



ED 408 - Assessment
Spring 2020
3 Credits
Online

Instructor: Scott Wylie
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Office Hours: By Appointment
Office Location: Online

Required Texts:

- **Writing Pathways: Performance Assessments & Learning Progressions, Grades K-8**, by Lucy Calkins, ISBN: 9780-3250-5730-9, Heinemann, 14th edition
- **How to give effective feedback to your students**, by Susan Brookhart, ISBN: 9781-4166-2306-9, Alexandria, VA: ASCD, 2nd edition

Course Catalog 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.

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?

Mission Statement:

The mission of the education division is to foster the education of teachers and leaders in education through programs based in the liberal arts tradition, Catholic Marianist's values, current research, and best practices.

Marianist Values:

1. Educate for Formation in Faith
2. Provide an Integral Quality Education
3. Educate in Family Spirit
4. Educate for Service, Justice, and Peace
5. Educate for Adaptation and Change

WASC Core Competencies:

1. Written Communication
2. Oral Communication
3. Quantitative reasoning
4. Critical Thinking
5. Information Literacy

Program Learning Outcomes (PLOs):

1	Content Knowledge (Knowledge of subject matter)
2	Developmentally Appropriate Practice (Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning)
3	Pedagogical Content Knowledge (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)
4	Educational Technology (Knowledge of and application of appropriate technology for student learning)
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)
6	Diversity (Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments)
7	Focus on Student Learning (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)
8	Professional & Ethical Dispositions and Communication (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).

Course Learning Outcomes (CLOs):

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

Alignment of Learning Outcomes:

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

Course Requirements:

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).

Grading:

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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Discussion Posts and Responses	180 Points
Assessment Tasks 1, 2, 3, & 4	60 Points
Unit Plan Assessment Instrument	60 Points
Total:	300 Points

Letter grades are defined as follows:

A (300-270 points)	B (269-240 points)	C (239-210 points)	F (209-0 points)
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Note: Education majors need to earn a grade of “B” or better.

Response to Chapter (Due Every Week / Weeks Begin on Monday)

You will participate in online discussions 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 250 words, cite the assigned texts (including page numbers), and be free of spelling and grammatical errors.

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 250 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.*

Assessment Tasks 1, 2, 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 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 on Canvas.*
- Provide a formal rubric used to grade the lesson (written in "teacher language"). *See example in Writing Pathways textbook.*
- Provide a student checklist (written in grade appropriate language). *See example in 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.). A rubric for this assignment can be found on our course Canvas page.

Course Policies:

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.

Attendance:

As stated in the Chaminade University catalog, students are expected to attend all classes for courses in which they are registered. The instructor will specify and enforce

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

University Policies

Academic Honesty Statement: Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension 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.

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.

Disability Access:

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. 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 the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students.

Activities Schedule

Week	Assigned Readings
1	Topic: Course Introduction Assigned Readings: See Canvas for Details
2	Topic: Conducting On-Demand Performance Assessments Assigned Readings: Writing Pathways, Chapter 1
3	Topic: Developing Shared Expectations; Planning and Adapting Your Curriculum Assigned Readings: Writing Pathways, Chapters 3 & 4
4	Topic: Self-Assessment Checklists Assigned Readings: Writing Pathways, Chapter 5
5	Topic: Effective Written Feedback; Effective Oral Feedback Assigned Readings: Effective Feedback, Chapters 3 & 4

6	<p>Topic: Helping Students Use Feedback</p> <p>Assigned Readings: Effective Feedback, Chapters 5 & 7</p> <p>Assignment Due: Assessment Task 1</p>
7	<p>Topic: Tracking Student Progress; On-The-Run and Formal Record Keeping</p> <p>Assigned Readings: Writing Pathways, Chapter 6</p> <p>Assignment Due: Assessment Task 2</p>
8	<p>Topic: Using Assessment to Inform Instruction</p> <p>Assigned Readings: Writing Pathways, Chapters 7 & 8</p> <p>Assignment Due: Assessment Task 3</p>
9	<p>Topic: Designing Performance Assessments</p> <p>Assigned Readings: Writing Pathways, Chapter 9</p> <p>Assignment Due: Assessment Task 4</p>
10	<p>Topic: Designing Unit Plan Assessments</p> <p>Assigned Readings: None</p> <p>Assignment Due: Unit Plan Assessment Instrument</p>