DEPARTMENT OF EDUCATIONAL PROFESSIONS
EDUC 613: Classroom Assessment
Spring 2021 (3 credits)

Instructor Information
Ms. Shelby Webb
slwebb@frostburg.edu

Phone: 301-268-4143
Office Hours:

T Online 4:30-5:00 and 7:00-8:00 p.m. (please email for an appointment on Canvas)

REQUIRED TEXT
Taskstream is a requirement for all MAT students.

READINGS/COURSE MATERIALS
Readings will be required and will be assigned as needed. These readings supplement and extend class discussions. A critical appraisal of these readings is an essential requirement of this course.

Course Description
This course is intended to assist students in the attainment of a theoretical understanding and knowledge related to the design, implementation and use of various assessment instruments that include, but are not limited to, formal and informal observation, paper-and-pencil instruments, oral questioning, student records, authentic performance tasks and student portfolios, as well as the qualitative analysis of pupil performance - product and process.

Course Outcomes:
Recent educational reform efforts, especially at the national and state levels, have highlighted a wide-spread support base for a reconstruction of assessment practices that make student learning the primary focus. Classroom teachers, need to gain prerequisite understanding, knowledge, and skill regarding the various tenets of assessment that focus on actual student performance, be able to gather data relevant to that performance, make important decisions that will foster continuous progress as well as remediate to foster student success, and communicate necessary information to all members of the school community as a means of gaining needed support to foster student academic achievement.
Each candidate will further develop his/her professional role and responsibilities in terms of the following:

**Knowledge**

<table>
<thead>
<tr>
<th>Item</th>
<th>Assessment</th>
<th>CF</th>
<th>INTASC</th>
<th>MTTS</th>
<th>Nat’l Std</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand current assessment-related issues/concerns</td>
<td>-Analysis of reading</td>
<td>RD 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand appropriate uses of various types of assessment</td>
<td>-Reflective analysis of lesson plans and feedback to students -Video of questioning</td>
<td>CA 2,4</td>
<td>6 j,k,n</td>
<td></td>
<td>(13) Std 3b</td>
</tr>
<tr>
<td>Understand the connection between national and state standards, unit/lesson objective, and assessments</td>
<td>-Determining lesson targets and appropriate formative assessments</td>
<td>CA 3</td>
<td>6o</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand and be able to incorporate qualitative analysis of student performance</td>
<td>-Pre and post testing analysis shown in unit</td>
<td>CA 2,4</td>
<td>6 i,o</td>
<td>IV</td>
<td></td>
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</tbody>
</table>

**Skills**

<table>
<thead>
<tr>
<th>Item</th>
<th>Assessment</th>
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<th>INTASC</th>
<th>MTTS</th>
<th>Nat’l Std</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select and/or create and implement a variety of appropriate assessment methods</td>
<td>-Video presentation with reflection</td>
<td>CA 4,5,6</td>
<td></td>
<td>6k</td>
<td></td>
</tr>
<tr>
<td>Score appropriate assessment instruments</td>
<td>-Reflective analysis of lesson plan assessments</td>
<td>CA 2,3,4</td>
<td>6 l</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use the results of assessment when making decisions about individual students and instructional performance</td>
<td>-Reflective analysis of lesson plan assessments -Analysis of pre and post unit test results</td>
<td>CA 1</td>
<td>6 g,h,l,l</td>
<td>IV</td>
<td>(13) Std 3b</td>
</tr>
<tr>
<td>Developing valid scoring assessments</td>
<td>-Rubrics used in the Practicum experience</td>
<td>CA 5,6</td>
<td></td>
<td></td>
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<tr>
<td>Recognizing unethical, illegal</td>
<td>-Lesson plan</td>
<td>CB 5</td>
<td>6v</td>
<td></td>
<td>(13)</td>
</tr>
</tbody>
</table>
and inappropriate methods and uses of assessment instruments

<table>
<thead>
<tr>
<th>Item</th>
<th>Assessment</th>
<th>CF</th>
<th>INTASC</th>
<th>MTTS</th>
<th>Nat’l Std</th>
</tr>
</thead>
<tbody>
<tr>
<td>Values the purposes of assessment as essential to the overall development of students with specific focus on the instructional process specifically related to increasing student academic performance</td>
<td>-Analysis of lesson assessments -Class discussion</td>
<td>RD 1,4</td>
<td>6 s,t</td>
<td></td>
<td>(13) Std 3b</td>
</tr>
<tr>
<td>Recognizes the need to utilize a variety of assessment methods to adequately determine student overall classroom performance</td>
<td>-Analysis of formative lesson assessments -Discussion</td>
<td>RD 1,2</td>
<td>6 t,u</td>
<td></td>
<td>(13) Std 3b</td>
</tr>
<tr>
<td>Values the complexity of current issues at all levels as they are related to the realm of assessment</td>
<td>-Reflections and discussions about CCSS and PARCC</td>
<td>RD 1</td>
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**Tentative Weekly Class Topics and Assessments**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Chapters</th>
<th>Assignments/Assessments</th>
</tr>
</thead>
</table>
| 1    | Syllabus Review
    Accountability and Assessment
    Chapter 1: Why do teachers need to know about assessment? | Read Chapter 1
    Article Reviews                                                                 |
| 2    | Chapter 2: Deciding what to assess
    How Testing Can Help Teaching
    Review: Writing learning goals and objectives | Read Chapter 2
    Write goals and objectives for upcoming unit
    Design pre/post assessment to measure goals and objectives |
| 3    | Chapter 3: Reliability of assessment
    Chapter 4: Validity
    Chapter 5: Fairness
    Appropriate and Inappropriate Tests for | Read Chapters 3-5
    Evaluate your own and one other person’s pre/post-test for these |
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Section</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Chapter 6: Selected-response tests</td>
<td>Read Chapter 6 MTTS 5 Create 10-question selected response assessment, administer, and turn in assessment, reflection, and results</td>
</tr>
<tr>
<td>5</td>
<td>Chapter 7: Constructed-response tests</td>
<td>Read Chapter 7 Create constructed response test and scoring tool, administer, and turn in 2 samples of student work and reflection</td>
</tr>
</tbody>
</table>
| 6       | Chapter 8: Performance assessment  
Chapter 9: Portfolio assessment | Read Chapters 8 and 9 Create performance assessment and rubric |
| 7       | Chapter 10: Affective assessment  
The Syllabus (a review) | Read Chapter 10 Research a tech assessment idea (not Kahoot or Quizziz) |
| 8       | Chapter 11: Improving teacher-developed assessments  
Presenting your ideas for tech assessments | Read Chapter 11 Carry out assessment improvement and provide results/reflection/updates |
| 9       | Chapter 12: Formative assessment  
Assessing Students with Disabilities | Read Chapter 12 Reflect on p. 299-304 Assessing Students with Disabilities assignment |
| 10      | Chapter 13: Making sense out of standardized test scores  
Chapter 14: Appropriate and inappropriate test-preparation practices | Read Chapters 13 and 14 Find PARCC scores (last 3 years) for your school and evaluate/reflect |
| 11      | College Entrance Exams: SAT and ACT | |
| 12      | Chapter 15: The evaluation of instruction  
Teacher Observation and Evaluation Instrument project assignment | Work on pair project to present in Week 14 |
| 13      | Work week for projects (obtain and evaluate instruments, conduct principal interviews, etc.) | |
| 14      | Present Teacher Observation and | |
### Course Policies

1. Attendance is expected at all class sessions.
2. Participation in class and/or online discussion is required.
3. Assignments are due in class or online as posted. Late work may be subject to a grade reduction.
4. Policies on Academic Dishonesty, Harassment, and Disruptive Student Behavior are fully applicable for this course.
5. Students with any type of recognized and confirmed disability that would require accommodations in assignments or assessment practices should provide written notification to the instructor by no later than 48 hours prior to an expected accommodation. Students are responsible for providing an accommodation letter prepared by the Office of Disability Support Services.

### Class Modalities

The class will utilize Collaborate, Blackboard activities, and other audio, video, and digital technologies to facilitate ongoing discussion, reflection, and professional growth. The number and sequencing of each modality during the semester will depend upon student needs. The class load will be equivalent to a traditional once-per-week meeting fifteen times during the semester.

### Course Grades

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% - 100%</td>
<td>Outstanding achievement; for only the highest accomplishment</td>
<td>A</td>
</tr>
<tr>
<td>80% - 89%</td>
<td>Praiseworthy performance; above average</td>
<td>B</td>
</tr>
<tr>
<td>70% - 79%</td>
<td>Average; for satisfactory performance</td>
<td>C</td>
</tr>
<tr>
<td>65% - 65%</td>
<td>Below average; barely adequate performance</td>
<td>D</td>
</tr>
<tr>
<td>64% and below</td>
<td>Unsatisfactory performance</td>
<td>F</td>
</tr>
</tbody>
</table>

### Course Policies

**Attendance and Punctuality**

*Students are expected to attend each class session and come prepared to participate. If a student must be absent from class, he/she is responsible to communicate with the instructor either prior to or immediately following the absence.*

**Late Assignments and Makeup Work**

*All assignments and projects are due on the date scheduled. If an assignment is late, the student’s grade for the assignment will be lowered two points for each day (including Saturdays and Sundays) it is late.*
late. Assignments submitted more than one week late will NOT be accepted. Makeup tests and assignments will be submitted or taken on the next school day pending individual discussion/meeting with the instructor. It is the student's responsibility to contact the instructor for makeup work and tests.

Disruptive Behavior and Personal Devices
University regulations require that the following statement be included in any course syllabus: “The University will not tolerate disorderly or disruptive conduct which substantially threatens, harms, or interferes with university personnel or orderly university processes and functions. A faculty member may require a student to leave the classroom when his/her behavior disrupts the learning environment of the class. A student found responsible for disruptive behavior in the classroom may be administratively withdrawn from the course.”

Academic Dishonesty
According to the Student Code of Conduct: “Academic dishonesty is defined to include any form of cheating and/or plagiarism. Cheating includes, but is not limited to, such acts as stealing or altering testing instruments; falsifying the identity of persons for any academic purpose; offering, giving or receiving unauthorized assistance on an examination, quiz or other written or oral material in a course; or falsifying information on any type of academic record. Plagiarism is the presentation of written or oral material in a manner which conceals the true source of documentary material; or the presentation of materials which uses hypotheses, conclusions, evidence, data, or the like, in a way that the student appears to have done work which he/she did not, in fact, do. In cases involving academic dishonesty, a failing grade or a grade of zero (0) for either an assignment and/or a course may be administered. Students who are expelled or suspended for reasons of academic dishonesty are not admissible to other institutions within the University System of Maryland. Suspension or expulsion for academic dishonesty is noted on a student's academic transcript.”

Mandatory Reporting Statement and Confidentiality
Frostburg State University and its faculty are committed to maintaining a safe learning environment and supporting survivors of violence. To meet this commitment and comply with federal and state law, FSU requires all faculty and staff (other than the confidential employees in CAPS and Brady Health) to report any instances of gender-based harassment, sexual misconduct, relationship violence, or stalking against students. This means if you share your or another FSU student’s experience with gender-based harassment, sexual misconduct, relationship violence, or, stalking, I have a duty to report the information to the University’s Title IX Coordinator. The only exception to my reporting obligation is when such incidents are communicated during class discussion, as part of an assignment for a class, or as part of a University-approved research project.

Diversity
It is essential for an educator to have an awareness of diversity and develop strategies to meet the needs of all learners.
In this course, teacher candidates will look more closely at some of the demographic characteristics of children in diverse classrooms. Teacher candidates will study the diversity concepts under the umbrella of differentiated instruction. The course will also explore the changing demographics of today’s classrooms. Teacher candidates will learn how to understand diverse classrooms and the guidelines for teaching in diverse classrooms. Specific activities that will explore diversity topics through class discussion and lesson plans. Teacher candidates will be assessed on their understanding of these topics through a variety of assignments.

Disability
If a student has a disability, one that may require special consideration by the instructor, and has been confirmed by Office of Student Services, he/she should provide information in writing to the instructor that includes suggestions for assistance in participating in and completing class assignments. This should be accomplished no later than the end of the second week of class.

Participation and Professional Behavior
This course will adhere to the university disruptive student policy. In addition, teacher candidates are expected to demonstrate dispositions of professional educators. They must be dependable in matters such as attendance, punctuality, and responsibility. They must demonstrate attitudes and behaviors consistent with professional conduct and reflect a seriousness of intent in learning to teach. Teacher candidates are held accountable for their actions and are expected to be respectful of all individuals.

The course instructor has developed clear descriptions and grading tools for class assignments. If you have a question or concern about assignment expectations or grading please feel free to ask at any time. The course instructor is available through email, office hours, and would be happy to schedule additional meeting times.

If there is a disagreement or question regarding scoring of any assignment, please arrange to meet with the course instructor to discuss the assignment outside of class time or following a class session.

RESOURCES