



## EDN 401 Elementary Assessment of Learning in Education

[Contact information on Professor]

### Materials

Butler, S. M., & McMunn, N. D. (2006). *A teacher's guide to classroom assessment: Understanding and using assessment to improve student learning*. San Francisco, CA: Wiley.

Course Packet – Available at the bookstore

Black Board – course materials

Task Stream

### Class protocols

1. Turn off cell phones and other smart devices (if you are expecting an emergency call please let me know before class begins).
2. Use of laptop during class - for note taking only or if we are using them for an activity.
3. Turn off iPods or other music devices.

### Catalog Description

Principles, methods and techniques of assessing learning of K-8 students that communicates to students and parents and also informs teacher decision making. Prerequisite: Concurrent enrollment in EDN 460.

**NOTE:** A C- or lower is not a passing grade for this course. Students completing the program after December, 2011 may not receive grades below C for any course required for certification, according to the Illinois State Board of Education. This includes professional education courses (existing requirement), endorsement courses, and general education courses that are required as part of the elementary education major, including PSC 101, HST, sciences (all 10 credit hours), ENG 196/201, and MTH107/108.

**NOTE:** This syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. I reserve the right to make any changes I deem necessary and/or appropriate. Students are responsible for any changes or modifications distributed in class or posted on Black Board.

### **Course Description**

Within the context of 1-6 school settings, the process of assessment involves determining the extent to which learning standards have been achieved, side effects created, and using this information to make decisions regarding the goals of the program/subject area and the behavior of teachers and students in the program/subject area. Teachers need to examine the data from a range of assessments to create conducive learning environments, select appropriate instructional strategies, and develop effective learning opportunities for all students. This course is designed to introduce and develop the knowledge and skills of teacher candidates in these areas.

This course introduces and develops the foundational components students will draw from when developing, enacting, and reflection on their submission of the Teacher Performance Assessment (edTPA). edTPA Tasks 3 Assessing Student Learning will be emphasized.

**Course Goals or Competencies:** These are the outcomes of the course.

1. Students will understand the role of assessment in evaluating student learning.
2. Students will understand the range of assessment tools and their effectiveness.
3. Students will understand the components of data driven decision making.
4. Students will understand their responsibility in communicating results of assessment to students, parents, administration, and to the community.
5. Students will understand the role of standardized testing in education.

### **Objectives:**

1. Students will identify the importance of standards and objectives and student diversity as guides for directing a variety of pupils' learning experiences in K-12 schools.
2. Students will construct objective and authentic assessment teacher-made test items that can facilitate decision making in the learning environment.
3. Students will explore the use of formative and summative techniques for gathering, analyzing, and reporting learning measures
4. Students will develop techniques for recording, analyzing, and reporting cognitive, affective, and psychomotor behavior in learning environments.
5. Students will examine the characteristics and purposes of norm- and criterion-references standardized tests.
6. Students will explore and be introduced to skills needed for data-driven decision making.
7. Students will apply course concepts through completion of edTPA Task 3 Elementary Literacy.

### **Link to the department's mission and conceptual framework**

#### **Mission**

The department of education prepares undergraduate teacher candidates and practicing teachers to facilitate the learning of all students, enabling both teachers and their students to act as informed, involved, principled, and productive citizens and leaders over a lifetime.

There are four aspects to you being able to facilitate the learning of all students, planning and preparation, instruction, classroom environment, and developing as a professional.

This course involves you in experiencing and gaining a fuller understanding of these aspects and how data from assessment can guide you as you consider each of these. You will bring your current knowledge of assessment including the skills you have developed that will assist you as you gain additional content knowledge, skills, and analysis tools in this area.

### **Link to the State Content-Area Standards**

The department develops and evaluates its curriculum by using the content area standards designed for teacher preparation programs. The following are the standards that relate to assessment as part of the total set of *Standards for Certification in Elementary Education* (grades 1-6):

<b>Standard</b>	<b>Benchmarks</b>
<p><b>Standard 5: Instructional Delivery</b> The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.</p> <p><b>Standard 7: Assessment</b> The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.</p>	<p><b>Knowledge:</b></p> <p>5G knows how to evaluate and use student performance data to adjust instruction while teaching.</p> <p>5H understands when and how to adapt or modify instruction based on outcome data, as well as student needs, goals, and responses.</p> <p><b>Knowledge:</b></p> <p>7A understands the purposes, characteristics, and limitations of different types of assessments, including standardized assessments, universal screening, curriculum-based assessment, and progress monitoring tools.</p> <p>7B understands that assessment is a means of evaluating how students learn and what they know and are able to do in order to meet the Illinois Learning Standards.</p> <p>7C understands measurement theory and assessment-related issues, such as validity, reliability, bias, and appropriate and accurate scoring.</p> <p>7D understands current terminology and procedures necessary for the appropriate analysis and interpretation of assessment data.</p> <p>7E understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction.</p> <p>7F knows research-based assessment strategies appropriate for each student.</p> <p>7G understands how to make data-driven decisions using assessment results to adjust practices to meet the needs of each student.</p> <p>7H knows legal provisions, rules, and guidelines regarding assessment and assessment accommodations for all student populations.</p> <p>7I knows assessment and progress monitoring techniques to assess the effectiveness of instruction for each student.</p> <p><b>Performance:</b></p> <p>7J uses assessment results to determine student performance levels, identify learning targets, select appropriate research-based instructional strategies, and implement instruction to</p>

Standard	Benchmarks
<p><b>Standard 2: Content Area and Pedagogical Knowledge</b>  The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.</p> <p><b>Standard 3: Planning for Differentiated Instruction</b>  The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.</p>	<p>enhance learning outcomes.</p> <p>7K appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of an individual student and the class as a whole.</p> <p>7L involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning.</p> <p>7N accurately interprets and clearly communicates aggregate student performance data to students, parents or guardians, colleagues, and the community in a manner that complies with the requirements of the Illinois School Student Records Act [105 ILCS 10], 23 Ill. Adm. Code 375 (Student Records), the Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g) and its implementing regulations (34 CFR 99; December 9, 2008).</p> <p>7O effectively uses appropriate technologies to conduct assessments, monitor performance, and assess student progress.</p> <p>7R uses assessment strategies and devices that are nondiscriminatory, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students.</p> <p><b>Knowledge:</b>  2P adjusts practice to meet the needs of each student in the content areas.</p> <p><b>Knowledge:</b>  3D understands when and how to adjust plans based on outcome data, as well as student needs, goals, and responses.</p>

### **Students who need accommodations – Academic support services**

If you are registered with Academic Support Services [Larrance Academic Center, 2nd floor, 309 E. School Street (630-637-5798)] to receive support services you will bring me a letter that indicates what accommodations are suited to you. To assure your confidentiality please present this to me privately. If you have not registered, but either wish to or want to talk with someone to assist you, please contact this office. **For additional information** <http://northcentralcollege.edu/academics/registrar-and-support-services/support-services/academic-support-online>

If you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please inform me during the **first week** of the course.

### **Method of Student Evaluation and Class Expectations**

Small group learning activities, whole-class discussions, demonstration, and outside-of class activities are used to model best teaching practices and effective learning strategies. Out-of-class experiences include completing assignments and field experience components.

<b>Class Experience</b>	
<b>Class participation</b>	
Attendance, participation in small group or whole group interactions	5%
Reading, questioning, Black Board discussion, and developing selected response items	15%
<b>Article Discussion</b> 20%	
<b>Assessment Development Activities for the Practice edTPA</b>	
Part 1 – Assessment Framework	20%
Part 2 – Analyzing Student Learning	20%
<b>Task 3 Assessment Commentary</b> 20%	

### **Grading Scale**

A	93-100	C+	77-79
A-	90-92	C	73-76
B+	87-89	C-	70-72
B	83-86	D	60-69
B-	80-82	F	59-0

### **Re-submission**

Projects (with the exceptions of Task 3 Assessment Commentary for the practice edTPA) receiving a **D** or lower grade may be resubmitted once for re-evaluation. Resubmission is to be **within the given DUE date** which will be noted on the bottom of each returned project. Hand in your **revision** with the **original graded project and scoring sheet**. Your original score and the resubmission score will be averaged. The average will be entered into the grade book/spread sheet.

### **Attendance**

Regular and punctual class attendance is expected. Attendance will be taken. Being in class for the full session allows you to maximize what you are learning which in turn affects how well you do in

the course. If absent, excused or unexcused, please keep up with course requirements. Absences or excessive tardiness may result in the loss of participation points. (Adapted from Suggested Standard Syllabus Policies: University of North Carolina. (2014). <http://legal.uncc.edu/legal-topics/classroom-policies-and-practices/suggested-standard-syllabus-policies>)

### **Academic Integrity**

All students are expected to have read and abide by the regulations and guidelines in the NCC Student Handbook. For courses, students should know what constitutes plagiarism (pages 14-16) and the resulting disciplinary actions under the section “Responsibility to the Integrity of One’s Education”

### **Method of Course Evaluation**

Formal evaluation of the course will occur at the end of the term. The College approved evaluation form will be utilized.

### **Course Activities and Project Descriptions**

#### ***Class Participation***

Attendance, participation in small group or whole group interactions – Engaging with each other is a powerful strategy for developing understanding. (**This develops your planning and preparation, instruction, and professional responsibilities**)

#### **Black Board Moments: Questioning, commenting, and developing selected response items**

- There are many ways to learn about and apply ideas about assessment of learning. To this end you will be developing selected response items for some of the chapters you read, or you will develop a set of discussion questions to be used in class, or you will be asked to create an original reaction to a chapter reading and then respond to two classmates’ postings. Some of these are time sensitive, so please check the course calendar. (**These develop your planning and preparation, instruction, facilitation of learning, and professional responsibilities.**)

#### **Developing Selected Response Items**

As you read you may be asked to develop a specific type of selected response question based on this reading. You will find guidelines in your course packet. (**This develops you planning and preparation and facilitation of learning.**)

#### **Posting to the Discussion area of Black Board**

Toward the latter part of the term you will be participating in discussions on Black Board. After you have read the designated reading you will post one original comment based on the discussion prompt you will find in Black Board. Five points will be awarded for this original posting and four points for you responses to two classmates’ original posts. This results in a total of nine points for the discussion. (**These develop your planning and preparation, instruction, facilitation of learning, and professional responsibilities.**)

#### **Article Discussion**

There are so many topics that could be explored in order to expand your knowledge and understanding of assessment and the role of assessment in student learning. The article discussion allows you to select a topic of interest (see p. 13 in the course packet), and develop

an approach to leading a discussion to a small group of your peers. (**This develops your planning and preparation, instruction, facilitation of learning, and professional responsibilities.**)

### Assessment Development Activities

**Part 1 Assessment Framework** – You will design your two informal and one formal assessment strategies for your practice edTPA lesson. This will allow you to create assessments that will result in data on your students' learning that are aligned to your objectives, essential literacy strategy, and related skills. (**This develops your planning and preparation, facilitation of learning, and professional responsibilities.**)

**Part 2 Analyzing Student Learning** – You will examine and determine in what ways your whole class and one focus student have learned and understood the essential literacy strategy and related skills as well as the academic language demands. This part is designed to help you acquire the steps used to gain insight on student learning from analyzing student work samples. (**This develops your planning and preparation, instruction, facilitation of learning, and professional responsibilities.**)

### Practice edTPA Task 3 Assessment Commentary

The heart of teaching is the facilitation of learning. The practice edTPA allows you to holistically and comprehensively articulate and reflect on one lesson. The benefit of which is developing your teacher's mental thinking and the physical preparation to teach effectively. Each part of the practice edTPA develops and expands your existing skill and knowledge base. For this course the focus is on Task 3 Assessing Student Learning. This task is connected to those you are completing for EDN 460/461. So that you are working in concert with EDN 460/461 and developing your ideas thoughtfully, the project is divided into three parts. (**This develops your planning and preparation, instruction, facilitation of learning, and professional responsibilities.**)

### EDN 401 Winter Term Calendar

	Preparation for class	Theme	Due Dates
WEEK ONE			
Wednesday 1/4/17		What's our knowledge of assessment? Overview of the course	
WEEK TWO			
Monday 1/9/17	<ol style="list-style-type: none"><li>1. Read about the Article Discussion project in the course packet pp. 13–24, prepare two questions related to the assignment.</li><li>2. Read course packet pp. 79–82 and respond to a discussion prompt on Black Board.</li><li>3. Unpacking Task 3 Assessment Commentary – edTPA Elementary Literacy Assessment Handbook pp. 7, 12, 27-30, 42-44 – Bring your edTPA handbook – September 2016. Also see pp. 71-79 in your course packet.</li></ol>	Understanding the task <a href="http://www.passedtpa.com/">http://www.passedtpa.com/</a> Assessment video  What's the checklist?	<ul style="list-style-type: none"><li>• Develop two questions related to the Article Discussion assignment– submit to Black Board by 8:00 am day of class</li><li>• Post an original response to Blackboard on reading – “Dweck’s Theory of Motivation”. Then later in the week</li></ul>

	Preparation for class	Theme	Due Dates
			respond to two classmates' original posts.
Wednesday 1/11/17	Read Butler & McMunn pp. xxv-30, Create two true/false question – follow the guideline on p. 3 of the course packet		Create two true/false exam questions based on the reading on Butler & McMunn – submit to Black Board by 8:00 am day of class
<b>WEEK THREE</b>			
Monday 1/16/17	<ol style="list-style-type: none"> <li>1. Read Part 1 – Assessment Framework and Assessment Tools, course packet pp. 27—39</li> <li>2. Read Butler &amp; McMunn pp. 31-76, develop two completion questions - follow the guideline on p. 5 of the course packet</li> </ol>	Unpacking standards Focus on Learning Targets	<ul style="list-style-type: none"> <li>• Develop two questions related to the Part 1 assignment–submit to Black Board by 8:00 am day of class</li> <li>• Create two completion (fill-in-the-blank) exam questions based on the reading on Butler &amp; McMunn –submit to Black Board by 8:00 am day of class</li> </ul>
Wednesday 1/18/17	<ol style="list-style-type: none"> <li>1. If you know this, bring the topic and any preliminary ideas you have for the lesson you will teach for the practice edTPA</li> <li>2. Continuation of Learning Targets and Assessment types</li> </ol>	Creating assessment tasks	Group A discussion leaders distribute article
<b>WEEK FOUR</b>			
Monday 1/23/17	Read Butler & McMunn pp. 77-91, develop a matching question – focus on four key facts - follow the guideline on p. 11-12 of the course packet	Creating assessment tasks -continued	<ul style="list-style-type: none"> <li>• Create a matching question on Butler &amp; McMunn – submit to Black Board by 8:00 am day of class</li> </ul>
Wednesday 1/25/17	Read Butler & McMunn pp. 93-110, develop two multiple choice questions - follow the guideline on p. 7-8 of the course packet	Creating scoring guides	<ul style="list-style-type: none"> <li>• Create one multiple choice questions based on the reading on Butler &amp; McMunn – submit to Black Board by 8:00 am day of class</li> <li>• Submit to Taskstream: Part 1 Framework for Assessment</li> </ul>

	Preparation for class	Theme	Due Dates
			<ul style="list-style-type: none"> <li>• Article discussion Group A</li> <li>• Group B discussion leaders distribute article</li> </ul>
WEEK FIVE			
Monday 1/30/17	Read Part 2 Analyzing Student Learning assignment details course packet pp. 41-45.	Continue with scoring guides	Group C discussion leaders distribute article
Wednesday 2/1/17	Read Butler & McMunn pp. 111-127, develop two short answer questions- follow the guideline on p. 9 of the course packet	Tracking results	<ul style="list-style-type: none"> <li>• Create two short answer questions based on the reading on Butler &amp; McMunn – submit to Black Board by 8:00 am day of class</li> <li>• Article discussion Group B</li> </ul>
WEEK SIX			
Monday 2/6/17	Feedback to students – read the first two chapters of Brookhart (2008), How to give effective feedback to your students. Find those chapters at this URL <a href="http://www.ascd.org/publications/books/108019.aspx">http://www.ascd.org/publications/books/108019.aspx</a> – Respond to the prompt in the Discussion tab of Black Board	Feedback - Giving Effective Feedback to Your Students - Seven Key Factors	<ul style="list-style-type: none"> <li>• Post a reaction to the chapters on Black Board. Then later in the week respond to two classmates' original posts.</li> <li>• Article discussion Group C</li> </ul>
Wednesday 2/8/17	Reread Task 3 Assessment Commentary	Looking at student work. Feedback - Giving Effective Feedback to Your Students - Seven Key Factors continued Student use of feedback.	<ul style="list-style-type: none"> <li>• Part 2 Analyzing Student Learning – paper submission.</li> <li>• Group D discussion leaders distribute article</li> </ul>
WEEK SEVEN			
Monday 2/13/17	Meet one-one-one at assigned time – complete a preliminary analysis of student learning. Come prepared to talk about what you have found. Be ready to talk about your written feedback to students. Come with questions you need answered.		
Wednesday 2/15/17	Meet one-one-one at assigned time – complete a preliminary analysis of student learning. Come prepared to talk about what you have found. Be ready to talk about your written feedback to students. Come with questions you need answered.		
WEEK EIGHT			

	Preparation for class	Theme	Due Dates
Monday 2/20/17	<ol style="list-style-type: none"> <li>1. Bring in your students informal and formal assessment papers</li> <li>2. Bring a print out of your chart showing item analysis and/or percentages</li> <li>3. Bring in a draft of Task 3 and parts of Task 1 that informs what you are writing in task 3</li> </ol>		
Wednesday 2/22/17	Speaker - Mrs., interim principal Mill Street Elementary School,	Teacher Evaluation System	Submit to Task Stream – Task 3 Assessment Commentary
WEEK NINE			
Monday 2/27/17	Read Butler & McMunn pp. 131-174 Revising feedback and Motivation – Respond to the prompt in the Discussion tab of Black Board	Closing the circle – assessments influence on instruction	Post an original response to Blackboard on reading. Then later in the week respond to two classmates' original posts.
Wednesday 3/1/17	Read Butler & McMunn pp. 175-196 Linking Assessment to Instruction- Rethinking Grading Practices	Thinking about grading	Post two questions you had in Blackboard by 8:00 am the day of class. Article discussion Group D
WEEK TEN			
Monday 3/6/17	Read Course Packet pp. 83-102, Crunching Numbers – Respond to the prompt in the Discussion tab of Black Board	Considering grading practices and communicating with parents	Post an original response to Blackboard on reading. Then later in the week respond to two classmates' original posts.
Wednesday 3/8/17	Bring your laptop.	Wrap-up/Final Reflection	
Final Exam Wednesday, 3/15/17, 1:00-3:00			

## Groups for article discussions

Date to send Permalink, PDF, or distribute paper copies to group	Date to lead the article discussion	Discussion Leaders (in bold) and members of your group
Wednesday, 1/18	Wednesday, 1/25	<b>Group A</b> <b>Theresa</b> : Monica, Abbey, Caitlyn, Lindsay <b>Sarah K.</b> : Rebecca, Aletta, Sarah D, Danielle <b>Emily G.</b> : Brianna, Juell, Sarah E., Emily A.
Wednesday, 1/25	Wednesday, 2/1	<b>Group B</b> <b>Monica</b> : Sarah D, Emily A., Juell <b>Abbey</b> : Sarah K., Emily G., Danielle <b>Sarah E.</b> : Aletta, Rebecca, Theresa <b>Caitlyn</b> : Lindsay, Brianna
Monday, 1/30/	Monday, 2/6	<b>Group C</b> <b>Rebecca</b> : Juell, Sarah K <b>Brianna</b> : Lindsay, Caitlyn, Emily G. <b>Danielle</b> : Sarah D., Sarah E., Monica <b>Aletta</b> : Emily A., Theresa, Abbey
Wednesday, 2/8	Monday, 2/20	<b>Group D</b> <b>Juell</b> : Caitlyn, Danielle, Abbey <b>Lindsay</b> : Sarah K., Theresa <b>Sarah D.</b> : Monica, Aletta, Emily G. <b>Emily A.</b> : Brianna, Sarah E., Rebecca