School of Education
ED 390-01 Spring 1819

Professor: **Dr. Lisa Fulks**
Class: ED 390– Assessment
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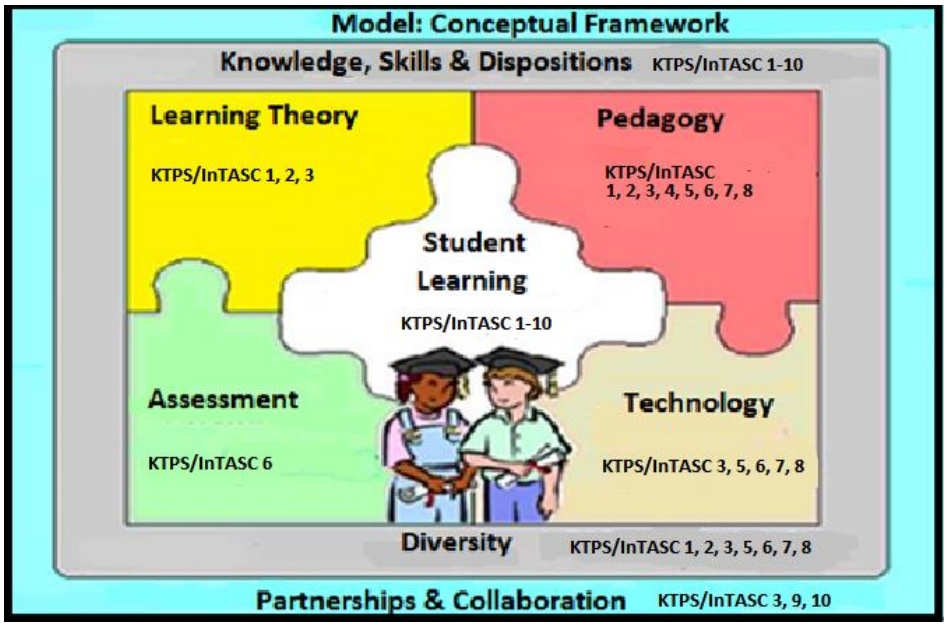
Phone: School – 270-789-5241 Cell/text 502-724-2766
Information: 3 credit hours
Chat Time: Monday 5:30-6:45PM Eastern
Classroom: Online
Regular Office Hours: See Room 129

Virtual Office Hours:
Professor can be reached anytime by e-mail or by phone (text or leave a message if no answer). Email to schedule a time for a face-to-face, telephone or online conference. I will be online 15 minutes before class and available to stay after class online to answer any questions or concerns.

School of Education Conceptual Framework
Theme: Empowerment for Learning Model



Textbook: Chappuis, J., Stiggins, R., Chappuis, S. & Arter, J. (2012). *Classroom assessment for student learning.* (2nd ed.). New York NY: Pearson. ISBN- 13: 978-0-13-268588-7, ISBN-13: 0-13-268588-4.

Pre-requisites: Admission to Teacher Education

Course Description:
This assessment course is designed to equip teacher preparation candidates with the essential knowledge and tools necessary for a deeper understanding of quality classroom assessment. The course will assist teacher candidates in implementing the Kentucky Teacher Standards as well as the Kentucky Teacher Professional Growth and Effectiveness System Domains. Included in the course are experiences and strategies to guide the selection, crafting, evaluation and interpretation of a variety of assessment types. Emphasis is given to the study of concepts and methods for improving student learning in a standards-based system. Professional, ethical and legal responsibilities in educational assessment, grading, and accurate record-keeping are also explored.

PROFESSIONAL STANDARDS addressed in this course:
Kentucky Teacher Performance Standards/Interstate Teacher Assessment and Support Consortium (***KTPS/InTASC***) KTPS/InTASC 1 Learner Development

KTPS/InTASC 2 Learner Differences
KTPS/InTASC 3 Learning Environments
KTPS/InTASC 4 Content Knowledge
KTPS/InTASC 5 Application of Content
KTPS/InTASC 6 Assessment
KTPS/InTASC 7 Planning for Instruction
KTPS/InTASC 8 Instructional Strategies
KTPS/InTASC 9 Professional Learning and Ethical Practice
KTPS/InTASC 10 Leadership and Collaboration

CU Diversity Proficiencies (from KTPS/InTASC)

1B The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
1G The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehension and instruction relevant, accessible, and challenging.
2H The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
2N The teacher makes learners feel valued and helps them to learn to value each other.
3F The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
4M The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.
6G The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
7B The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individual and groups of learners.
9H The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.
10Q The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

International Literacy Association (*ILA*)

Standard 1 Foundational Knowledge
Standard 2 Curriculum and Instruction
Standard 3 Assessment and Evaluation
Standard 4 Diversity
Standard 5 Literate Environment
Standard 6 Professional Learning and Leadership

Council for Accreditation of Educator Programs (*CAEP*)

Standard 1 Content and Pedagogical Knowledge
Standard 2 Clinical Partnerships and Practice
Standard 3 Candidate Quality, Recruitment, and Selectivity Standard 4
Program Impact
Standard 5 Provider Quality Assurance and Continuous Improvement

ACEI Association for Childhood Education International (SPA Standards for P-5)

1. DEVELOPMENT, LEARNING AND MOTIVATION
1.0 Development, Learning, and Motivation

2. CURRICULUM STANDARDS
2.1 Reading, Writing, and Oral Language
2.6 Health education
2.7 Physical education

3. INSTRUCTION STANDARDS
3.1 Integrating and applying knowledge for instruction
3.2 Adaptation to diverse students
3.3 Development of critical thinking and problem solving

3.4 Active engagement in learning
3.5 Communication to foster collaboration

4. ASSESSMENT STANDARDS
4.1 Assessment for instruction

5. 0 PROFESSIONALISM STANDARDS
5.1 Professional growth, reflection, and evaluation
5.2 Collaboration with families, colleagues, and community agencies

Association for Middle Level Education Middle Level Teacher Preparation Standards

PRINCIPLE A: THE LEARNER AND LEARNING
Standard 1: Young Adolescent Development
Element a. Knowledge of Young Adolescent Development
Element b. Knowledge of the Implications of Diversity on Young Adolescent Development
Element c. Implications of Young Adolescent Development for Middle Level Curriculum and Instruction.
Element d. Implications of Young Adolescent Development for Middle Level Programs and Practices.
PRINCIPLE B: CONTENT
Standard 2: Middle Level Curriculum
Element a. Subject Matter Content Knowledge
Element b. Middle Level Student Standards
Element c. Interdisciplinary Nature of Knowledge
Standard 3: Middle Level Philosophy and School Organization
Element a. Middle Level Philosophical Foundations
Element b. Middle Level Organization and Best Practices
PRINCIPLE C: INSTRUCTIONAL PRACTICE
Standard 4: Middle Level Instruction and Assessment
Element a. Content Pedagogy
Element b. Middle Level Instructional Strategies
Element c. Middle Level Assessment and Data-informed Instruction
Element d. Young Adolescent Motivation
PRINCIPLE D: PROFESSIONAL RESPONSIBILITIES
Standard 5: Middle Level Professional Roles
Element a. Professional Roles of Middle Level Teachers
Element b. Advocacy for Young Adolescents and Developmentally Responsive Schooling Practices
Element c. Working with Family Members and Community Involvement
Element d. Dispositions and Professional Behaviors

Kentucky Core Assessment Standards and College Readiness Standards
Students will use the appropriate Kentucky Early Childhood and Core Assessment Standards in designing learning goals/objectives and assessments based on their own content areas.

Aligned with Assessment	**KTPS Diversity**	**KTPS/ InTASC**	**International Literacy Association Standards**	**Technology (Yes or No)**	**CAEP**
Technology/Chapter Readings/Inverted Assignments **Obj: 1, 5, 7**		4b, c, e, f, g, h, i 6b, 6j, 6n,	1, 5	Yes	A1.1, 1.2
Clinical Hours/Reflection Journal **Obj: 3, 4, 5, 6, 7**	1b 6g 9h	1a, b, d, e, f, h, i 2a, b, c, g 3b, c, d, e, i, j, m, p 4a, b, c, d, e, h, j, k, l 5d, j, m, n	2, 3, 4, 5	No	A 1.1, 1.2, 2.1, 2.2

		6a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, q, r, s, t 7a, c, d, g, k, q 8b, d, f, h, i, k, l, m, q, s 9g, h, i, l 10a, f, n, r, s,			
Taught Unit and Assessments **Obj: 2, 4, 5, 6, 7**	6g 9 h	1a, b, d, e, f, h, i 2a, b, c, g 3b, c, d, e, i, j, m, p 4a, b, c, d, e, h, j, k, l 5d, j, m, n 6a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, q, r, s, t 7a, c, d, g, k, q 8b, d, f, h, i, k, l, m, q, s 9g, h, i, l	2, 3, 5	Yes	A1.1, 1.2, 2.1, 2.2

Mission Statements/Vision

The Campbellsville University Mission focuses on Scholarship, Excellence and Christian Servant Leadership.
The Teacher Education Vision aims for individuals to be empowered to attain goals and impact others through Christian servant leadership. The School of Education Mission seeks to provide an academic infrastructure based on scholarship, service and Christian leadership, candidates who are competent and qualified, and who demonstrate

- Knowledge and skills
- Caring Dispositions, including respect for diversity
- Commitment to life-long learning in a global society-
- Characteristics of servant leadership

The objectives of this course align with the mission of the university and of the School of Education. Students are involved in an action research study that demonstrates all of these characteristics.

SPECIFIC OBJECTIVES:

Upon completion of this course, you will have gained an understanding of:

1. Recognize and be able to apply at a high performance level the ten Kentucky Teachers Performance Standards (KTPS) and Teacher Professional Growth Effectiveness System Domains **(Clinical Experiences, Inverted Assignments, and Class Exams)**
2. Demonstrate the ability to use Kentucky Core Content and Kentucky Core Academic Standards and Program Review to design, plan, teach, and assess student learning through a unit of study in local classrooms. **(Unit and Portfolio Assessments)**
3. Demonstrates an ability to implement, reflect and improve assessment practices. **(Clinical Experience Reflection Journal, PPD Reflection Paper, Final Presentation Self-Assessment)**
4. Demonstrate a high level of performance while teaching a classroom of students and/or working with individual students and small groups during after-school programs. **(Clinical Experiences, unit)**
5. Recognize and develop various types of quality classroom assessment tasks and analyze and utilize assessment data to modify instruction and address all learners within the classroom. **(Clinical Experiences, Unit and Portfolio Assessments)**
6. Recognize best practice instructional strategies and implement those strategies into lessons in order to improve instructional skills and increase student learning. **(Clinical Experiences Unit and Reflection Journal)**
7. Demonstrate the ability to accept and give effective feedback for self-assessment. **(Final Presentation and Clinical Experiences: Unit/Reflection Journal)**

COURSE TASKS/Requirements:

JOURNAL- 8 entries (DB for each class)

Tool Box Assignment- favorites during observations/clinical experiences

Strategies from additional resources

CU Diversity	KTPS/INTASC	AMLE	ILA	CAEP	ACEI
1.0	1b, 2a, d, f, 3a, c, f, 4b, c, e, f, g, h, i, 5g, 6b, 7b, e	1 c, 2a, 5c	1, 5	1.2, 1.3	1.0, 2.1, 4.1. 5.1

Participation: Students will participate in classroom discussion forums and chats. The forum posts will be submitted Moodle before the beginning of the class period. Each assignment will be worth 20 points each and will be related to the course work and/or specific course tasks/requirements. Assessment activities will be embedded in chats.

CU Diversity	KTPS/INTASC	AMLE	ILA	CAEP	ACEI
1.2, 2.2, 2.4, 4.2, 5.4, 6.3, 8.1	1b, 2a, d, f, 3a, c, f, 4b, c, e, f, g, h, i, 5g, 6b, 7b, e	1 c, 2a, 3b, 5c	1, 3, 5, 6	1.2, 1.3	1.0, 2.1, 4.1, 5.1

Clinical Experiences: Students will complete 40 clinical hours as described below. Students will be required to keep a journal. Each journal entry should contain a heading with the date, school and teacher, type of field experience, and number of hours. The journal entry must have an observation list or running record from the experience and 2-3 paragraphs that **analyze/critique** the experience, **discuss possible implications** for future growth, and **make connections** to course work. The journal will be scored using a rubric at mid-term (20 hours completed for 100 points) and before finals (remaining 20 hours completed for 100 points).

-Unit Clinical Experience 20 hours: Students will be placed with a classroom teacher to plan, teach, and assess a 5-day unit. The field hours should be divided as follows:
(1 hour) 1st Meeting with Teacher—discuss unit topics, dates, class, etc.
(1 hour) 2nd Meeting with Teacher—discuss unit objectives and pre/post-test
(7 hours) **Classroom Observations—can include administering the pre-test for the unit
(10 hours) **Unit Lessons—5 days but can include the post-test on the fifth day but **NOT** the pre-test.
**Teaching a lesson carries 2 hours due to planning and reviewing the formative assessment results. Journal entries must be kept for each day during the unit. Also you need to save student work samples from each lesson.
(1 hour) Sharing Results—give tests back and communicate results to teacher and students

Unit Documents will be worth a total of **100 points**. Your unit documents, lesson plans, and all resources necessary for teaching the unit should be printed and submitted in a binder/folder. The unit and lesson plans should follow the School of Education Guidelines. The unit is designed as a portfolio item and must be all original work by the candidate and **must be taught**.

-*After School Experience 10 hours:* Students will complete 10 hours in an after school program working with individual students and/or small groups. Journal entries must be kept.

-Participation in Interim Assessments 10 hours: Students will observe and/or participate in various interim/benchmark assessments.. More specific information will be given once exact dates and plans have been made for these hours.(MAP, K PREP, pre tests, ESL, GT, etc)
DATA

CU Diversity	KTPS/INTASC	AMLE	ILA	CAEP	ACEI
1.2, 2.2, 2.4, 4.2, 5.4, 6.3, 8.1	1b, 2a, d, f, 3a, c, f, 4b, c, e, f, g, h, i, 5g, 6b, 7b, e	1 c, 2a,, 4b, 4c, 5c	3, 5, 6	1.2, 1.3, 2.1	1.0, 2.1, 4.1, 5.1

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Presentation Assessment Tasks: Students will be assessed Each summative task will be worth 100 points.

- Presentation 1 will cover Quality Classroom Assessment Chapters 1-3.
- Presentation 2 will cover Sound Design Chapters 4, 5, 6, and 7 (50 points exam and 50 points for a pre-test, unit test, and project)
- Presentation 3 will cover Formative Assessment Chapter 8 and 9 (50 points exam and 50 points for a homework assignment, exit slip, and self-assessment)
- Presentation 4 will be a Socratic Seminar that will cover Grading Chapter 10
- Final exam will be a "Tool Box Presentation" worth 50 points.
- Performance Assessment: Students will create original assessment tasks following the 5 keys to quality classroom assessment (100 points). See Exam 2 and 3.

CU Diversity	KTPS/INTASC	AMLE	ILA	CAEP	ACEI
1.2, 2.2, 2.4, 4.2, 5.4, 6.3,	1b, 2a, d, f, 3a, c, f, 4b, c, e, f, g, h, i, 5g, 6b, 7b, e	1 c, 2a,, 4b, 4c, 5c	1, 3	1.2, 2.3	1.0, 2.1, 3.1, 4.1, 5.1

EVALUATION Process and expectations:

PPT Presentation 4 @ 100	400 points
Final "Tool Box"	100 points
Journal/Clinical Hours	200 points
Unit	100 points
Assessment Activities 4@25	100 points
Field /Clinical Reflection Paper	100 points

GRADING SCALE:

92%-100%	A
84%-91%	B
74%-83%	C
65%-73%	D
64%-Below	F

Unit Documentation, rubric, lesson plan template and rubric ON CLASS PAGE.

Rubric for Class Participation

Exemplary 100%	Accomplished 94%	Developing 86%	Ineffective 77%
- Present for all classes with exception of emergencies. - Logs in on time and attends throughout period - Participates 4-5 times during discussions - Contributes thoughtful remarks and questions - Comments extend the interactions between candidates - All Discussion Forums completed before class starts weekly	- Present for most classes (missing 1 class) - Reviewed at least the agenda and broad topics prior to class as evidenced in discussion responses. - Some contributions to discussion - All Discussion Forums completed	- Present for class but no advance preparation as evidenced in discussion responses - Superficial responses in class or on discussion boards 5-7 Discussion Forums completed	- Absent from class without any communication to professor - Comments and postings minimal or absent 1-4 Discussion Forums Completed

Rubric for all other Assignments

77 and below	78-85	86-92	93-100
The assignment does not follow directions or is completely wrong. Grammatical errors interfere with the meaning of the writing. There is no organization.	1-2 of the directions are followed. The assignment may not be well organized and may contain some grammatical errors. Some of the content required for the assignment is addressed.	3-4 directions are followed. Assignment meets length requirements. Assignment is well organized but may have errors in grammar. Most content required for the assignment is addressed.	All Directions are followed. Assignment meets length requirement. Assignment is well organized and does not contain any grammatical errors. All content required for assignment is addressed.

Disability Statement

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

Plagiarism Policy

Campbellsville University's policy on Academic Integrity states: "Each person has the privilege and responsibility to develop one's learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one's own academic accomplishments and to give credit to others' contributions to one's course work. These values can be violated by academic dishonesty and fraud." (2015-17 Bulletin Catalog). Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else's paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own. If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student's Dean and the Vice- President for Academic Affairs will be notified of either consequence.

School of Education Attendance Policy

Regular attendance in professional education courses is expected of all students. It is a professional responsibility that is a part of the disposition assessment of teacher candidates. No more than six (6) absences for Monday/Wednesday/Friday courses and no more than four (4) absences for Tuesday/Thursday courses. Absences in excess of these numbers of days will result in an **F** for the course. Tardy is defined as missing 10 minutes or less of class time due to late arrival or early departure. An accumulation of two tardy instances will equate to one day of absence to be applied to the course attendance policy. Anything more than 10 minutes and less than 30 minutes of missed class time will result in a half day absence. More than 30 minutes of missed class time will be considered a full day. Your arrival and departure time are as important as your presence regularly. This is essential for a smooth classroom experience for you and your classmates now as well as the expectation you will face as a classroom teacher when employed later. *Note: students will not be penalized for absences excused by Campbellsville University; however, it is the student's responsibility to notify the professor in advance of the excused absence.* It is also the student's responsibility to insure that all assignments are submitted on due dates, regardless of date(s) of absences.

Incomplete Statement

A grade of "I" is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the "I"; grade must be completed within 12 months from the time awarded. It is the student's responsibility to complete requirements within the 12 month period. It is the professor's responsibility to change the grade by filling out the proper forms in the Office of Student Records.

Title IX Statement

Title IX Statement: Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator:
Terry VanMeter
1 University Drive
UPO Box 944
Administration Office 8A
Phone – 270-789-5016
Email – twvanmeter@campbellsville.edu

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: www.campbellsville.edu/titleIX

Communication Requirement

Students are expected to activate and regularly use the university provided email domain (studentname@students.campbellsville.edu) for all email communication for this class.

Student Academic Progress (SAP):

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility. All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

Disposition Assessment

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the unit mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University's educator preparation program strives to lead candidates in the self-efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be introduced to the education program's conceptual framework, which includes disposition expectations in the introductory courses and will also become familiar with and commit to the *Codes of Ethics for Professional Educators* which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc., that infringe on copyright laws or is deemed inappropriate

by the mission of CU and the School of Education (p 50, ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a "Disposition Recommendation" form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student's School of Education binder.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.

ED 390 Spring Class Schedule

Class Date	Assignments
January 7, 2019	Syllabus/Chapter 1-3 Discussion Board KDE Assessment Activity
January 14, 2019 **Assessment Presentations 1 Due**	Assessment Reviews
January 21, 2019	NO class Martin Luther King Day
January 28, 2019	Chapter 9 Discussion Board
February 4, 2019 Presentations 2 Due	Assessment Reviews
February 11, 2019	Chapter 8 and 12 Communication Parent Teacher Conf. Discussion Board
February 18, 2019 **Presentations 3 Due**	Assessment Reviews
February 25, 2019	20 field hours DUE Chapter 7 Discussion Board
March 4, 2019 **Presentation 4 Due**	Assessment Reviews
March 11, 2019	SPRING BREAK WEEK
March 18, 2019	Chapter 4-6 Discussion Board
March 25, 2019 Formative Assessment **Assessment Activity 1 Due**	Assessment Reviews
April 1, 2019 **Assessment Activity 2 Due**	Chapter 11
April 8, 2019 Summative Assessment **Assessment Activity 3 Due**	Assessment Reviews

April 15, 2019	Chapter 10 Grading Activity- What's 100% Mean? Discussion Board
April 22, 2019 **Assessment Activity 4 Due**	Assessment Reviews
April 29, 2019 **Unit Due** **Clinical Journal Due**	FINAL CLASS Final Field Hours Due (20) Discussion Board
May 6, 2019 **Final Tool Box Presentation Due**	Assessment Reviews