **Tardy:** 10% of class time is equivalent to 1/2 class absence, and minutes are cumulative.

University Policies

Required Email and LiveText

Students are required to use their Chaminade University Email to correspond with instructors.

Students are required to use LiveText to submit projects and assignments at [livetext.com](https://c1.livetext.com)

Withdrawal Dates and Financial Aid Information

Contact the Registrar for the last day to drop the class. Specific withdrawal information is available from the office of the University Registrar. Please be sure to contact your University financial aid counselor before dropping or withdrawing from any class, as this may impact your financial aid status.

Writing Standards

All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism.

Plagiarism

Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgment to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgment of the source of a text is always mandatory.
2. Paraphrasing the work of another without proper author acknowledgment.
3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.

Please refer to your **Student Handbook**, **General Catalog**, and the **Education Division Policy**

Manual for other important institutional and academic policies including more detailed information regarding Plagiarism, Classroom department, Freedom of Expression, Add/Drop, Disabilities, and others.

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