ED 340 Education Assessment     3 Credits

Semester: Fall  Time: 1:00-2:15, TuW  Location: Rankin 110
Professor/Instructor: TBA
Email: Office – ahickey@sberts.edu  Home: sandal77@insightbb.com
Office Ph#: 897-4563  Cell Ph #: 869-338-0705
Office Location: Rankin 110  Office Hours: Monday 9:00-11:00; TuW 9:00-11:30; Th 1:00-4:00

Course Description:
This course will present students with the best current practices and principles of assessment across the curriculum of elementary schools. The characteristics and uses of both formal and informal assessment instruments and procedures will be studied with emphasis on formative assessment and principles and practices for effective standards-based instruction. Students will also learn how to design, administer, and interpret a variety of assessment measures, including the Teacher Work Sample with its inherent assessment design.

Prerequisite: Admittance to the Teacher Education Program. Field Experience Required: 5 hours

Instructional Materials:
Other: Website resources:
Assessment links: www.ncrel.org/sdrs/areas/as0cont.htm ;
Formative Assessments: www.ncrel.org/sdrs/areas/issues/methods/assment/as500.htm ;
Standardized Tests: http://standardizedtests.procon.org/

The Boyce Teacher Education Program Mission and Theme: The primary purpose of the Boyce Teacher Education Program (TEP) is to provide Christ-centered quality teacher education, preparing teacher candidates for both Christian and public school teaching under the theme of teacher as leader. The goal of the TEP for each teacher candidate is to develop the knowledge, the skills, the dispositions, and the intent to serve as a professional Christian educator.
Methods of Instruction: Lecture, website readings, power point presentations, classroom discussions, and field experience activities including authentic classroom teaching, will be used in this course.

Learning Outcomes: Each of the learning outcomes and learning activities of this course are aligned with the 10 Kentucky Teacher Standards, and the ACEI (Association of Childhood Education International) standards which identify the competencies of knowledge, pedagogical skills, and dispositions that each student should achieve through this course.

Tests and assessments are an essential part of the instructional process. When properly done, they can not only effectively evaluate but also enhance students' learning and teachers' instruction. When poorly done, they can confuse and alienate students, distort the curriculum, and hinder good instruction. Test scores and grades sometimes affect "high-stakes" decisions about students, prompting intense concern that they be accurate and fair.

Educational testing has become a national issue in the last several decades, and tests at the district, state, or national level are now often used as a tool to improve instruction and hold schools accountable for the quality of their instruction. These test-based reform efforts have stirred much controversy. New trends in educational measurement are also causing educators to rethink assessment. For example, to what extent, if any, should individual teachers or schools shift from traditional tests and grading systems to "authentic" assessment and portfolios of student work? In short, testing and assessment is not only important--and publicly perceived as such--but it is also in flux.

Recognizing the link between good assessment and good instruction, the profession has adopted standards for teacher competence in educational assessment. This course is designed to help you meet those professional standards. It is also designed to help you understand the public pressures as well as instructional need for good assessment.

The course will cover the following general content areas:

- Uses of standardized tests
- Interpreting standardized test scores
- Research on assessment
- Relation of assessment to instruction
- Using feedback as a valuable component of assessment
- Purposes and forms of classroom assessment
- Process of planning a classroom assessment
- Using summative assessments
- Compiling and administering classroom assessments
- Evaluating and improving your classroom assessments
- Grading and reporting systems
The student in ED 340 will…

- define and describe different purposes and forms of assessment.
- interpret standardized test scores. (KTS 1)
- study assessment (pre-assessment, formative assessment, summative assessment) through a TWS Unit of instruction for elementary students (KTS 2,3,4,5,7,8);
- choose assessment methods appropriate for classroom instructional decisions (KTS 5);
- develop appropriate rubrics for use in assessment of knowledge and skills for specific grade levels and subject areas (KTS 5)
- learn formative assessment procedures appropriate for classroom instructional decisions (KTS 5.1, 5.2, 5.3);
- learn to use assessment results when making decisions about individual student learning needs, planning and teaching (KTS 4.2, 5.5, 7.1, 7.2);
- develop valid standards-based grading procedures. (KTS 5.4, 5.5, 6.4);
- learn methods and the importance of communicating assessment results (feedback) to students, parents, educators, and lay people (those outside the education profession) (KTS 5.5);
- learn the use of multiple assessments and sources of data to determine student performance and progress. (KTS 5.1, 5.2, 5.3);
- learn to accurately assess student performance using the established criteria and scoring guides consistent with Kentucky’s Program of Studies and the Commonwealth Accountability Testing System (KTS 2.1);
- learn to promote student self-assessment using established criteria (KTS 5.6);
- learn methods of systematically collecting and analyzing assessment data and maintaining updated records of student progress (KTS 5.4, 5.5, 6.4);

Course Requirements:

1. Assessments Inventory (200 points): The following assignments are required as part of this assignment:
   1) The names and descriptions of all assessments performed by your Field Experience teacher during this semester of Field Experience. Tell a) what was used to perform the assessment b) what was being assessed.
   2) The standardized tests by name and publisher used by the school for determining the various achievements levels of the learners.
   3) How formative assessments are used for learning improvement

2. TWS Unit (200 points): Write a TWS Unit plan for a specific topic related to your education major. This unit may be written in collaboration with your Field Experience teacher on a topic that the teacher has taught a unit for students. The format and requirements of the TWS Unit will be presented in class by the course instructor.

3. Rubric Design (200 points): This assignment is a required e-portfolio assignment and therefore must be uploaded to your LiveText e-portfolio account. A rubric for scoring this assignment may be accessed on LiveText under the ED 340 Education Assessment course. For this assignment you must design and write 4 different rubrics (50 points each) for a performance task for grades 3-5. Use the website listed in this syllabus and the textbook information (pages 243-251) as a guide to the design of the rubrics. Each of the 4 rubrics must be for a different performance skill and for assessment of a different subject area: 1. Math, 2. Language Arts, 3. Social Studies, 4. Science. Each rubric must also be related to the assessment of a specific standard of the Kentucky Core Content for Assessment.
4. **Annotated Bibliography of Assessment:** (100 points) Each student will research and present their findings on an assigned assessment topic and compile the findings in the annotated bibliography. A minimum of 4 resources must be used and be listed on the References page of the bibliography. The research results must be presented in a 15-20 minute power point presentation during the discussion of the related textbook chapter. The topics to be assigned for the research are the following:

1. Chapter 4 - Using formative assessment to adjust instruction.
2. Chapter 5 – The importance of feedback with formative assessment.
3. Chapter 6 – Using effective pre-assessment and summative assessment with units of instruction.
4. Chapter 9 -- How to use rubrics for effective assessment of student performances.
5. Chapter 10 – How to use portfolio assessment and why.
6. Chapter 12 – Adapting assessments for special needs learners.
7. Chapter 13 – Using standards-based grading

5. **Presentations** (rubrics and assigned course topic) (150 points).

6. **Tests (50 points each, 4 tests):** (200 points) Pass the tests for each of the topics covered in the course.

7. **Final Exam (100 points):** Pass the comprehensive final exam.

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**Evaluation:**

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<tr>
<th>Grade Scale</th>
<th>Summary of Course Evaluation</th>
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<tbody>
<tr>
<td>100% - 90% = A</td>
<td>Assessments Inventory: 200 points</td>
</tr>
<tr>
<td>89% - 80% = B</td>
<td>TWS Unit: 200 points</td>
</tr>
<tr>
<td>79% - 70% = C</td>
<td>Rubric Design: 200 points</td>
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<tr>
<td>69% - 60% = D</td>
<td>Annotated Bibliography: 100 points</td>
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<tr>
<td>Below 60% = F</td>
<td>Presentations: 150 points</td>
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<td></td>
<td>Tests (4 tests, 50 pts ea.): 200 points</td>
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<td>Final Exam: 100 points</td>
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<td><strong>Total Points</strong> 1150</td>
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**SPECIAL POLICIES**

1. Classroom policies – In order to ensure full class participation, any student with a disabling condition requiring special accommodations (e.g., tape recorders, special adaptive equipment, special note-taking or test taking needs) is strongly encouraged to contact the professor at the beginning of this course.

   Male students are not to wear hats or facial jewelry in class.
   No food or drinks are allowed in class, except water. Given the technological classroom, only fully-closeable containers of water are permitted.

2. Moodle- There will be other resources available for this class on Moodle. Grades will be recorded through Moodle so you may check your grades (and attendance) throughout the semester.
Course Schedule

Orientation: Syllabus overview; Schedule of student presentations; Field Experience assignments.

UNIT 1 – Formal and Informal Assessment in Teaching

Assignment: Read text Chapter. 14 and read the information on the 2 websites below
   Related websites [http://ssstandardizedtests.procon.org/
   http://www.alfiekoohn.org/teaching/edweek/staiy.htm]
   Major Questions: What are the important terms related to understanding of Standardized Tests?
   How may results of standardized tests be most effectively used?

Assignment: Read text Chapter1.

2. Text Chapter 1 The Role of Assessment in Teaching
   Major Question: How may assessment be effectively used to impact student learning?

Assignment: Read text Chapter 2 & 3 pp. 61-67 only.

3. Text Chapter 2 Learning Targets and Standards; and Chapter 3, Aligning Assessment with Learning Targets, pp. 61-67 only.
   Major Question: What is the guiding principle for every assessment measure?

Assignment: Read text Chapter 4

UNIT 2 -- Implementing the Assessment Plan

4. Text Chapter 4 Formative Assessment I: Gathering Evidence
   Student presentation of Chapter 4 (See Assignment #4 above)
   Major Question: What methods are important for gathering evidence about students learning needs?

Assignment: Read text Chapter 5

5. Text Chapter 5 Formative Assessment II: Feedback and Instructional Adjustments
   Student presentation of Chapter 5 (See Assignment #4 above)
   Related website:
   [http://www.reading.ac.uk/web/FILES/EngageinFeedback/Race_using_feedback_to_help_students_learn.pdf]
   From this website find and list the 12 ways to provide feedback to learners!!!!
   Major Question: Why is feedback so important in the overall learning process?

Assignment: Read text Chapter 6

6. Text Chapter 6 Planning and Implementing Classroom Summative Assessments
   Student presentation of Chapter 6 (See Assignment #4 above)
   Major Question: How may summative assessments be used effectively to promote student learning?

Assignment: Read text Chapter 9
UNIT 3 -- Major Areas of Assessment

7. Text Chapter 9 Constructed-Response Assessment: Performance
   Student presentation of Chapter 9 (See Assignment #4 above)

   Major Questions: What are the major learning targets for assessing performance in the elementary grades? How are rubrics used for assessment of student performance?
Assignment: Read text Chapter 10

8. Text Chapter 10 Constructed-Response Assessment: Portfolios
   Student presentation of Chapter 10 (See Assignment #4 above)

   Major Questions: What learning targets are appropriate for the use of portfolio assessment? How is the content of a portfolio determined?
Assignment: Read text Chapter 12

9. Text Chapter 12 Assessing Special Needs and ELL Students
   Student presentation of Chapter 12 (See Assignment #4 above)

   Related Website:

   Major Questions: What is the basic purpose for assessment of special needs learners? What adaptations must be made in the process of assessing special needs and ELL learners?
Assignment: Read text Chapter 13

10 Text Chapter 13 Grading and Reporting Student Performance
    Student presentation of Chapter 12 (See Assignment #4 above)

    Major Questions: What is the difference in norm-referenced and standards-based grading? What are the different approaches to marking and grading that may be used in elementary grades?