

CHAMINADE UNIVERSITY OF HONOLULU
Education Licensure Course Syllabus
ED 208 Assessment (AEOP)
Winter 2013

INSTRUCTOR:	Joy Mahiko, M.Ed. 808-780-1626 Email: joy.mahiko@adjunct.chaminade.edu
OFFICE HOURS:	By appointment, contact via email
TIME and LOCATION:	Online: www.chaminade.college.com
TEXT:	<p>Stiggins, R.J., & Stiggins, R. (2012). An introduction to student-involved assessment FOR learning (6th edition). Pearson Education Inc. ISBN-10: 0136133959</p> <p>Wiggins, G., & McTighe, J. (2005). Understanding by design (expanded 2nd edition). Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>McTighe, J., & Wiggins, G. (2004). Understanding design: Professional development workbook. Alexandria, VA: Association for Supervision and Curriculum development.</p>
CATALOG DESCRIPTION:	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.
MAJOR COURSE TOPICS:	<p>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 student.</p> <ol style="list-style-type: none"> 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

	<p>assessment processes.</p> <p>8. Use assessment and self-reflection to monitor and modify instructional approaches as needed.</p>		
BIG IDEAS:	<ul style="list-style-type: none"> • “Assessment is the process of gathering evidence of student learning to inform instructional decisions.” (Stiggins, 2012) • “Effective assessment requires multiple sources of evidence collected over time.” (Wiggings & McTighe, 2005) • “Assessment for understanding must be grounded in authentic performance-based tasks.” (Wiggings & McTighe, 2005) 		
ESSENTIAL QUESTIONS:	<ul style="list-style-type: none"> • 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? 		
<p>LICENSURE PROGRAM OUTCOMES:</p> <p>All 5 licensure program outcomes are not addressed in all courses. The program outcomes emphasized for this course are highlighted in BOLD.</p>	<p>The successful education candidate in the licensure program is able to plan, teach, assess, reflect, and adapt. Therefore, the successful candidate:</p> <ol style="list-style-type: none"> 1. (PLAN) designs meaningful learning experiences that incorporate knowledge of content, students, learner outcomes, pedagogy, and assessment; 2. (TEACH) has a competent grasp of content knowledge, employs appropriate pedagogical practices, and utilizes resources to facilitate the learning process for students at the appropriate grade level; 3. (ASSESS) applies a variety of diagnostic, formative and/or summative assessments to evaluate and support developmentally appropriate progress of the learner; 4. (REFLECT) engages in the process of continual and thoughtful reflection on his/her teaching practices; 5. (ADAPT) evaluates elements of change in the classroom and the wider world, actively bringing this awareness to work with students, faculty, and other members of the community. 		
STUDENT LEARNING OUTCOMES:	Outcomes/HTSB Standard(s) addressed	How will outcome be achieved? (e.g., Assignments, reading, lecture, fieldwork, etc.)	
	<p>Standard 6: Assessment</p> <ul style="list-style-type: none"> • The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort 	<ul style="list-style-type: none"> • Through instructional methodologies including lecture notes, readings, discussions, reflections, and projects. • Through independent 	

	<p>assessment results (HTSB 6b)</p> <ul style="list-style-type: none"> • The teachers works independently and collaboratively to examine test and other performance data to understand each learner’s progress and to guide planning. (HTSB 6c) • The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process (HTSB 6e) • The teacher prepares all learners for the demands for the particular assessment formats and makes appropriate accommodations in assessments or testing conditions (6h) 	<p>research, course assignments, and readings.</p>	
<p>ACADEMIC REQUIREMENTS:</p>	<p><u>Attendance and Participation:</u> Every absence or partial absence will mean that vital course content will be missed and the ability to participate in-class activities will be diminished. All students are highly encouraged to participate in these discussions.</p> <p>Attendance is mandatory. Therefore, there is no exception for absences. Absences are submitted to the Registrar’s Office at the end of the course.</p> <p><u>Learner Expectations:</u></p> <ul style="list-style-type: none"> • Read and become familiar with the course syllabus and expectations. • Keep up with assignments and readings. • Ask for clarifications about material or course expectations. • Analyze assigned readings and offer thoughtful interpretations. • Read all course room postings. • Make a minimum of 2 substantive postings per week. That is, contribute postings that add to and advance the quality of the discussion. • Engage other learners by responding to their postings. • Be respectful of diverse perspectives and refrain from making inappropriate comments in course room discussions and personal interactions. 		

WEEKLY CLASS ASSIGNMENTS

Students are expected to complete all readings and assignments. Weekly assignments are due by Sunday midnight, Hawaii time.

WRITING ASSIGNMENTS:

Writings must be written in APA format, 1-2 pages (no more than 2 pages), with citations and references. Be sure to address all areas of the writing task.

Writing #1 Definition of Curriculum & Assessment

Select **ONE** of the three options below.

- Explain the process you currently use to develop a lesson or unit plan. What seems to be your greatest challenge in developing lessons or unit plans? and why?
- What's the purpose of assessment? Identify 3 assessment issues from past experience as a student or teacher. Does the text offer helpful ideas on how to work through these issues? Explain.
- What's your definition and understanding of curriculum? What should it look like? How would you define student understanding? How do you know that student understand content?

Writing #2 Issues in Curriculum & Assessment

- Locate and provide an example of a Common Core lesson plan with an assessment. Post it in your writing and identify any two of the following, as applicable. (at least two)
 - Characteristics, uses, advantages, limitations, or issues
- When, done provide at least 2 recommendations for improvement.

Writing #3 Six Facets of Understanding

- Locate and provide an example of one of the 4 types of assessment strategies (selected response, written, communication, performance) and explain which of the six facets of understanding it clearly demonstrates.

Writing #4 Implications for Teaching

- Write a brief reflection on the three most important new insights that have come to you through the readings. What new questions have come to mind as a result of the readings? "Before, I used to think...but now..."

ASSESSMENTS:

Students will select **ONE** CCSS from their UBD Development Project and design a total of 4 assessments that align to the CCSS: **one selected response, one written response, one performance, and one personal communication assessment.** Students will use a template (provided by instructor) to write rationale indicating how each assessment is an authentic piece of evidence demonstrating student learning and understanding.

RESPONSES:

Students are expected to read their classmates' assignments and respond to a minimum of **two** per week in class discussions. Responses are worth 20% of your final grade. Failure to participate or be present in group discussions will result in no credit for the week's response.

UBD DEVELOPMENT PROJECT
(PART 2 of Signature Assignment)

The UbD unit development plan will be an assignment for you to demonstrate your ability to design a curriculum unit using a research-based model for curriculum design and development that addresses the importance of the validity of learning outcomes for teaching and learning. In the unit plan, you will align performance goals for students with curriculum and assessments. This is a pairs project. Students will be assigned with a partner to work with in designing this plan.

- **UBD Stage 1 Identification of Results:** You will select a content area and grade level (choices provided by instructor) for your unit development and begin a backward design process by uncovering the Big Ideas and Essential Questions that will drive the rest of the unit development plan. Use the UbD stage 1-Identification of Results guidelines provided to prepare Stage 1 of the UbD template available on pg. 57 of the text.
- **UBD Stage 2 Determination of Evidence:** You will take the Big Ideas and Essential Questions you developed for Stage 1 and start thinking about how the assessment of the students' learning and understanding will be addressed. Follow the Stage 2 guidelines provided to prepare Stage 2 of your unit development plan.
- **UBD Stage 3 Plan for Curriculum and Instruction:** The final stage focuses on planning the actual classroom activities and instructions that will achieve the goals you defined in Stages 1 and 2. Use the UbD 3 guidelines provided to complete the final stage of the unit plan. Use the unit plan checklist to be sure you have covered the important areas for Stage 3.

FINAL EXAM

Instructor will provide specific details by Week 5. TBA (open book, open notes).

**SIGNATURE
ASSIGNMENT:**

The signature assignment for the assessment course is a portfolio including the following:

(1) A Philosophy of Assessment Statement

- Clearly explains 3 or more purposes of assessment with relevant examples and justification of research or literature for each.
- Provides literature beyond the course text to support philosophy
- *EXAMPLE:* "I believe the purpose of assessment is to....As a

teacher, I will....”Stiggins (2012) confirms that.....”

(2) UbD Development Project:

- UbD Stage 1: Identification of Results
- UbD Stage 2: Determination of Evidence
- UbD Stage 3: Plan for Curriculum Instruction

(3) Development Process Reflection:

- Explain your challenges in the development process.
- What was clear in the development process?
- What will you do differently next time?
- What were your Aha moments? Where does this project fit in your professional development? What personal biases did you bring with you as you developed your plan?
- Provide at least 3 recommendations for future aspiring educators relating to the development of curriculum and assessment.
- Provide at least 3 references to support the content presented.

****Signature Assignment must be submitted to Livetext for grading.**

Other Assignments:

Weekly Discussion Assignments

Use critical thinking to formulate your ideas, reactions, and analyses of the concepts and issues. Your assignments will be made available for the other students and professor to read.

Response assignments

Each week students will respond to the writings of other students derived from the weekly assignments; these are based on readings from the text, and all other assignments. Your responses will be interactive with other students in the class. Read your classmates’ assignments and respond to a minimum of two. *Although you are only required to respond to two, I highly recommend that you read all of the posts of your fellow colleagues in order to develop, evolve, or change your perspectives based on the interactions/ideas of others.*

*Be sure to identify the name of person you are responding to each time.

Grading Scale:

Written assignments	20 pts (4 @ 5 pts each)
Assessment assignments	20 pts (4 @ 5 pts each)
Responses	20 pts (20 @ 1 pt each)
Final Exam	10 pts
Signature Assignment	30 pts
TOTAL	100 pts

The point value of assignments and participation is 100. Letter grades are based on the following system:

90-100	A
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80-89	B
70-79	C
60-69	D
0-59	F

*A grade of C or below will not be credited toward a bachelor's degree and the students will have to repeat the course.

UNIVERSITY POLICIES:

Attendance

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness prevents them from attending class, and make arrangements to complete missed assignments. Notification may be done by sending an email to the instructor. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

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.

ED 208 WEEKLY ASSIGNMENTS

DATE	TOPIC	READINGS	ASSIGNMENTS DUE
WEEK 1	<ul style="list-style-type: none"> • Classroom Assessment for Student Success • Understanding Why We Assess • Introduction 	Stiggins: Ch. 1-2 Wiggins: Intro (pg. 1-12)	Writing #1
WEEK 2	<ul style="list-style-type: none"> • Clear Achievement Expectations • Designing Quality Classroom Assessments • Backward Design • Understanding Understanding 	Stiggins: Ch 3-4 Wiggins: Ch 1-2	Writing #2
WEEK 3	<ul style="list-style-type: none"> • Gaining Clarity on Our Goals • The 6 Facets of Understanding • Essential Questions: Doorways to Understanding 	Wiggins: Ch 3-5	UbD Stage 1: see syllabus Writing #3
WEEK 4	<ul style="list-style-type: none"> • Crafting Understandings • Thinking Like an Assessor • Creating Valid, Reliable, and Effective Assessments 	Wiggins: Ch 6-7	UbD Stage 2: see syllabus
WEEK 5	<ul style="list-style-type: none"> • Selected Response Assessment • Written Response (Essay) Assessment • Criteria and Validity 	Stiggins: Ch 5-6 Wiggins: Ch 8	Assessment assignment: see syllabus Submit 1 selected response Submit 1 written response w/ rubric
WEEK 6	<ul style="list-style-type: none"> • Student Work Analysis • Performance Assessment • Personal Communication as Assessment • Assessing Dispositions 	Stiggins: Ch 7-9	Assessment assignment: see syllabus Submit 1 performance assessment w/rubric Submit 1 personal communication assessment
WEEK 7	<ul style="list-style-type: none"> • Record Keeping: The Foundation of Effective Communication • Planning for Learning • Teaching for Understanding 	Stiggins: Ch 10 Wiggins: Ch 9-10	UbD Stage 3: See syllabus
WEEK 8	<ul style="list-style-type: none"> • Report Cards: Summarizing Assessments OF Learning • Portfolios as Rich Communication 	Stiggins: Ch 11-12 Wiggins: Ch 11	Work on Signature Assignment: (1) Philosophy of

	<ul style="list-style-type: none"> • The Design Process 		Assessment statement, (2) UbD project, and (3) Development Process Reflection
WEEK 9	<ul style="list-style-type: none"> • Conferences as Productive Communication • Communication with Standardized Test Scores • The Big Picture: UbD as Curriculum Framework 	Stiggins: Ch 13-14 Wiggins: Ch 12	Writing #4 FINAL EXAM: TBA Continue working on your Signature Assignment
WEEK 10			Submit Signature Assignment via LIVETEXT