



## **Course Information**

**Course Number and Title:** EDU 354-ON – Classroom Assessment

**Course Catalog Description:** This course provides an overview of a variety of assessment techniques in order to determine instructional content, procedures, and documentation of student learning and progress in grades K-12. The course is designed to prepare students to select and interpret formal and informal instruments and techniques.

**Credits:** 3 hours

**Course Prerequisites:** Junior Standing

**Class location:** Moodle – Online course

**Instructor Information:** Kelly Carroll, M.Ed.  
Cell number: 919-673-1467; Email: [kncarroll@peace.edu](mailto:kncarroll@peace.edu)

### **Required course materials:**

**\*Updated 1/21/22 – If you ordered the previously listed text or purchased that text through the university bookstore, please return it immediately.**

**Classroom Assessment A Practical Guide for Educators.** Craig A Mertler. ISBN 9781884585494

### **Online Course**

All online courses in the School of Professional Studies are fully online and require the use of Moodle. Weekly readings, activities, and assignments will be listed in Moodle. You should expect to spend on average 10-15 hours per week on an individual 3-credit course. This includes all the readings, posts and assignments as well as being actively engaged in the discussions on the message boards. You should expect to log into the course daily, or at least 4-5 times per week. If you have any problems accessing Moodle please contact Dr. Lori McClaren, Director of Online Learning at 919-508-2367.

## Conceptual Framework and Mission Statement

Our conceptual framework and mission statement are aligned with the mission statement of William Peace University as stated in the university catalog.

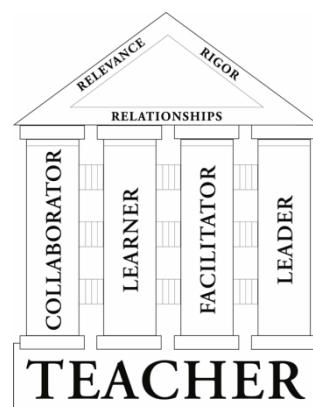
William Peace University Mission Statement:

*“The mission of the University is to prepare students for careers in the organizations of tomorrow. Rooted in the liberal arts tradition, the student develops an appreciation for life-long learning, a focus on meaningful careers, and skills for ethical citizenship.”*

The Education Department Mission Statement:

*“The Mission of the Education Department is to cultivate effective leaders ready to lead active roles as leaders, collaborators, facilitators, and learners.”*

This model depicts our program's conceptual framework, incorporating William Peace University's oldest and historical campus building, Main. The conceptual framework is based upon three commitments: a commitment to rigor and high expectations, a commitment to relevance of curriculum and learning, and a commitment to strong relationships that support effective teachers in their active roles as leaders, collaborators, facilitators and learners.



### Course Objectives:

Students in this course will:

1. Use knowledge of measurement principles and practices to interpret assessment results.
2. Demonstrate an understanding of statistical techniques and basic measurements used in test construction, evaluation, and interpretation.
3. Be able to select and use technically sound formal and informal assessments that minimize bias.
4. Use assessment results to guide educational decisions (design and modify curriculum, design interventions, identify students' strengths and needs, differentiate instruction).
5. Be able to use multiple types of assessment information in making decisions about individuals with exceptionalities, in collaboration with colleagues and families.
6. Design classroom assessments and grading practices that minimize bias and maximize reliability and validity.
7. Demonstrate the understanding of the purposes and processes of assessment for students with and without disabilities.
8. Know how and when to use formative and summative assessments; use formative and summative assessment to provide instructional feedback to students.
9. Identify and analyze the strengths and weaknesses of formal and informal measures to assess students' abilities.
10. Evaluate the characteristics of norm-referenced, criterion-referenced, curriculum-based, and other formal and informal assessments, their similarities and differences, and their respective roles in the assessment process.
11. Plan assessment accommodations for students with disabilities and explain how appropriate accommodations increase the validity of interpretations based on assessment results.
12. Use established and research-based assessments to plan interventions for students with disabilities.

13. Collaborate with general education teachers to plan interventions for students with disabilities using assessment results.
14. Demonstrate understanding of issues related to formal/standardized assessment including legislation, accountability, ethical issues, interpretations and uses of results, and impact on schools.

### **NCDPI Professional Teaching Standards and InTASC Standards**

<b>NCPTS</b>	<b>InTASC</b>
<b>NCPTS.II.c</b> - Teachers treat students as individuals.	1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
<b>NCPTS.II.d</b> - Teachers adapt their teaching for the benefit of students with special needs.	1(d) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.
<b>NCPTS.II.e</b> - Teachers work collaboratively with the families and significant adults in the lives of their students.	1(e) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.
<b>NCPTS.IV.a</b> - Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.	1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.
<b>NCPTS.IV.h</b> - Teachers use a variety of methods to assess what each student has learned.	1(j) The teacher takes responsibility for promoting learners' growth and development.
<b>NCPTS.V.a</b> - Teachers analyze student learning.	1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.
<b>NCPTS.VI</b> - Teachers contribute to the academic success of students.	2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.
	2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
	6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
	6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
	6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
	6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.

	6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
	6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
	6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.
	6(o) The teacher knows when and how to evaluate and report learner progress against standards.
	6(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
	6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.
	6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.
	6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.
	6(u) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
	6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

#### **CEC Initial Preparation Standard 4: Assessment**

4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

##### **Key Elements**

4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.

4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.

4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

## **Academic Integrity**

William Peace University seeks to develop both the intellect and character of its students. All members of the University are expected to promote a culture of academic integrity, and all students are expected to inform themselves of the University's policies and procedures related to the Honor Code.

All forms of academic misconduct are violations of the University's Honor Code. These include, but are not limited to:

- Cheating: Using or attempting to use unauthorized materials, information, or study aids in academic work or in working with others on academic requirements (tests, assignments, etc.)
- Plagiarism: Representing the words or ideas of another as one's own in any academic work, whether intentional or not
- Falsification: Falsifying or inventing any information or citation in academic work
- Facilitating academic dishonesty: Helping or attempting to help another student to commit an act of academic dishonesty
- Lying: Misrepresenting information that is relevant to the classroom or academic performance

If a faculty member suspects academic misconduct has taken place, s/he will complete an Honor Code Violation Report and meet with the student to discuss. A student may accept or decline to accept responsibility. If a student accepts responsibility, s/he will be subject to the penalty determined by the faculty member. If a student declines to admit responsibility, the case will be turned over the Honor Board for adjudication. A complete summary of the Honor Code and Honor Board policy can be found in the *2018-2019 Academic Catalog*.

## **Tutorial Services**

Peer Tutoring is available for all WPU students free of charge. Support is offered in many subjects, including anthropology, biology, business, chemistry, criminal justice, history, math, political science, psychology, simulation and game design, and writing. Free workshops on study skills and documentation styles like MLA and APA are also offered each semester. Tutorial Services also has many resources on studying, citation, grammar, and other academic topics. Students can sign up for individual appointments using WPUConnect or in person at the Center for Student Success, located in the 2nd floor of Finch Library. For more information, contact Dr. Deanna Rogers, Director of Academic Support, at [drrogers@peace.edu](mailto:drrogers@peace.edu) or 919-508-2080.

## **Disability or Learning Services**

Disability Services are available to all WPU students who require reasonable accommodations due to any cognitive, physical, or psychological disability, in order to provide equal access to the educational environment. Students will need to be certified with the Disability Services Office and provide appropriate documentation to receive an Academic Accommodation Plan. For more information or to become certified, please contact a counselor in the Disability Services Office, which is located on the 1st Floor of Joyner House. You may also reach Disability Services by sending an email to [Disability@peace.edu](mailto:Disability@peace.edu).

## **Course Expectations**

### **Professional Behavior**

Education classes at William Peace University will serve as a model for effective teaching. Basic concepts of respect for learning will apply. We will, in all cases, be respectful of everyone's right to learn. That means any behavior which serves to distract from learning is unacceptable. These include, but are not limited to, tardiness, talking without being recognized, texting and lack of attentiveness.

### **Class Attendance**

William Peace University students are expected to attend all classes and laboratories for which they are registered, believing that regular class attendance and participation are an essential part of a student's educational program. However, the University's policy is that students may not miss more one (1) class in a 7-week session or two (2) classes in a 15-week session or the student is subject to course failure. It is the responsibility of the student to meet the attendance policy. Attendance and conduct-related problems may be reported to the Vice President of SPS or designee.

### **Class Participation**

This class is designed to foster discussion and interaction. Students are expected to be prepared to apply readings in online discussion and assignments. It is your responsibility to actively participate in class. Simply logging into Moodle is not sufficient. Students are expected to participate in online discussion boards as assigned. Students who do not participate in discussion boards within the allotted time period will be penalized. The instructor will address emergency situations on an individual basis.

### **Incompletes**

An Incomplete is appropriate for a student that has been making steady, successful progress in a course and has an unexpected, verifiable mitigating circumstance at the end of the semester which precludes them from completing the last assignment or exam. Poor time management is not an appropriate reason to request an Incomplete. All incomplete grade requests must be approved first by the Instructor, and then by the Director of Online Programs. If the Incomplete is approved the student will have up to six additional weeks to complete the work, as determined by the Instructor. If the student does not complete the final work, the Instructor will assign the appropriate letter grade for work completed or the grade will revert to an "F."

### **Late Assignments**

Successful classroom teachers are effective time managers. Therefore, class assignments are due on the assigned day by 11:00pm. Students with serious, mitigating circumstances that prevent them from completing assignments on time should contact the instructor as soon as possible - **prior to the assignment deadline**. Late assignments will be accepted for reduced credit at the discretion of the instructor.

### **Proctoring Policy**

All online courses at William Peace University require a final proctored exam or activity. Any student who fails the proctored exams/activity will receive an automatic failing grade in the course, regardless of any other grades received. For more information on proctoring options, please see:

[http://www.peace.edu/wp-content/uploads/Proctoring-Options-for-Online-Students\\_2016.pdf](http://www.peace.edu/wp-content/uploads/Proctoring-Options-for-Online-Students_2016.pdf).

**\*UPDATED 1/21/22 – Proctoring information will be given by the university shortly and shared to online students.**

### **Grading Scale**

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

## **Course Grading**

20% Chapter Study Guides

10% Formative Assessment Project

15% Student Work Sample Analysis

15% Mid-Term

15% Teacher-Created Assessment Project

10% Class participation in posts on discussion forums and professionalism

15% Final Exam

## **Course Dates for Spring 2022**

Week 1: 1/17 – 1/23

Week 2: 1/24 – 1/30

Week 3: 1/31 – 2/6

Week 4: 2/7 – 2/13 ( mid-term week)

Week 5: 2/14 – 2/20

Week 6: 2/21 – 2/27

Week 7: 2/28 – 3/6 (exam week)

## **Assignments**

### **1. Chapter Study Guides**

Chapter Study Guides are created by the instructor and posted on Moodle for each chapter (or partial chapter) you are assigned to read. Each study guide is in a Word document format. Download the study guide and answer the questions in Word, then submit your document in Moodle *with your full name and the chapter number in the file name of your document*.

For example: Ch2KellyCarroll

### **2. Formative Assessment (FA)**

***You must collaborate with the teacher you work with to complete this project.***

Select a specific learning goal your students are working toward. Clearly define the learning goal using Know/Understand/Do and clearly relate the goals to a content standard.

Create a meaningful formative assessment for your students to assess individual student progress toward the learning goals. You must write your own assessment items; you cannot use assessment items that have been created by someone else. Your assessment must be approved by your cooperating teacher before you administer it.

You must write items/tasks that will illuminate areas of student need. Your test should be wide enough in scope to capture students' achievement at a range of levels. Create a complete scoring guide for your assessment.

After administering the formative assessment, you will analyze the data to make meaningful instructional decisions. You will use your formative assessments in the Student Work Sample Analysis assignment. You will need to have the completed assessments or photocopies of the assessments to use to analyze and reference during the Student Work Sample Analysis.

If you are doing a math formative assessment, North Carolina Public Schools DPI has created a K-12 Math Wiki with formative assessment guides listed by grade and standard: <http://maccss.ncdpi.wikispaces.net/>. You may model your formative assessment and scoring guide after these. You may NOT use one that has already been created.

### **3. Student Work Sample Analysis (SWSA)**

For the Student Work Sample Analysis you will use your Formative Assessment results.

You will group your responses into students who performed very well on the assessment, students who performed adequately on the assessment, and students who performed poorly on the assessment. Analyzing the work of students who have not yet mastered the learning goals allows us to make sound instructional decisions about how we will help these students to make progress. We will use an Analyzing Student Work Protocol (this will be provided to you and posted to Moodle).

You will write a plan for how you would move forward for these particular learning goals and these particular students. You should include how you would differentiate instruction for your students, how you might modify instruction for your struggling students, how you might extend instruction for your high-achieving students, and a plan for reteaching particular content to particular students.

After the analysis, you will write a plan for next steps for the entire class. Who needs extension? Who needs remediation? Who needs further instruction and/or practice? How will you address the varying needs of your students to ensure all students reach the learning goals?

### **4. Teacher-Created Assessment Project**

Select a content standard from your grade and subject of interest. Create unit-level learning objectives. Describe your unit learning objectives as follows:

By the end of this unit, students will know...

By the end of this unit, students will understand that...

By the end of this unit, students will be able to...

Once you have set your learning objectives, create a unit assessment. You will use the assessment concepts covered in your textbook and discussed in class to create a valid and fair assessment. You will not need to administer this assessment to students, so challenge yourself with whatever topic or grade level you want to explore.

Your assessment must include constructed-response, selected-response, and performance assessment components. A complete guide to this assignment will be provided to you.

### **5. Discussion forums**

There will be discussion forums posted throughout the weekly activities. Some forums will ask for you to respond to questions and comment on other students' responses. Other forums will have a video link with questions for you to respond to in the discussion topics. Your responses in these discussion forums contribute to the participation percentage of your grade.

## **Major Topics and Essential Concepts**

Why Do Teachers Need to Know about Assessment?

Educational variables

Formal assessment and informal determinations

Deciding What to Assess and How to Assess It

Reliability of Assessment: what does it mean? Why should you care? How can you ensure it?



- Reliability in commercial assessments
- Reliability in assessments you *create*
- Validity: are you making defensible inferences?
  - Validity in commercial assessments
  - Validity in assessments you *create*
- Absence-of-Bias
  - offensiveness, unfair penalty (influenced by group membership); disparate impact
  - What about testing accommodations?
- Informal Reading Inventories
- Selected-Response Tests: creating them and grading them
- Constructed-Response Tests: creating them and grading them; using rubrics
- Performance Assessment: when to use them and how to grade them
- Portfolio Assessment: when to use them and how to grade them
- Affective Assessment
- Improving Teacher-Developed Assessments
- Formative Assessment: assessment that drives instruction
- Making Sense Out of Standardized Test Scores
  - Standardized tests
  - Measures of central tendency
  - Variability
  - Raw scores, scale scores, stanines, percentile ranks and grade-equivalent scores
  - Explaining scores to parents
  - Norm groups
- Appropriate and Inappropriate Test-Preparation Practices
- The Evaluation of Instruction
- Assessment-Based Grading