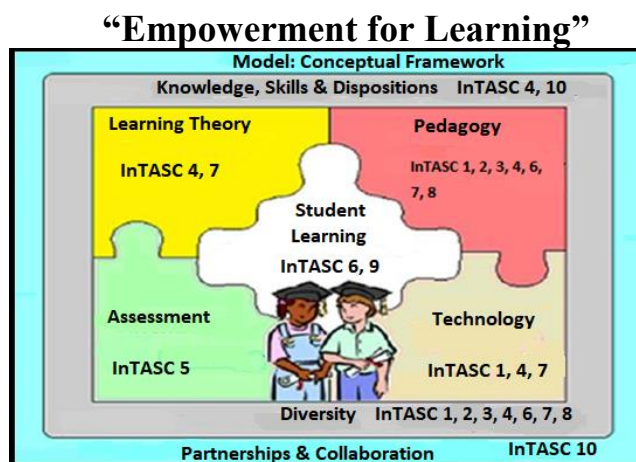


Campbellsville University
School of Education 2019 G6
ED 660-01, 02
Formative Assessment and Intervention for All Students
Section 01: Monday 5:30-6:45 pm
Section 02: Monday 7:00-8:15 pm

Instructor: Dr. Robin Magruder
Office Phone: (270) 789-5139
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Campus Security numbers: Office (270) 789-5555, Cell (270) 403-3611



Textbook:

Wiliam, D. (2011). Embedded formative assessment. Solution Tree Express: Bloomington, IN.

Pre-requisites: None

Course Description:

Assessment works in positive ways to benefit learning. With student learning being at the core of the School of Education’s conceptual framework, experiences related to assessment and using assessments effectively to design appropriate responses to student work is crucial to classroom and student success. The purpose of ED 660 is to explore and utilize practical skills in student assessment required for curriculum planning in the classroom and school. Focus areas will include the purpose, scope, development, and implementation of formative assessments and how to use results from assessments in the development of intervention strategies for both individuals and groups of students, and recommended practices for the assessments of diverse learners.

PROFESSIONAL STANDARDS addressed in this course:

| Aligned with Assessment (point values) | AMLE | CU Diversity Indicators | KTPS | ILA Standards | NCS | NCTE | CAEP | NCTM Middle | NSTA | SHAPE Health | SHAPE Physical | TLM S |
|---|------|-------------------------|--|--------------------|-----|----------|---------------|--------------|------------|----------------|----------------|-----------|
| Formative Assessment Feedback Discuss impact of self-assessment and create a lesson sketch utilizing self-assessment. | 4c | 6G | 6B,D,F,G | 3.1, 3.2, 3.3, 3.4 | 1.1 | 3.2, 4.2 | 1.1, 1.2, 1.3 | 3d, f, g, 5c | 3c, 5a, 5b | 5a, b, c, d, e | 5.1, 5.2 | |
| Assessment Design Project Create a unit with at least five formative assessments. | 4c | 6G | 1A,B,E,G 2C,D 3F 6B,D,F,G 7A,C 8B,E,F,I 9A,B,H,L | 1.3, 2.3, 3.3 | 1.1 | 3.2, 4.2 | 1.1, 1.2, 1.3 | 3d, f, g, 5c | 3c, 5a, 5b | 5a, b, c, d, e | 5.1, 5.2 | 1D, 4A, F |
| Clinical Hour Requirements Complete field hour requirements based on the Clinical Hour Matrix. | 4c | 6G | 9A,B,H,L | 2.3, 3.3, 4.3 | 1.1 | 3.2, 4.2 | 2.1, 2.3 | 3d, f, g, 5c | 3c, 5a, 5b | 5a, b, c, d, e | 5.1, 5.2 | |

Kentucky Teacher Performance Standards/Interstate Teacher Assessment and Support Consortium (KTPS/*InTASC*)

- InTASC 1 Learner Development
- InTASC 2 Learner Differences
- InTASC 6 Assessment
- InTASC 7 Planning for Instruction
- InTASC 8 Instructional Strategies
- InTASC 9 Professional Learning and Ethical Practice

International Literacy Association (ILA)

- Standard 1 Foundational Knowledge
- Standard 2 Curriculum and Instruction
- Standard 3 Assessment and Evaluation
- Standard 4 Diversity

Council for Accreditation of Educator Programs (CAEP)

- Standard 1 Content and Pedagogical Knowledge
- Standard 2 Clinical Partnerships and Practice

CU Diversity Proficiencies (from KTPS)

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.

Association for Middle Level Education (AMLE)

Standard 4 Middle Level Instruction and Assessment

National Council for the Social Studies (NCSS)

Standard 1 Themes

National Council of Teachers of English (NCTE)

Standard 3 Content Pedagogy

Standard 4 Content Pedagogy

National Council of Teacher of Mathematics (NCTM) Middle

Standard 3 Content Pedagogy

Standard 5 Impact on Student Learning

National Science Teachers Association (NSTA)

Standard 3 Effective teachers of science are able to plan

Standard 5 Effective Teachers of Science Provide Evidence

SHAPE Health

Standard 5 Assessment

SHAPE Physical

Standard 5 Impact on Student Learning

Teacher Leader Model Standards

Domain I: Fostering a collaborative culture to support educator development and student learning

Domain II: Accessing and using research to improve practice and student learning

Domain III: Promoting professional learning for continuous improvement

Domain IV: Facilitating improvements in instruction and student learning

Domain V: Promoting the use of assessments and data for school and district improvement

Domain VI: Improving outreach and collaboration with families and communities

Domain VII: Advocating for student learning and the profession

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/COURSE TASKS/EVALUATION:

ED 660-01, 02 G6 2019 Formative Assessment

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

Clinical Hours (100 points)

ED 660 requires six hours of clinical work as described below. Submit a signed clinical hour form and a three page paper reflecting on the following questions.

Read web documents provided in class related to RTI.

Interview a school and/or district RTI consultant. Find out how assessment information is used in making eligibility, program, and placement decisions for students including individuals with disabilities and those students from culturally and/or linguistically diverse backgrounds. Reflect and compare these practices with your own practices and experiences with RTI. If you are currently involved in RTI, reflect on your experiences. What are strengths of your performance? What are areas of growth and specific action steps that you can take to improve your performance as related to RTI.

Formative Assessment Feedback (100 points)

Based on chapter five (cited in proper APA format), discuss the following in a three-page double spaced paper.

- Quality of feedback
- Recipe for providing feedback
- Grading formative assessment
- Practical techniques for providing feedback

Additionally, write one lesson sketch for your unit integrating a formative assessment and expected feedback you will provide

Include a reference page in APA format.

Assessment Design Project (250 points)

More details and a scoring rubric will be provided for this assignment in which you create a unit including at least five formative assessments.

**Class Participation
(70 points)**

**Discussion Forum
(70 points)**

GRADING SCALE:

| Due Date | Assignment | Point Value |
|----------|-------------------------------|-------------|
| Weekly | Class Participation | 70 |
| Weekly | Discussion Forums | 70 |
| June 9 | Clinical Hours Assignment | 100 |
| June 16 | Formative Assessment Feedback | 100 |
| June 23 | Assessment Design Project | 250 |
| | Total | 590 |

Grade Calculation

| <u>Percentage</u> | <u>Points</u> | <u>Grade</u> |
|-------------------|---------------|--------------|
| 93 -100% | 548-590 | A |
| 85 - 92 % | 501-547 | B |
| 78 - 84% | 460-500 | C |
| 72 – 77 % | 425-459 | D |

RUBRICS:

All assignments have accompanying rubrics which can be found on the Learning House class website.

Participation in discussion forums includes an initial response to the discussion forum prompt provided by the professor and responding to a minimum of two other classmates' responses per discussion forum. Discussion forums are based on readings for the course and are designed to begin the conversation about the course content for the week. They prepare students for the activities and assignments for the week, so it is crucial for the class that they are completed during the week they are assigned. For this reason, **students will not receive credit for discussion forums that are completed late for any reason.** When you complete your forums late, not only are you not prepared for class that week, but you are impacting how prepared your fellow classmates are as well. **If you choose to put your forums off until the last minute and an emergency arises, an extension will not be granted.**

Initial posts are due by Thursday at 11:55 pm. Responses to peers due by 11:55 pm Sunday.

Samples of 4 point initial responses and 3 point responses to peers are available on the course outline. Forum responses will be evaluated using the following criteria:

Initial Response 4points

| Category | 4 | 3 | 2 | 1 |
|---------------------------|--|---|--|---|
| General Assignment | All topics introduced in the prompt are fully addressed. | All topics introduced in the prompt are addressed. | Some topics introduced in the prompt are addressed. | The prompt is not addressed in the response. |
| Length | More than 10 complex sentences. | 7-10 complex sentences | 4-6 sentences. | 1-3 sentences |
| Support | Arguments and/or statements are logical and supported by information from the text and articles. | Arguments and/or statements are logical but made with little or loose support from the text and articles. | Arguments and/or statements are logical but not supported. | Arguments and/or statements are not logical. |
| Connections | Response makes clear connections to current or past experiences in the classroom, school, or | Response makes loose connections to current or past experiences in the classroom, school, or | Response makes little real life connection. | No attempt is made to connect prompt to real life situations. |

political environment. political environment.

| | | | | |
|------------------|---|---|--|---|
| Mechanics | Response is free from grammatical, spelling, or punctuation errors. | A few grammar, spelling, or punctuation errors exist, but they do not impact the understanding of the reader. | Several grammar, spelling, and punctuation errors exist. | Grammar, spelling, and punctuation errors impede the understanding of the reader. |
|------------------|---|---|--|---|

Response to Peer (You must respond to two peer initial responses per discussion forum) 3 points each

| | | | |
|---------------------------|--|---|--|
| Category | 3 | 2 | 1 |
| General Assignment | Response provides constructive criticism or information. | Response provides no constructive criticism and demonstrates little understanding of the content. | Student does not respond to the initial response or the response is inappropriate. |
| Length | More than 5 complex sentences. | 3-5 complex sentences. | 1-2 sentences. |

BIBLIOGRAPHY:

Airasian, P.W. & Russell, M.K. (2008). *Classroom assessment concepts and applications*. (6th Ed.). New York: McGraw-Hill

Bigge, MN.L. & Shermis, S.S. (1999). *Learning theories for teachers* (6th ed.). New York: Longman.

Black, P. & Wiliam, D. (1998). *Inside the black box: Raising standards through classroom assessment*. Phi Delta Kappan 80(2), 139-144, 146-148.

Brookhart, S.M. (2006). *Formative assessment strategies for every classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.

Chappuis, J. (2015). *Seven strategies of assessment for learning*. Boston: Pearson.

College Readiness Standards for EXPLORE, PLAN, and ACT. (2006). Iowa City, IA: ACT, Inc.

Ehren, B., Ehren, T., & Proly, J. (2009). *Response to intervention: An action guide for school leaders*. Alexandria, VA: Educational Research Service.

Fitzpatrick, K.A. (1997). *School improvement: Focusing on performance*. Schaumburg, IL:

National Study of School Evaluation.

Green, S. & Johnson, R. (2010). *Assessment is essential*. New York: McGraw-Hill.

Marzano, R.J. Pickering, D.J., & Pollock, J.E. (2001). *Classroom instruction that works*. Alexandria, VA: ASCD.

Striefer, P.A. (2002). *Using data to make better educational decisions*. Lanham, MD: Scarecrow Education.

Tuttle, H. (2009). *Formative assessment: Responding to your students*. New York: Eye on Education

Wahlstrom, D. (1999). *Using data to improve student achievement*. Suffolk, VA: Successline, Inc.

Useful websites:

www.campbellsville.edu

www.education.ky.gov (Kentucky Department of Education)

www.rtinetwork.org (Response to Intervention Action Network)

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.

Campbellsville University's Online Attendance Policy

Bi-term and 8 week terms: Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be

issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.

IF CANNOT ATTEND YOUR CLASS SESSION, EMAIL ME AND I WILL GIVE YOU A LINK TO THE OTHER CLASS SESSION.

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

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

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.

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.

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.

Late Policy

If you turn in late assignments, ten percent will be deducted per day. After two weeks, a permanent 0 will be recorded. Late assignments will not be eligible for grade improvements based on revisions.

Technology Requirements

You must have a working microphone and camera in order to participate in class. You are expected to ask and answer questions to earn class participation point.

Tentative Course Schedule/Topics

| Date | Topic Emphasized | Required Reading (Should be complete prior to class) | Assignments and Due Dates |
|--|--|---|--|
| Week One Monday, May 6 | Introductions Course Syllabus Why Educational Achievement Matters | Chapter One | Discussion Forum Week One, Tell Me About Yourself |
| Week Two Monday, May 13 | The Case for Formative Assessment RTI | Chapter Two | Discussion Forum Week Two |
| Week Three Monday, May 20 | Clarifying, Sharing, and Understanding Learning Intentions and Success Criteria | Chapter Three | Discussion Forum Week Three |
| Week Four Monday, May 27 ASYNCHRONOUS no class meeting | | | Discussion Forum Week Four |
| Week Five Monday, June 3 | Eliciting Evidence of Learners' Achievement | Chapter Four | Discussion Forum Week Five Clinical Hour Assignment due June 9 at 11:55 pm |

| | | | |
|---|---|------------------|--|
| Week Six Monday, June 10 | Providing Feedback that Moves Learning Forward | Chapter Five | Discussion Forum Week Six Formative Assessment Feedback due June 16 at 11:55 pm |
| Week Seven Monday, June 17 | Activating Students as Instructional Resources for One Another | Read Chapter Six | Discussion Forum Week Seven |
| Week Eight Monday, June 24 | Activating Students as Owners of Their Own Learning | Chapter Seven | Assessment Design Project due June 23 at 11:55 pm |