

# ED 408 Assessment Course Document Fall 2013

by Mary Pat Sjostrom

## Course Information

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### Syllabus

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## ED 408 Assessment

Semester/Year	Fall 2013
Course Title	Assessment
Course Number(s)	ED 408
Credit Hours	3
Program	B.S. Elementary Education with K-6 Licensure (Undergraduate)
Time(s)/Location	Tues - Thurs 1:00 - 2:20 ED 102
Instructor	Dr. Mary Pat Sjostrom
Office Hours	<b>Tuesdays and Thursdays 9:00-9:40, 11:30-12:30</b> <b>Fridays 11:00 - 12:30</b> These are published office hours. In reality, I am very available - please email me to make an appointment.
Office Location	Brogan 118
Contact Information	Phone: 808-739-8563 Email: msjostro@chaminade.edu

### Required Textbook:

Stiggins, R. J., & Chappuis, J. (2012). *An introduction to student-involved assessment FOR learning (6<sup>th</sup> edition)*. Pearson Education Inc.

Wiggins, G., & McTighe, J. (2005). *Understanding by design (expanded 2<sup>nd</sup> 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.

## Requires 10 hours of O&P

### Standards

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#### Conceptual Framework

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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.

#### Mission Statement

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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)

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**HI-CUH-ED-PLO.5** 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

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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

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**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**

<b>Assignment (alignment to Program and Course Outcomes)</b>	<b>Percent of grade</b>	<b>Description</b>	<b>Due Date</b>	<b>Submission</b>
Assessment Plan for Unit (UbD Stage 2)  (PLO 5;  CLO 4, 5, 6, 7, 8)	30	Develop a complete assessment plan for a unit (submitted in ED 224) that: (a) clearly identifies goals and objectives, (b) aligns appropriate evidence with the objectives, (c) outlines differentiated tasks to generate evidence for each objective, and (d) incorporates multiple forms of assessment. The Assessment Plan must include at least two performance tasks with accompanying assessment task blueprints (see examples UbD p. 329-330). Other objectives (e.g., knowledge and skills) should be assessed through tests, quizzes, journal prompts, work samples, etc. Each of the assessment instruments must include directions, questions that align with Stiggins' criteria, and criteria/rubric.	12/6	LiveText
Philosophy of Assessment (PLO 5; CLO 1, 3)	10	Paper (2-4 pages) that explains three or more purposes of assessment; cites relevant examples and justification for each, and sufficiently lays out how assessment can be used to address the needs of diverse learners and improve instruction.	10/6	LiveText
Comparison of Assessment Methods  (PLO 5; CLO 2)	10	Compare and contrast the four types of assessment (selected response, essay, performance, personal communication) in terms of appropriate achievement targets, advantages and disadvantages, and other critical information.	11/3	LiveText
Textbook-based				

assignments (PLO 5; CLO 1-8)	30	Questions and assignments from texts and other readings, assigned weekly	weekly	In class or in eCollege
O&P (PLO 5; CLO 1-8)	20	10 hours; to be assigned		

## 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 doctor's 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

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Grading Scale:

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

## Course Outline

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### Course Outline (subject to change)

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Week	Topic (Assigned Reading)
1	Assessment for Student Success (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	How We Assess (Stiggins, Ch 4)
5	Thinking Like an Assessor (UbD Ch 7)
6	Methods of Assessment: Selected Response (Stiggins, Ch 5)
7	Methods of Assessment: Written Response (Essay); Rubrics (Stiggins, Ch 6)
8-9	Methods of Assessment: Performance Assessment (Stiggins, Ch 7; UbD Ch 8)
9	Methods of Assessment: Personal Communication (Stiggins, Ch 8); Dispositions (Stiggins, Ch 9)
10	Designing Assessments for Unit Plan
11	Record Keeping (Stiggins, Ch10)

12	Reporting Results (Stiggins, Ch 11 - 13)
13	Standardized Test Results (Stiggins, Ch 14)
14-15	UbD Assessment Plan

## General Course Information

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### University and Division Policies

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#### Required Email - LiveText

Students are required to use their Chaminade University Email to correspond with instructors. Email may be accessed through the University Portal at <https://portal.chaminade.edu/>

Students are required to use LiveText to submit some assignments at [livetext.com](http://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.

#### Professional Dispositions

The National Council for Accreditation of Teacher Education (NCATE) requires Teacher Education programs to

assess candidates' dispositions:

*Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical and professional knowledge, skills, and dispositions necessary to help all students learn. (Standard 1)*

[Rubric for Professional Teaching Dispositions](#)

**Attachments**  [Rubric\\_for\\_Professional\\_Teaching\\_Dispositions.pdf](#)

**Education Division Attendance Policy**

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