**SASE-314 ASSESSMENT OF LEARNING**
**Syllabus, Course Policies & Schedule**
**SPRING 2016**

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**OFFICE HOURS:**    Wednesday: 11:30 AM – 12:30 PM
Thursday: 1 PM – 2:30 PM
Or before, after class, by appointment (Email is the best way to contact me)

**WEBB PAGE:**    On Canvas

## COURSE OBJECTIVES

Both tests and assessments are key elements of the instructional process. When properly done, they can effectively **monitor**, **evaluate** and **enhance** students' learning and teachers' instruction.

In short, this course aims to teach you a set of well-developed principles and to help you learn to apply them with good judgment. This can only be accomplished by being an *informed*, *reflective practitioner* of your profession. In addition, these skills will provide you with strategies to enhance your assessment tool box.

This course will be guided by three essential questions:

- *What are the characteristics of an effective balanced assessment program?*
- *What types of evaluative items and tasks are being utilized, in local districts, to measure and monitor student progress to better prepare them for state and local assessments?*
- *What types of evaluative systems provide the most accurate portrayal of student's progress?*

Additionally, this course is designed to introduce the novice teacher to the Student Growth Objective (SGO) assessment guidelines designed to empower educators to become more powerful assessment designers.

## METHODS OF INSTRUCTION

Because of limited class-time, methods of instruction will be guided by PPT presentations to present concepts and skills. Usually each class session will also provide the opportunity for in-class small group work to supplement the lecture material. All out of class assignments are intended to put assessment theory.

# CANVAS MODULES

This course uses the module format. Each module is designed to introduce students to key learning concepts and skills and focuses on a particular educational theme. These modules are then supported by a performance-assessment task that is designed to assess student mastery of these concepts and skills.

# TEXTBOOKS

There is *NO* required textbook for this course. ALL reading assignments will be posted in Canvas. Most of these reading assignments will come from the journals listed below. The goal of these reading assignments is to support and build your background knowledge of current assessment issues and practices. Questions generated during the teacher interview process eventually focus on *"How you assess and evaluate your students."* These articles will help you better prepare your response to these questions and assessment philosophy.

| **Educational Leadership** | **Educational Leadership** |
|---|---|
| September 201 | March 2014.Volume 71.Number 6 |
| *Feedback for Learning* | *Using Assessments Thoughtfully* |

# METHODS OF EVALUATION

Project-based learning and assessment is a dynamic approach to teaching in which students explore real-world problems and challenges. With this type of active and engaged learning, students are more likely to find relevance and meaning of the subject matter they're studying. By the end of the semester you will have produced a variety of assessment artifacts. These artifacts will contain specific examples of assessment strategies that you have produced during this semester. They can be presented to an interview audience of administrators, school board members, parents, and/or team of teachers. These assessment artifacts center around three (3) modules.

| Project-Based Task Descriptors | Point Values |
|---|---|
| **Module 1: Goal Setting**<br>**Assignment 1: Planning the SGO Plan:**<br> ▪ Deconstructing NJCC Standards<br>  ▪ "Unpacking"<br>  ▪ "Analysis" | 25 |
| **Module 2: Formative Assessment Model**<br>**Assignment 2: Formative Assessment Plan:**<br> ▪ Designing Learning Targets<br> ▪ Designing Check for Understanding<br> ▪ Scoring Assessments | 30 |
| **Module 3: Summative Assessment Model**<br>**Assignment 3: The SGO Post-Assessment:**<br> ▪ Selective-Response Items<br> ▪ Constructed-Response Item | 30 |
| Total = | 85 |

The architecture of these projects integrates real-life tasks to better prepare you for your classroom experience.

## GRADING SYSTEM

This course uses a total-point grading system. Each project is given a point value. Students earn points on the assessment up to its total value. For example, Assignment 1: Goal Setting has a value of 25 points and Assignment 2: The SGO Pre-Assessment Instrument has a value of 30 points. A student can earn from 0 to 25 points on Assignment 1 and 0 – 30 points on Assignment 2. Since the total number of points for projects equals 100 points, the final average is determined by simply adding up all the points. This results in a percentage of points earned which is then reported as a letter grade.

**PROFESSIONAL HABITS (15 Points):**

The intent of these guidelines is to help perspective teachers get into the habit of behaving in a professional and intellectual way that will lead to productive actions. When we draw upon these habits, the results are more powerful behavior patterns that will help the teacher develop a critical stance with their work that will include: inquiry, editing, self-reflection, thinking-flexibility, and learning from another person's perspective. Students are expected to be active, reflective and supportive participants in all aspects of the class. These professional habits include:

| Professional Habits | |
| --- | --- |
| **Criterion** | Wt. |
| Attendance & Punctuality | 1X |
| Strives for Accuracy | 1X |
| Responsibility for Learning* | 2X |
| Classroom Etiquette | 1X |

**\***Feedback Looping is a critical revision mechanism that allows the student to revise work within a given time frame. Time has been allotted between the initial draft phase and final revision phase for both instructor feedback and comments. The student should be advised that NO late revisions will be permitted beyond those deadline dates listed in the Course Schedule and Canvas Assignment Page. Accommodations will be made for those students with special needs.

The Profession Habits Scoring Guide is provided on the next page for your reference.

| Professional Habits Scoring Guide (15 Points) | | |
|---|---|---|
| | **Wt.** | The student demonstrates relative exemplary professional habits by meeting ***ALL*** four (4) of the requirements listed below: |
| **Relative Exemplary** | **1X** | **Strives for Accuracy:** ***Continuously*** reworks assignments for perfection and to meet feedback expectations |
| | **1X** | **Attendance & Punctuality:** ***Rarely*** absent or tardy 0 -1 day. |
| | **2X** | **Responsibility for Learning:** ***Always*** meets assignment deadlines. |
| | **1X** | **Classroom Etiquette:** ***Always*** displays appropriate learning behavior. Is focused and never engages in distracting behavior. Shows strong self-control and respect for others. |
| **Relative Proficient** | The student demonstrates relative proficient professional habits by meeting three (3) of the four required criteria listed above. **Note:** a negative score for *Responsibility for Learning* can reduce score to Relative Emerging level. | |
| **Relative Emerging** | The student demonstrates two (2) of the four required criteria listed above. | |
| **No Evidence** | The student demonstrates little or no understanding of professionalism. | |

## COURSE POLICIES

First and foremost, it is important to keep in mind that you are working toward a professional certificate in teaching. It is expected that each student will be prepared for each class by reading all assigned journal articles and being an active participant in class.

**ATTENDANCE:** Attendance is expected at all classes. Because there is no required textbook, the lectures will weave together the background reading assignments along with the classroom presentations, activities, and project-based assignments; students will be responsible for everything covered in class, therefore participation is in your best interest.

My teaching schedule is as follows:

| SASE Sections | |
|---|---|
| **Wednesday** | 314-01: 0830 – 0945 |
| | 314-02: 1000 – 1115 |
| **Thursday** | 314-03: 0230 – 0345 |

This schedule is provided so that you can plan in advance for personal scheduled conflicts. If you are unable to attend class on a particular day and time, you may attend another section. Be advised that most sections are nearly full, with limited seating. Please use this service only in an emergency.

Excused absences must include a note from a doctor or counselor/advisor. Please see the *Professional Habits Guidelines* for further details concerning the attendance and lateness to class policy.

**COLLABORATION:** Collaboration among students is expected and even encouraged as an additional learning opportunity. It provides an opportunity for developing professional learning content communities, working with peers to design common assessment instruments. This model currently drives district departments in an ongoing exploration of three crucial questions:

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty in learning?

The answer to the third question separates professional learning communities from traditional schools by placing the response to these questions on a group of professional decision makers rather than on individual teachers.

All collaborative teams must be approved by me before work can begin. A single task assignment will be submitted for the team, by the designated *team leader* for formative feedback, revision, and eventual evaluation/grading.

Documents will be submitted electronically. Submissions must be typed, proofread and meet the standards of the University Writing Policy. Each task will be submitted using the appropriate *Reporting Documents* that will be provided and available on Canvas. Refer to the ***Course Syllabi*** for submission deadlines. Each *Reporting Document* has been designed using Microsoft Word.

**HONOR CODE POLICIES:**

Be familiar with the honor code. All written materials you turn in for this course should be your own work unless otherwise cited. Make yourself aware of proper citation practice when you quote the words, data, or ideas of others. Downloading materials from the Internet and submitted as you own work is considered plagiarism. You must submit reference list of materials you use, quote, or adapt. Each of these authors should and must be acknowledge for their contribution to your work.

**ELECTRONIC DEVICES:**

While I encourage the use of technology in the classroom for academic purposes, I expect students to reframe from checking or sending text messages or engaging in other sorts of messaging in the midst of class or reviewing updates on *Facebook*. This is disrespectful behavior not only to me, but also to your peers in class. As a future teacher, wouldn't you expect the same from your students?

**ACCOMMODATIONS FOR STUDENTS WITH SPECIAL NEEDS:**

If you have a special need that requires an accommodation, please speak to me privately or

contact the Disability Resource office.
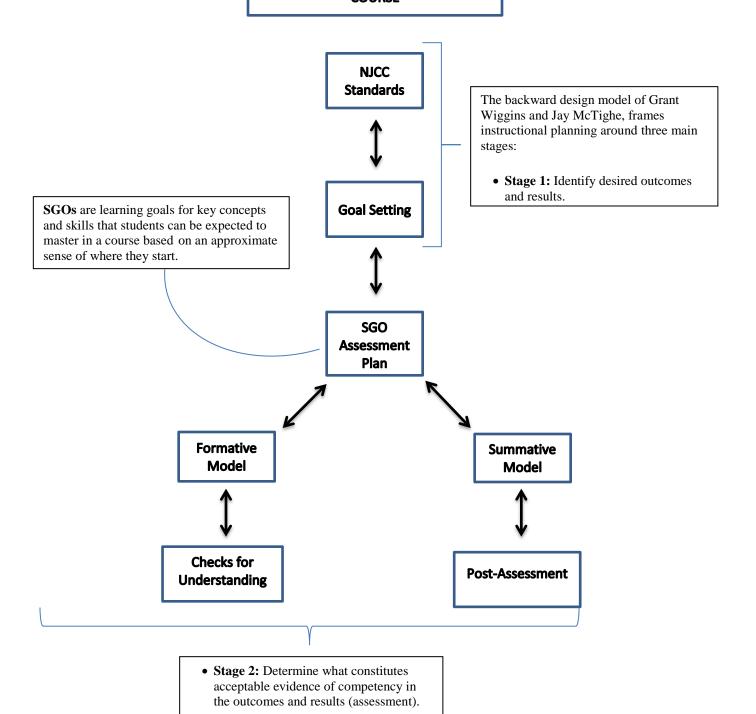
**ONE-ON-ONE MEETINGS:**

There are times when providing feedback requires us to meet face-to-face. Often these meetings may only require 10 – 15 minutes to clarify the feedback. This is a time where we can discuss the feedback in more detail; provide further examples, and how to proceed with the assignment revision.

In order to expedite these meetings, I'd like you to come prepared.

1. Bring all necessary documents with feedback comments. Please be sure to include any questions that you might have, so that we can have a detailed, focused, and productive discussion about how you can approach the revision work.
2. Please be on time. Lateness will cause everyone problems, so aim to be at my office 2 – 3 minutes early. If you are a super late person, make it 5 minutes.

**FINAL EXAMINATION:** This is a project-based course that is guided by the premise that students are preparing for both their classroom teaching experience and to design artifacts for their professional portfolio. Therefore, there is no paper-pencil final examination.

GRAPHIC ORANIZATION OF THE COURSE

**NJCC Standards**

The backward design model of Grant Wiggins and Jay McTighe, frames instructional planning around three main stages:

- **Stage 1:** Identify desired outcomes and results.

**Goal Setting**

**SGOs** are learning goals for key concepts and skills that students can be expected to master in a course based on an approximate sense of where they start.

**SGO Assessment Plan**

**Formative Model**

**Summative Model**

**Checks for Understanding**

**Post-Assessment**

- **Stage 2:** Determine what constitutes acceptable evidence of competency in the outcomes and results (assessment).

**Purview of Methods Course**

- **Stage 3:** Plan instructional strategies and learning experiences that bring students to these competency levels.