



**EDUC 654 – Assessment  
Winter 2017**

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**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.

**COURSE TEXTS AND MATERIALS**

Calkins, L. (2014). *Writing pathways: Performance assessments and learning progressions, grades K-8*. Portsmouth, NH: Heinemann. ISBN: 978-0325057309

Brookhart, S. (2010). *How to give effective feedback to your students*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN: 978-1416607366

**COURSE LEARNING OBJECTIVES**

**CLO 1** - Create content appropriate assessments that demonstrate knowledge and understanding of the characteristics, uses, advantages, and limitations of different types of assessments.

**CLO 2** - Modify and revise assessments for student learning needs.

**CLO 3** - Use formative and summative assessments to determine student understanding of each subject area.

**CLO 4** - Align assessments with instructional practice.

**CLO 5** - Use assessment and self-reflection to monitor and modify instructional approaches as needed.

**COURSE REQUIREMENTS AND GRADES**

**Readings**

Readings will be assigned each week to frame our discussion in class. It is vital that the deadlines are followed so that there is genuine class discussion and an opportunity for peer review and learning. The readings will come primarily from the assigned course texts; however, there will be occasions in which additional readings will be required.

**Assignments**

Students will complete a number of assignments based on the assigned readings and develop assessment instruments incorporating the strategies discussed in class. The specifics of these assignments are outlined on the following pages.

### Collegiality & Professionalism

We will create an open environment where diverse opinions, viewpoints, and perspectives are appreciated and respected. As we perfect the art of teaching, we should be conscious of the fact that our craft can (and should) be approached from multiple perspectives.

### Course Communication

Email is the best way to reach me with questions about course assignments or policies. I will answer all emails by the next school day (usually within 24 hours, though weekends may take longer).

### Grades

Assignments should be turned in on the due date noted in the syllabus or otherwise indicated in class; late assignments will impact your grade in the course. Letter grades for the course will be determined by the following formula:

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<b>Course Overview (see Canvas for details)</b>		<b>20 Points</b>
<b>Online Discussions</b>	<b>(CLO 1, 2, 3, 4, 5)</b>	<b>100 Points</b>
<b>edTPA Tasks 3.1, 3.2, 3.3, &amp; 3.4</b>	<b>(CLO 2, 3, 4, 5)</b>	<b>60 Points</b>
<b>Unit Plan Assessment Instrument</b>	<b>(CLO 1, 2, 3, 4)</b>	<b>60 Points</b>
<b>Total:</b>		<b>240 Points</b>

Letter grades are defined as follows:

<b>A</b> (240-216 points)	<b>B</b> (215-192 points)	<b>C</b> (191-168 points)	<b>F</b> (167-0 points)
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*Note: Education majors need to earn a grade of "B" or better.*

### COURSE EVALUATION AND ASSESSMENT

#### **Class Discussions (Due Every Week / Weeks Begin on Monday)**

You will participate in one online discussion thread each week. These discussions are the central component of the course and participation is required. The purpose is not to prove that you have completed the reading and they are not simple summarization exercises to earn course credit. Instead, the discussion boards are our link as a community of scholars. They are a space to explore the texts, to ask questions, to challenge assumptions – ultimately, they are a place to grow as learners and as teachers. Please give these discussions the respect they deserve and check in frequently for updates.

Your initial response to each prompt is due by 11:59pm every Thursday. The initial responses should be a minimum of 300 words, cite the assigned texts (including page numbers), and be free of spelling and grammatical errors. A rubric for this assignment can be found below.

You are also required to post a response to one of your classmates by 11:59pm every Sunday. You are encouraged to make multiple responses and engage in critical conversation around these texts, however only one response post is required each week. Responses should be a minimum of 300 words and must advance the conversation (e.g. ask a question, challenge a viewpoint, build on an argument).

Discussion responses will be graded within one week of submission. Please check Canvas for feedback on your discussion posts and incorporate this feedback into your future posts.

### IMPORTANT NOTE ON LATE DISCUSSION POSTS:

The success of the course rests on the quality of these discussions. Without time to read and respond to your peers, our shared classroom community (and the possibilities for learning therein) will suffer. *As a result, late discussion posts will receive at most 50% credit. Posts that are more than one week late will receive no credit.*

#### *Discussion Rubrics:*

Initial Post (one per week; 5 points total)				
	5 - Distinguished	3 - Proficient	1 - Basic	0 - Unsatisfactory
Length	Minimum of 300 words	Minimum of 225 words	Minimum of 150 words	Shorter than 150 words
Engagement with Assigned Texts	Demonstrates serious contemplation of the readings	Indicates reading was completed	Suggests reading was scanned but not carefully analyzed	Provides little indication that the reading was completed
Citations	References to the assigned texts are integrated citing specific page numbers	References to the assigned texts are unspecific	References to the assigned texts are unclear or taken out of context	Assigned texts are not referenced
Spelling, Punctuation, and Grammar		Post is clear and articulate; grammar and spelling are correct		Post contains multiple errors in grammar and/or spelling that impact clarity

Response Post (one per week; 5 points total)				
	5 - Distinguished	3 - Proficient	1 - Basic	0 - Unsatisfactory
Length	Minimum of 300 words	Minimum of 225 words	Minimum of 150 words	Shorter than 150 words
Engagement with Peers	Shows concerted and honest effort to engage with others	Shows attention to other posts in the thread	Offers little interaction with other posts in the thread	Does not acknowledge other posts
Advancement of Conversation	Responds in a way that advances discussion beyond the obvious	Minimally acknowledges ideas of others in an attempt to advance the discussion	Mostly summarizes what others have said without adding to the discussion	Misrepresents content of other posts
Spelling, Punctuation, and Grammar		Post is clear and articulate; grammar and spelling are correct		Post contains multiple errors in grammar and/or spelling that impact clarity

### **edTPA Tasks 3.1, 3.2, 3.3, 3.4**

Successful completion of these assignments will demonstrate your proficiency in analyzing student learning, providing feedback to guide further learning, and using assessment to inform instruction. Detailed instructions for each of the four tasks, along with the edTPA rubrics for each assignment, are available on the course Canvas page.

### Unit Plan Assessment Instrument

You will be creating an assessment instrument for a lesson or unit plan you developed for your own classroom or as part of a project for another course. You do not need to submit the lesson or unit plan, just the summative assessment as described below. **Note: This assessment needs to incorporate some type of writing.**

The requirements for the final assignment are as follows:

- Turn in a summative assessment that would be used at the end of a lesson or unit. This needs to be a **formal, written assessment** that demonstrates students' proficiency in writing along with whichever content standards you address in your lesson.
  - Provide the actual assessment handout that you will give to students (including instructions). *See example posted on Canvas.*
  - Provide a formal rubric used to grade the lesson (written in "teacher language"). *See example in the Writing Pathways textbook.*
  - Provide a student checklist (written in grade appropriate language). *See example in the Writing Pathways textbook.*
- Submit a 300-word narrative explaining how this assessment will demonstrate students' proficiency in writing and the content standards you address in your learning segment. The narrative should also explain how the assessment will be delivered (e.g. in-class, homework), and any additional supports students will need to complete it (e.g. computer access, library books, etc.).

*EDUC 654 Final Project Rubric*

	<b>Exceptional</b>	<b>Proficient</b>	<b>Developing</b>	<b>Inadequate</b>
<b>Summative Assessment / Directions</b>	Summative assessment would clearly demonstrate what students learned related to the Common Core standards. Assessment handout is professional and student instructions are clear. (15 points)	Summative assessment would demonstrate what students related to the Common Core standards. Assessment handout is adequate and student instructions are mostly clear. (10 points)	Summative assessment attempts to demonstrate what students learned related to the Common Core standards but would provide little evidence. Assessment handout is poorly designed and/or student instructions are confusing. (5 points)	Summative assessment is missing or unclear. (0 points)
<b>Summative Assessment Checklist</b>	Student checklist for the summative assessment is written in grade appropriate language and aligns with the rubric used for grading. (10 points)	Student checklist for the summative assessment is mostly written in grade appropriate language and/or mostly aligns with the rubric used for grading. (7 points)	Student checklist for the summative assessment is somewhat written in grade appropriate language and/or somewhat aligns with the rubric used for grading. (4 points)	Student checklist for the summative assessment is missing or unclear. (0 points)
<b>Summative Assessment Rubric</b>	Grading rubric for the summative assessment is clearly connected with the Common Core standards. Descriptions of the various achievement levels are clearly defined. (10 points)	Grading rubric for the summative assessment is somewhat connected with the Common Core standards. Descriptions of the various achievement levels are defined but not entirely clear. (7 points)	Grading rubric for the summative assessment is only loosely connected with the Common Core standards. Descriptions of the various achievement levels are unclear. (4 points)	Grading rubric for the summative assessment is missing or unclear. (0 points)
<b>Assessment Reflection</b>	The narrative clearly explains how the assessment demonstrates students' proficiency with the Common Core and learning standards. The narrative clearly explains how the assessment will be delivered and any additional supports students will need to complete it. (15 points)	The narrative explains how the assessment demonstrates students' proficiency with the Common Core and learning standards. The narrative explains how the assessment will be delivered and any additional supports students will need to complete it. (10 points)	The explanation of how the assessment demonstrates students' proficiency with the Common Core and learning standards is unclear. The narrative attempts to explain how the assessment will be delivered and any additional supports students will need to complete it. (5 points)	Assessment reflection is missing or unclear. (0 points)
<b>Grammar, Spelling, and Punctuation</b>	Grammar, spelling, and punctuation is as expected for college level coursework. (10 points)	There are minor grammar, spelling, and punctuation issues that do not affect the overall clarity of the paper. (7 points)	Grammar, spelling, and punctuation errors occasionally detract from the overall clarity of the paper. (4 points)	Grammar, spelling, and punctuation errors significantly detract from the overall clarity of the paper. (0 points)

### SYLLABUS CHANGE POLICY

This syllabus is a guide and every attempt is made to provide an accurate overview of the course. Occasionally, it necessary for the instructor to modify the syllabus during the semester due to the progress of the class, experiences of the students, and unforeseen changes in the schedule. Changes to the syllabus will be made with advance notice whenever possible.

### COURSE CALENDAR

Week	Assigned Readings
1	<b>Topic:</b> Course Introduction <b>Assigned Readings:</b> See Canvas for Details
2	<b>Topic:</b> Conducting On-Demand Performance Assessments <b>Assigned Readings:</b> Writing Pathways, Chapter 1
3	<b>Topic:</b> Authentic Assessment <b>Assigned Readings:</b> See Canvas for Details
4	<b>Topic:</b> Developing Shared Expectations; Planning and Adapting Your Curriculum <b>Assigned Readings:</b> Writing Pathways, Chapters 3 & 4
5	<b>Topic:</b> Self-Assessment Checklists <b>Assigned Readings:</b> Writing Pathways, Chapter 5
6	<b>Topic:</b> Effective Written Feedback; Effective Oral Feedback <b>Assigned Readings:</b> Feedback, Chapters 3 & 4 <b>Assignment Due:</b> edTPA Task 3.1
7	<b>Topic:</b> Helping Students Use Feedback <b>Assigned Readings:</b> Feedback, Chapters 5 & 7 <b>Assignment Due:</b> edTPA Task 3.2

8	<b>Topic:</b> Tracking Student Progress; On-The-Run and Formal Record Keeping <b>Assigned Readings:</b> Writing Pathways, Chapter 6 <b>Assignment Due:</b> edTPA Task 3.3
9	<b>Topic:</b> Using Assessment to Inform Instruction <b>Assigned Readings:</b> Writing Pathways, Chapters 7 & 8 <b>Assignment Due:</b> edTPA Task 3.4
10	<b>Topic:</b> Designing Performance Assessments <b>Assigned Readings:</b> Writing Pathways, Chapter 9 <b>Assignment Due:</b> Unit Plan Assessment Instrument

### **GUIDING PHILOSOPHY**

The Education Division's guiding philosophy is based upon a set of beliefs that flow from Chaminade University's vision and mission statements, the Education Division's mission statement, the Marianist Core Academic Beliefs, and the Hawai'ian 'Ōlelo of Mana (intrapersonal; spirit; embodiment of love, faith, and ethical practice), Aloha (interpersonal; love; sacredness; divine breath), 'Ohana (classroom; family; interconnectedness), Pono (community; being in alignment and balance in life and the community), and Ho'oma'ama'a (world; become adapted to; teach one to work). These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor instructional and educational leaders to their fullest potential; a commitment to teaching excellence, engagement in scholarship in the pursuit of truth; and a commitment to scholarly service for the university and the larger community. This alignment is designed to prepare education professionals for effective classroom and school leadership by demonstrating professional dispositions, content knowledge, pedagogical skills, and leadership to work effectively with a diverse community of learners.

### **EDUCATION DIVISION 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**

PLO 1	<b>Content Knowledge</b> (Knowledge of subject matter such as reading/language arts, mathematics, social sciences, science, visual arts, musical arts, and kinesthetic arts)
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PLO 2	<b>Developmentally Appropriate Practice</b> (Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning)
PLO 3	<b>Pedagogical Content Knowledge</b> (Knowledge of how to teach subject matter to students and application of a variety of instructional strategies that are rigorous, differentiated, focused on the active involvement of the learner)
PLO 4	<b>Educational Technology</b> (Knowledge of and application of appropriate technology for student learning)
PLO 5	<b>Assessment for Learning</b> (Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning)
PLO 6	<b>Diversity</b> (Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments)
PLO 7	<b>Focus on Student Learning</b> (Skills in the planning and design of meaningful learning activities that support and have positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology)
PLO 8	<b>Professional &amp; Ethical Dispositions and Communication</b> (Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and professional colleagues)

### MARIANIST VALUES

- Education for Formation in Faith (Mana): Within the community of learners, reason and personal faith are seen as mutually complementary roads to truth. All Education Division members join the larger community of faith, hope, love and ethical practice.
- Integral, Quality Education (Aloha): The community is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. All Education Division members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.
- Education and the Family Spirit (Ohana): The community of learners is a second family which encourages the personal development of each of its members. Mutual respect for all members of the Education Division family allows the community to share responsibility for decision making at all levels.
- Education for Service, Peace and Justice (Pono): All members of the community strive to serve the university community and the larger community. Education Division community members are committed to scholarly service and to dispense and receive justice to and from each other and to the larger community.

Education for Adaptation and Change (Ho‘oma‘ama‘a): True to the tradition of faith, a Marianist-founded education prepares students for tomorrow and adapts to its time. The Education Division scholarly community of learners regards technology as a critical aid in the quest for understanding in a changing world.

### **EDUCATION DIVISION ATTENDANCE POLICY**

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.**

1.1 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.

1.2. 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.

2.1. 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 T/Th (30 classes): More than 3 absences lowers grade one letter. Missing more than six classes results in failure or withdrawal.

c. Undergraduate Day Courses M/W/F (45 classes): More than 4 absences lowers grade one letter. Missing more than nine classes results in failure or withdrawal.

2.2 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.

2.3 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. *Note: For this class you are expected to log on at least two times each week.*

#### **3. Additional Notes**

3.1 If a student does not logon 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.

- 3.2 Any student who stops attending an on-ground course or stops participating in an online course without officially withdrawing may receive a failing grade.

### **EDUCATION DIVISION INCOMPLETE GRADE POLICY**

At the discretion of the faculty member, a grade of “I” may be assigned to a student who has successfully completed a majority of the coursework, but who has an unavoidable and compelling reason why the remainder of the work cannot be completed on schedule. The issuance of an “I” grade is not automatic. Prior to reporting final grades, a contract must be made between the student and the instructor for the completion of the required coursework. This contract must reflect a final default grade if the student does not submit the required assignments. (For example, the grade notation would be: IB, IC, ID, or IF. The default for an “I” that is submitted without an alternative grade is “F.”) The contract must include a detail of the remaining coursework and the final deadline date by which the grade is to be submitted. (Note: the deadline date is 90 days past the end of term date and includes the time required by the instructor to review, grade, and submit the paperwork reflecting the final grade.) This deadline date may not be extended.

### **ACADEMIC HONESTY STATEMENT**

In the cases of alleged academic dishonesty (such as plagiarism, cheating, claiming work not done by the student, or lying) where a faculty member observes or discovers the dishonesty, the faculty members may choose to confront the student and handle the matter between the faculty member and the student, or the faculty member may choose to refer the incident to the Dean or Graduate Program Director. (If the Dean or the Director is the instructor in question, the concern shall be directed to the Provost; if the Provost is the instructor in question, the concern shall be directed to the President.) If the faculty member chooses to confront the situation and it is not satisfactorily resolved between the faculty member and the student, the matter may then be referred or appealed to the Dean or Director.

- In either case, the Divisional Dean or Graduate Program Director may choose to 1) resolve the matter through a meeting with both the student and the faculty member, or 2) refer the matter to the Provost. The findings, in either case are final.
- If alleged academic dishonesty is reported to a faculty member by a third party, then the faculty member will meet with the Divisional Dean or Graduate Program Director; to determine whether the evidence warrants an investigation, and how the investigation will be handled. It may also be decided that the faculty member will either confront the student or, assuming enough evidence is present to warrant action, turn the matter over to the Divisional Dean or Program Director to either resolve or organize a hearing.
- If the student is found guilty of the charges of academic dishonesty, the student may be subject to academic penalties such as failure of the course, exam, or assignment. Other penalties from the list of possible disciplinary sanctions may also be deemed appropriate.

### **DISABILITY AND FULL INCLUSION STATEMENT**

Chaminade University of Honolulu is committed to a policy of non-discrimination and recognizes the obligation to provide equal access to its programs, services, and activities to students with disabilities. If a student is in need of accommodation due to a documented disability, he/she should contact the Director of Personal Counseling at (808) 739-4603 or by email at the [jyasuhar@chaminade.edu](mailto:jyasuhar@chaminade.edu) address. A determination will be made if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion. Beyond the legal requirements Chaminade’s Education Division is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. Subsequently, faculty members

attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.

### **TITLE IX COMPLIANCE**

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center: 808-735-4845
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

### **TECHNICAL SUPPORT**

For technical questions contact the Chaminade eCollege helpdesk ([helpdesk@chaminade.ecollege.com](mailto:helpdesk@chaminade.ecollege.com)) or call (877) 740-2213.

### **KSD REFERRALS**

Background: Implementation of the Knowledge/Skill/Disposition (KSD) referral system was approved by the Division at the Fall 2011 Chaminade Faculty retreat. The KSD referral system is in place to help undergraduate and graduate students in reaching their goals to become highly-qualified and highly-effective educators and administrators. As our Education Division mission states, we strive “To foster the development of teachers and leaders in education through programs based in the liberal arts tradition, Catholic Marianist values, current research, best practice, and state and professional standards.” Part of this is to ensure that each teacher candidate or educational leader taking our coursework is knowledgeable in the content area, possesses the needed skills to teach that content, and has dispositions that are reflective of an education professional with accompanying Marianist values.

Referral Process: Any member of the Education Team, defined as an employee of the Education Division and including adjunct instructors, can initiate a KSD referral to the Dean at any time and for any student taking an education course (see attached form). Referrals can also be made to the Dean for our students taking non-education courses.

### **NETIQUETTE FOR ONLINE ACTIVITIES**

- Be polite and respectful of one another.
- Avoid personal attacks. Keep dialogue friendly and supportive, even when you disagree or wish to present a controversial idea or response.
- Be careful with the use of humor and sarcasm. Emotion is difficult to sense through text.
- Be helpful and share your expertise. Foster community communication and collaboration.
- Contribute constructively and completely to each discussion. Add value in your comments. Avoid short, repetitive “I agree” responses.
- Consider carefully what you write. Re-read all e-mail and discussion before sending or posting. Remember that e-mail is considered a permanent record that may be forwarded to others.
- Be brief and succinct. Don’t use up other people’s time or bandwidth.
- Use descriptive subject headings for each e-mail message.
- Respect privacy. Don’t forward a personal message without permission.

- Cite references. Include web addresses, authors, names of articles, etc.
- Keep responses professional and educational. Do not advertise or send chain letters.
- Do not send large attachments unless you have been requested to do so or have permission from all parties.