



ED 408 – Assessment
Fall 2018
3 Credits
Tuesday and Thursday, 2:30 to 3:50 pm
Brogan Hall Room #102

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Office Hours: Tuesday and Thursday, 3:50 to 4:30 pm

Course Connections

Mission Statement:

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

Marianist Values:

- Educate for formation in faith: Commitment to the development of the whole person, including one's faith life and application of faith to practice.
- Provide an excellent education: Encompasses intellectual and spiritual development understood and supported best in community.
- Educate in family spirit: Accepts each person with loving respect and draws everyone into the challenge of building community.
- Educate for service, justice, and peace: Work in the classroom is connected to the wider world in order to serve the common good.
- Educate for adaptation and change: Recognition to adapt methods and structures in the midst of social and technological change in order to transmit educational philosophy and spirituality more fully.

Program Learning Outcomes (PLOs):

Upon completion of initial teach licensure programs, successful candidates will demonstrate:

1. Knowledge of subject matter such as reading/language arts, mathematics, social sciences, science, visual arts, musical arts, and kinesthetic arts (Content Knowledge).
2. Knowledge of how students develop and learn, including how to engage students in developmentally appropriate experiences that support learning (Developmentally Appropriate Practices).

3. Knowledge of how to teach subject matter to students and apply a variety of instructional strategies that are rigorous, differentiated, and focused on the active involvement of the learner (Pedagogical Content Knowledge).
4. Knowledge and application of appropriate technology for student learning (Technology).
5. Knowledge and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning (Assessment).
6. Skills for adapting learning activities for individual differences and the needs of diverse learners while maintaining safe, positive, caring, and inclusive learning environments (Diversity).
7. Skills in the planning and design of meaningful learning activities that support and have positive impacts on student learning based upon knowledge of subject matters, students, the community, curriculum standards, and the integration of appropriate technology (Focus on Student Learning).
8. Professional dispositions, professionalism in teaching, ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and colleagues (Professional & Ethical Dispositions and Communication).

Course Overview

Course Introduction:

ED 408, Assessment, is designed to introduce Education majors to various types of assessments and how to apply them effectively. Assessment is integral to teaching and learning because it reveals the learning journey of our students: where they started, what they encountered along the way, and where they end up. This course will encourage you to consider how to create an ongoing cycle of assessment in order to evaluate instructional effectiveness and create multiple learning opportunities for all students to progress. We will explore and develop a variety of formative and summative assessments that are intentionally aligned with student learning outcomes in order to assess student knowledge, dispositions, and performances. Reflection will occur throughout the course as evidence of our questions and thoughts pertaining to assessment. My hope is that after taking this course, students will have the knowledge, tools, and resources in order to create effective assessments for a diverse range of students.

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. Prerequisites: ED 220, ED 326. Additional prerequisites for Elementary Education majors: ED 320, ED 321, ED 322, ED 323, ED 324, ED 325.

Essential Questions:

- What role does assessment play in the elementary classroom?
- How can we appropriately employ formative and summative assessments to check for student understanding?
- How do we use assessment to monitor and modify classroom instruction?
- What is the current state of the field with regard to educational assessment?

Course Learning Outcomes (CLOs):

Upon completion of this course, students will be able to:

1. Create content appropriate assessments that demonstrate knowledge and understanding of the characteristics, uses, advantages, and limitations of different types of assessment (PLO 1, 2, & 5).
2. Modify and revise assessments for student learning needs (PLO 2, 5, 6, & 7).
3. Use formative and summative assessments to determine student understanding of each subject area (PLO 5 & 7).
4. Align assessments with instructional practice (PLO 1, 2, 4, 5, 6, & 7).
5. Use assessment and self-reflection to monitor and modify instructional approaches as needed (PLO 1, 2, & 5).

Alignment of Learning Outcomes:

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Essential Questions	1, 2, 3, 4	2, 3	2	3, 4	3
Marianist Values	2, 4, 5	2, 4, 5	2	2, 4, 5	2, 4, 5
Program Learning Outcomes	1, 2, 5	2, 5, 6, 7	5, 7	1, 2, 4, 5, 6, 7	1, 2, 5

Classroom and Canvas Guidelines**Teaching Methods and Goals:**

We will use research-driven methods of teaching and learning, such as scaffolding, reciprocal questioning, generating self-explanations and summaries, listening carefully to others, reflection, and practicing the application of concepts, processes, principles, and procedures to current problems.

Students will have the opportunity to develop speaking, listening and writing skills; focus on literature on assessments and their application, develop analytic skills, use APA style for papers and projects; and participate in collaborative problem-solving (e.g., small group work in-class).

Learning Conditions:

The construction of this course and teaching that will occur is based on a set of assumptions about learning. Educational literature suggests that students learn best and enjoy the process of learning when they:

- Are provided with a clear statement of what they are expected to do.
- Are given clear criteria for success from the very beginning.
- Are evaluated against a standard and not against each other.
- Play an active role in the learning process.

Shared Responsibility:

As stated in the Chaminade University of Honolulu Student Handbook, we are a community that embraces respect and collaboration of every individual. Additionally, the following responsibilities contribute to an effective educational experience in this course.

As the instructor, it is my responsibility to:

- Organize the learning activities,
- Provide scaffolding for your learning,
- Provide resources and experiences that are relevant and engaging, and
- Provide timely, fair, and honest feedback about the degree of learning you achieve.

As the student, it is your responsibility to:

- Exert maximum effort (reading before class, participating during class, submitting assignments on time, etc.),
- Attempt to integrate your learning into your prior knowledge and your future career responsibilities and tasks, and
- Treat your classmates (and potential future colleagues), instructor, and class guests with respect and integrity while sharing your own expertise.

Instructor and Student Communication:

Part of professionalism is demonstrating the ability to find answers independently, but at times a student may have a specific question that needs to be addressed. Students are encouraged to ask questions for clarification after they have thoroughly read and reviewed all course materials.

Questions for this course should be emailed to the instructor at cari.ryan@chaminade.edu. Email is the preferred form of communication. Online, in-person and phone conferences can be arranged. Response time will take place up to 48 hours.

Discussion Agreement:

By participating in this class, you are agreeing to abide by the following ground rules for discussion:

- Promote an environment conducive to learning. If something does not make sense, ask about it because most likely others feel the same.
- Respect differences of culture, nationality, values, opinion, and style.
- Welcome disagreement and explanations because they provide opportunities to learn.
- Seek to understand first before trying to be understood.
- Encourage participation. Everyone has something to contribute.
- Promote clear communication by being specific, giving examples, and asking questions.
- Speak for yourself. Let others speak for themselves.
- Help achieve today's class goals in the time available by being aware of time and not monopolizing discussions.
- Confidentiality is expected when discussing children or specific situations.

Cell phones, tablets, and laptops:

Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should

not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

Course Requirements

Readings:

Students enrolled in this course are required to read all current assignments for each unit before each class meeting when the readings will be discussed. The textbooks for the course are:

Required Texts:

Calkins, L. (2015). *Writing pathways: Performance assessments and learning progressions, grades K-8*. Portsmouth, NH: Heinemann. ISBN: 978-0325057309

Chappuis, J., & Stiggins, R. (2017). *An introduction to student-involved assessment for learning* (7th ed.). New York, NY: Pearson. ISBN: 978-0134450261

In addition to the textbooks required for the course, selected websites and PDF files will be loaded onto the CUH Canvas website. For each week, you will find the reading available.

Assignments:

Students will complete a number of assignments based on the assigned readings and develop assessments incorporating the strategies discussed in class. All information pertaining to the assignments in this course are located in the Assignments folder in Canvas.

The final course grade will be based on the following assignments:

Assignment		Quantity	Points	Weight
Participation	Attendance	28	1 each (28 total)	15%
	Pre-Test	1	10	
	Post-Test	1	10	
	Online Quizzes	5	15 each (75 total)	
	PAM Report Outs	1	30	
Learner Variability Online Presentation	Presentation	1	80	15%
	Feedback to at least two classmates	2	10 each (20 total)	
Progress Journal		10	20 each (200 total)	30%
Final Project		1	200	40%
Total:			653	100%

Grading Scale:

Percent	Grade
90-100%	A
80-89%	B

70-79%	C
0-69%	F

Citation and Reference Style:

Students will follow the American Psychological Association (APA) manual (6th edition) as the sole citation and reference style used in written work submitted as part of coursework.

Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA manual (6th ed). See <http://www.apastyle.org/> and <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

Documents/Files: When uploading assignments, make sure they are in doc or docx format. Make sure to properly format papers: use black 12 Times New Roman, Arial, or other appropriate font.

Late Assignments:

Students are expected to submit assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. If there is no communication between instructor and student before the due date, the assignment submitted past the due date time will have 5% automatically deducted. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Attendance and Absences:

As stated in the Chaminade University academic catalog, students are expected to attend regularly all classes for which they are registered. Students must follow the attendance policy of the Division as appropriate for the course format (on-ground, hybrid, or online). Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course. A summary of the Education Division's attendance policy is attached at the end of this syllabus.

University Policies

Academic Honesty:

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division

and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

Violations of Academic Integrity

Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one’s own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

Copying or borrowing liberally from someone else’s work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.

- Copying of someone else’s exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

Nondiscriminatory Policy (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. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Statement for Students with Disabilities:

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work.

Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan

accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Counseling Center at (808) 735-4845 for further information.

Disclaimer Statement: Course content may vary from the outline to meet the needs of this particular class and achieve course learning outcomes.

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.

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 student 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. 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.