EDUC 4319-001: Classroom Assessment
Fall 2019, Tue/Thu 2:00-3:20 PM, PKH111

Instructor/Course Information:
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Course: EDUC 4319–001, Tue/Thu 2:00–3:20 PM, PKH111
Prerequisite: none
Textbooks:
* Jan Chappuis, Rick Stiggins, Stephen Chappuis, & Judith Arter (2012). Classroom assessment for student learning: Doing it right–using it well (2nd ed). Boston: Pearson. (3rd ed, 2020)
  Alternate: Jan Chappuis, Rick Stiggins (2017). An Introduction to Student-Involved Assessment FOR Learning (7th ed). Boston: Pearson. ISBN-13: 978-0134450261, ISBN-10: 0134450264
* Texas Education Agency (2019). Texas Essential Knowledge and Skills. Available online:
    https://tea.texas.gov/curriculum/teks/
* IRIS Center (2019). *STAR Legacy Modules*. Peabody College of Education, Vanderbilt University. Available online: http://iris.peabody.vanderbilt.edu/iris-resource-locator/#content
* Supplemental readings (see list later in this syllabus).
Course home page: see Canvas
Last day for withdrawal: November 1
Final exam: Thursday, Dec. 5, 11:00 AM–1:30 PM (note time)
Course content (from the Undergraduate Catalog): This course introduces students to classroom assessment strategies that are used to inform teaching. Focus includes ways to interpret standardized test results and also create and use authentic classroom-based assessments to design and deliver differentiated instruction. Data-based instructional decisions are also introduced. Course includes a field-based component.

Grades: Course grades will be determined by the components listed below (all described on later pages) and converted to letter grades using a standard 90A/80B/70C/60D scale. Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

Assessment	*% of Final Grade*	*SLOs assessed*
Unit Assessment Plan	20%	1.1,1.3,3b,3c,3f,4b,6a
Data Meeting Observation*	5%	7b,7c
Teacher Interview*	5%	7b,7c
Student Interview*	10%	3d,8a
Capstone Poster	20%	1.2,3e,7a,7b,7c,8b
Reflections* (10@1% each)	10%	2a,3c,4a,4b,5,6b,6c,8
Class Participation (10@1% each)	10%	all (informal, formative)
Exam	20%	all (formal, summative)

Student Learning Outcomes: *The successful student will be able to...*

1) Understanding Assessments: Diagnostics, Sound Design, Clear Purpose, Specific Learning Targets, and Types of Assessments (formative, summative, informal, etc.)

Objective 1: **Purposes of Educational Assessment**
▪ Identify the purpose(s) of assessment and desired interpretation of assessment results in particular instructional situations, and describe types of assessments that could produce the desired information

Objective 2: **Validity of Score Interpretations and Fairness of Score Uses**

a) Describe characteristics of high-quality assessment results (e.g., reliability, fairness), and the implications of score quality for inferences about student learning (i.e., validity).
b) List types of validity evidence necessary to support particular interpretations of assessment results.
c) Evaluate the fairness of various assessment score uses for different groups of students. Recognize ethical and legal issues raised by testing practices.

Objective 3: **Assessment Design**

a) Describe the characteristics, uses, advantages, and limitations of various assessment methods including observation, interviews, inventories, selected-response tasks, constructed-response tasks, and performance tasks.
b) Identify appropriate assessment format(s) to target particular content-area objectives. Align assessment tasks with content-area objectives.
c) Write quality selected-response items and constructed-response items with stimulus materials, task directions, and scoring rubrics.
d) Plan, document and use personal communication and systematic observation to monitor student progress.
e) Be able to adapt assessments to accurately measure content-area learning of all students, including English learners and students with exceptionalities.
f) Create an assessment plan for an instructional unit.

2) Communication: Communicating with Students, Parents, and District Personal, Goal Setting, Building Awareness of Strengthens and Weakness, and Monitoring Progress and Growth

Objective 4: **Providing Feedback to Students**
a) Provide detailed feedback that can help guide further student learning.
b) Facilitate student self-assessment, reflection, and goal-setting.

Objective 5: **Communicating Assessment Results to Parents**

▪ Practice strategies for communicating assessment results to parents, and describe strategies for involving parents in monitoring their children's learning.

Objective 6: **Use of Assessment Results in Evaluation**
a) Maintain adequate records of student performance, and design a fair, defensible grading plan.
b) Provide a brief, non-technical description of the use of large-scale assessment results in teacher evaluation.
c) Employ multiple sources of information (e.g., student achievement data, administrator or peer observational feedback, and student feedback), to evaluate effectiveness of instruction.

3) Analyzing Data: Cause/Effect Relationship with Teaching and Learning, Differentiating Instructional Strategies, and Making Adjustments in Teaching.

Objective 7: **Sound Interpretation of Assessment Results**

   a) Conduct basic item analysis and produce data displays using Microsoft Excel.
   b) Interpret classroom assessment results to evaluate student learning.
   c) Interpret large-scale assessment score reports to gauge student achievement.

Objective 8: **Use of Assessment Results to Inform Instruction**

   a) Develop an appropriate instructional plan for a student, given assessment information.
   b) Use assessment results to plan and differentiate group instruction.
   c) Utilize multiple sources of information (e.g., personal communication with students, parent meetings) in conjunction with formal assessment results to guide instructional decision-making.
   d) Describe the role of assessment in response-to-intervention (RtI) approaches to instruction.

Field Component:

     Students in this course are required to complete a twenty (20) hour field placement in a school appropriate to their intended certification. These placements will be arranged through the College's field placement office and managed through Tk20. Within the first 2 weeks of the semester, students must apply for a placement through Tk20. Placements may begin as late as mid-October. Students may contact the field office at coedfield@uta.edu with questions related to field placement and documentation.

     The placement does not involve teaching, merely observation, but there are several activities related to our course on assessment which must be completed (marked * below under Assignments). Students should discuss these activities with their cooperating teachers as soon as they begin their placements, to clarify expectations and give time both to address any concerns or questions the cooperating teacher may have and to schedule the activities. I will be happy to communicate as necessary with any cooperating teacher or principal if they express concerns which you cannot resolve.

     In all assignments in any UTA course which ask you to report or analyze the work or behavior of students in a field placement, it is crucial to preserve the student's confidentiality. Datasets of scores will typically be shared with you either in the aggregate or with student identifiers removed. In cases where you report your direct interaction with students, you should use pseudonyms or labels (change the name, or say Student A, B, C, or Student 1, 2, 3) to maintain confidentiality. Except in cases where it is directly relevant, you may also hide the student's gender, either by changing the gender you report or by consistently describing all students using either all male or all female pronouns. To preserve clarity, never use plural pronouns (they) to refer to a single student.

     Observation Log: Students will complete an observation log which records a minimum of 20 hours of observation time on their assigned campus. The log is available on Tk20 (from the field office) and Canvas, and must be submitted *on Canvas* to the Field Office. The cooperating teacher must initial each observation session on the log form, and sign below once the total has reached 20 hours. Most observation hours should occur in the classroom, although the 20 hours do include the Data Meeting Observation (q.v.), and may include observation of other assessment-related meetings at the field placement. A copy of the log should also be turned in with the Observation Journal (see Reflections).

Grade Components:

Unit Assessment Plan: Each student will develop and document (but not apply in a classroom) a full assessment plan for a single lesson-level learning target within a larger unit (chapter). This project has several elements, which should be combined, in the order given below, into a single PDF for submission.

PROCESS
* Select one lesson-level learning target from any content area and grade band within the intended certification (probably easiest to match your field classroom), connect/align to TEKS, decompose into skill-level targets in all four categories (knowledge, reasoning, performance skill, product).
* Develop a plan for all levels (class discussions through unit test) at which that target will be assessed. Include at least 5 informal formative items, 5 formal formative assessment items, and 5 formal summative assessment items, and include at least one item from each of the 4 main assessment methods. Begin by identifying assessment methods appropriate to each target; then choose the appropriate sample size for each type of item, to create a good overall balance. Consider also Bloom's taxonomy levels.
* Design and write out each item in full, paying careful attention to details such as wording (content, instructions, scaffolding), distractors, etc. Limited class time will be available to work on this.
* Design a fair, defensible grading plan. This includes a specific formula (weights) used to determine an overall grade for this unit, using the summative assessment items you designed for this target as representative of the whole unit. Give thought to the weights you choose.
* Develop a spreadsheet for recording all formal assessments (formative as well as summative, with space for notes on informal assessments) and calculating grades from summative assessments. Apply the formula in your grading plan. Use cell shading colors to distinguish formative, summative, and computed scores.
* Bring a draft of all your assessment items to class (see calendar), for small-group collaborative critiques.
* Turn a complete draft in for comments (see calendar).
NOTE: Although you may discuss elements of your planning with your cooperating teacher to make your plan more realistic, you will NOT implement your plan there. This is a design exercise only.

REPORT
1. Write an intro paragraph identifying the basic context (grade level, content area, standard, etc.) and an accompanying outline or diagram showing the development process for your specific target and standard: Topic → standard → purpose & target → subtargets → asmt method(s) → sample size → assessment items → critique. (Note your outline or diagram will branch out at a few points.)
2. Write a short paragraph explaining the overall structure of your unit assessment plan, and an accompanying outline or diagram listing the elements briefly (by title, not the full prompts).
3. Give all the assessment items, together with stimulus materials and scoring information (multiple anticipated responses for each informal item, rubrics for each formal item except selected-response, for which you should identify the misconception addressed by each distractor).
4. Write a paragraph explaining your overall grading plan for the unit. Include the specific formula for computing the overall grade. Explain each of the weights you chose.
5. Write a paragraph defending your choices of assessment method for each group of similar items.
6. Write a paragraph explaining how you would use the results of each formative item, including how you would foster your students' self-assessment and goal-setting.
7. Write a paragraph explaining what revisions you made through the critiquing process.
8. Include a sample version of your grade spreadsheet, filled in as follows. Create as many test rows (fake students) as you have summative assessments. Each row should have 0's in all the summative columns except one (a different column for each row). The computed columns should then show the corresponding grades. Print (to PDF) the resulting spreadsheet to fit on a single page (landscape is OK).

Data Analysis Investigation Part I: Data Meeting Observation. Students will observe a data meeting in their field placement (teachers discussing a set of assessment results, typically a CBA/benchmark) and complete the data meeting observation rubric (see Canvas) afterward. Students may need to ask questions of one or more participating teachers afterward if the answers to some rubric questions are not evident in the meeting. Submit the completed rubric. **NOTE:** Students must also collect a copy of the data set with original assessment questions, for use in their Capstone Poster.

Data Analysis Investigation Part II: Teacher Interview. Using the interview template provided on Canvas, each student will conduct an interview with his/her assigned cooperating teacher for field-based observations, instructional coach, or data specialist on the campus. The write-up must include both interview questions and teacher responses, including a summary paragraph per the template.

Student Interview: In order to develop (or strengthen) the habit of attending to student thinking in detail, you will conduct an interview (about 10 minutes) with a student in your certification range to assess her/his understanding of a specific topic/TEKS. You may choose the student and topic/standard, but I strongly recommend discussing your choices with me before conducting the interview (in fact I am happy to help you plan if desired). Ideally you will work with a student from your field placement, but you are also welcome to work with a student accessible through family and friends.

Begin by obtaining all necessary permissions to conduct and record (audio or video) the interview; explain to all interested parties (including the student!) that you need the student's help for a class in which you are studying how students learn, and that this interview will not affect the student's grades; it will just help you understand how the student thinks. (Recording the interview will keep you from needing to make detailed notes during it.) It is often helpful to get a copy of recent written work by the student showing her/his understanding and reasoning on the interview topic (ideally the work has some correct responses and some incorrect, to help you anticipate her/his level of understanding).

Prepare both initial and follow-up questions to gauge the student's knowledge, reasoning, and skills. Identify in writing specific subtargets which you want to assess, and questions which assess them. (You may use questions from a published source, but adapt them for your student, and make sure they can be answered reasonably briefly.) During the interview, use a combination of pre-prepared questions and *ad hoc* follow-up questions to develop a coherent line of questioning.
Remember that *in order to determine the limits of a student's knowledge, you must continue until you reach a question which the student either cannot answer or answers incorrectly for reasons other than a simple careless error*. You should be able to do this without making the student feel badly.

After the interview, use your recording to make a more detailed analysis of the student's thinking, with regard to both problem-solving abilities and knowledge of the particular mathematical topic. Begin with a brief introduction to provide context. Give an overall narration of the interview (e.g., say what specific tasks or problems you asked the student to work on). Use specific details or quotes to support your analysis. Conclude your write-up with an explicit summary of what the student knows, what the student does not know, and what the student is ready (or needs) to work on next (see interview tips handout on Canvas for more suggestions).

Capstone Poster (Key Assessment): Students will develop a poster to illustrate how to use group assessment results to guide instruction. The work has several components (described below) and begins by *obtaining a set of assessment data as well as the corresponding assessment instrument* from your cooperating teacher in your field placement, ideally the dataset discussed at the data meeting you observe (q.v.). The data should aggregate scores (thus preserving student anonymity) from at least one class of students, but preferably an entire grade level (or perhaps even larger). The data should also include alignment of individual items with standards (e.g., TEKS), although you may be able to reconstruct this information using the assessment instrument itself. Official key assessment description is on Canvas.

PROCESS
* Obtain the dataset, as well as the corresponding assessment items (prompts and answer choices), at least for the five items with the lowest overall scores. Compile the information for the "Descriptive Data" section of the poster (see below) and bring all of this to class for analysis (see calendar).
* In class (see calendar), students will work in trios grouped homogeneously by certification area (and, when possible, grade level) to analyze each student's dataset as follows. Identify the 5 lowest-scoring items on the assessment and the TEKS/objective to which each corresponds. What trends do you see? Identify possible reasons (e.g., specific student misconceptions) for students choosing the available distractors or giving incorrect answers. When possible, note the percentage of students who chose each distractor. Finally, *summarize* your interpretation and discussion in a paragraph.
* In a separate class session (see calendar), student groups will develop mini-lesson plans (activities) to re-teach the identified low-performing TEKS/objectives. (Remember re-teaching means teaching a different way than the first time.) Lesson plans should include objectives, specific prompts and instructional strategies, and differentiation. Each student must produce two lesson plans: one meeting RtI Tier 2 and the other RtI Tier 3 support levels. Both lesson plans should also include adjustments to accommodate both SPED and ELL learners. When students in the same working group share a low-performing TEKS/objective, they may plan together but must write up their plans individually.
* For the objectives taught in the lesson plans, develop a total of 3 new items (prompts and answers) to reassess mastery: 2 selected-response items (with distractors) and 1 constructed-response item.

POSTER
The poster should have five sections, titled clearly as labeled below. Make the flow easy to follow.

Descriptive Data: Give the context for the dataset and analysis, including grade level, content area, unit topic, TEKS involved, number of students in dataset, type of assessment instrument (e.g., STAAR, CBA/benchmark, etc.) and any other basic facts you think important to understand your analysis. Do **not** identify the school from which the dataset came.

Analyzing Data: Give an analysis of the five items on the assessment with the lowest scores, including the prompts, TEKS measured, percent of respondents selecting each answer, *and* a summary analysis in paragraph form.

Lesson Plans: Give two mini-lesson plans for re-teaching their lowest-performing (related) TEKS.   One lesson plan must meet RtI Tier 2 level of support, and the other must meet RtI Tier 3 level of support. Lesson plans should include TEKS objectives, instructional strategies, specific prompts, and differentiation, as well as any other brief details (duration? materials?) needed to understand the ideas.

Adjusted Lesson Plans: For each lesson plan, summarize adjustments to accommodate (a) SPED and (b) ELL learners.

Reassessment Questions: Give three new assessment questions including prompts and answers to reassess the lowest-performing objectives: 2 selected-response items and one constructed-response item.

Reflections: Ten times during the semester, you will write a short (usually 1-2 pages) paper (prompts given below), to prepare for either class discussion or one of the major assignments. We often discuss responses in class, so please turn them in at the *end* of class; I will respond to them in writing and return them the next week. In order to facilitate a formative space for communication and feedback, grading will focus on the extent to which responses address the given prompts.

1. *Assessment Quality.* Compare <u>directly</u> (don't discuss each term in isolation, don't define them) the impact of reliability, validity, and fairness (or their absence) on the information given by an assessment.

2. *Right or Wrong*. The case study "Right or Wrong" in this week's readings involves the grading of two student papers to the same fourth-grade math problem: "Kennedy collected 225 tape cassettes and 4 old shoe boxes to put them in. If he puts the same number of cassettes in each box, how many extra cassettes will there be?" *First*, identify in writing the specific learning target which you believe this problem best assesses (e.g., within problem solving? division?). *Second*, develop an explicit 5-point grading scale or rubric that is so problem-specific that it could not possibly be used to grade any other problem, and that makes very clear what you view as important in this problem. Also, write a paragraph explaining the most important ideas in this problem for you. *Third*, read the first page of the case study, focusing on Chris and Pat's responses, apply your scale to both papers, and write a short paragraph explaining why each paper received the grade (0-5) you assigned it. *Finally*, read the rest of the case study, and write a paragraph in which you respond either to the assessment issues raised in the last page of the study, or to the scores the teachers in the study gave these papers.

3. *Progress Monitoring.* In Mahdavi & Haager's case study, what assessment (not instruction) methods does the teacher use besides classic progress monitoring? Summarize how data analysis helped each boy.

4. *Data Triangulation*.* Interview your cooperating teacher (or another currently practicing teacher in your certification range) about at least one instance in which s/he used multiple data sources (formal student assessment plus feedback from another stakeholder, whether student, parent, peer, or principal) to (a) evaluate the effectiveness of his/her own instruction, and (b) make instructional decisions (be sure to address both explicitly). Give details (properly anonymized, of course) of the data types used, how the different data sources complemented each other, what instructional decision was made as a result, and what logistical issues the teacher had to address in collecting the data.

5. *Assessment in RtI.* Describe the role of assessment in response-to-intervention (RtI) approaches to instruction, e.g., What two ways is assessment used in RtI? Does assessment differ across the three tiers?

6. *Teacher Evaluation*.* Provide a brief, non-technical description of the use of large-scale assessment results in teacher evaluation. Ask your cooperating teacher or other teachers practicing in your certification range how and to what extent STAAR results are used to evaluate teachers on their campuses.

7. *UAP Draft.* Submit a complete draft of your Unit Assessment Plan for feedback (formative assessment!).

8. *Parent Conference.* Choose one of the IRIS case studies discussed in class, and explain what you would tell the student's parents about their child's learning and understanding.

9. *Helping Students Plan*. Using the same case study as in R1, explain how you would help the student self-assess, reflect, and set goals for the given learning target using the assessment information provided.

10. *Observation Journal*.* During field observation hours, students should observe and note assessment-related activity in the classroom, including the cause-and-effect of teachers adjusting their lessons to meet student learning based on data. (As you come to know your cooperating teacher, discuss this issue with him/her.) These observations should be summarized in sentence form (as soon as possible after the observation session!) in the observation journal. Add a final paragraph summarizing your most impactful field experiences. Be specific. Include a copy of your completed signed Observation Log.

Class Participation: *Every week* students are expected to come to class prepared to contribute by having read each week's assigned readings and bringing both the readings and their notes on them, to work productively in small groups (assigning roles for the day may help: moderator, recorder, reporter, skeptic, etc.), and to retain a professional focus on class activities (e.g., paying respectful attention while others are speaking, not working on outside projects, not browsing the internet, e-mail, or social media in class). In addition, *on at least ten occasions* each student is expected to make a significant contribution to whole-class discussion. Participation includes raising questions of your own as well as responding to others'. When you think you have no answers to share, ask a question, because chances are you're not the only one who has it. If you have difficulty speaking up in a whole-class setting, write down before class a few questions *specific to that day's agenda* which arose for you while reading and preparing for class. If you are ever unsure how you are being graded in these areas, ask your instructor.

Exam: The exam, which will comprise multiple types of selected-response and constructed-response items, aims to gauge students' knowledge of fundamental assessment concepts and ability to apply assessment skills from class sessions and course readings.

Supplemental Readings:

Brown, J., Skow, K., & the IRIS Center. (2016). Mathematics: Identifying and addressing student errors. Retrieved from http://iris.peabody.vanderbilt.edu/case_studies/ics_matherr.pdf

Bush, W.S. (ed.) (2000). *Mathematics assessment: cases and discussion questions for grades 6-12.* Reston, VA: NCTM. pp. 31-35 (Case 1), pp. 36-39 (Case 3).

Bush, W.S. (ed.) (2001). *Mathematics assessment: cases and discussion questions for grades K-5.* Reston, VA: NCTM. pp. 14-18 (Case 2), pp. 12-13 (Case 4), pp. 38-40 (Case 5), pp. 47-52 (Case 6).

Cawthon, S. W. (2010). Assessment accommodations for English language learners: The case of former-LEPs. *Assessment*, *15*(13).

Chappuis, S., & Stiggins, R. (2002). Classroom assessment for learning. *Educational Leadership*, *60*(1), 40–43.

Cornelius, K. Y. (2013). Formative assessment made easy: Templates for collecting daily data in inclusive classrooms. *TEACHING Exceptional Children*, *45*(5), 14–21.

Cortiella, C. (2005). No child left behind: determining appropriate assessment accommodations for students with disabilities. National Center for Learning Disabilities. https://files.eric.ed.gov/fulltext/ED486451.pdf

Fuchs, D., & Fuchs, L. S. (2006). Introduction to response to intervention: What, why, and how valid is it? *Reading Research Quarterly*, *41*(1), 93-99.

Fuchs, L.S. (n.d.). Validated forms of progress monitoring in reading and mathematics. National Center for Learning Disabilities. http://www.rtinetwork.org/essential/assessment/progress/validated-forms-progressmonitoring

Joint Committee on Testing Practices. (2004). *Code of fair testing practices in education*. Washington, DC: Joint Committee on Testing Practices.

Lowenthal, B. (1989). Sources of assessment errors. *Academic Therapy* 24(3), 285-288.

Mahdavi, J.N., & Haager, D. (2007). Linking progress monitoring results to interventions. *Perspectives on Language and Literacy* 33(2). http://rtinetwork.org/essential/assessment/progress/linking-monitoring-to-intervention

Siegel, M. A., Wissehr, C., & Halverson, K. (2008). Sounds like success: A framework for equitable assessment. *The Science Teacher, 75*(3), 43-46.

Course Policies:

Expectations for class time: This class meets every Tuesday & Thursday (except Thanksgiving Day) from August 21 to December 3. Students are expected: to arrive on time (important announcements are often made at the beginning of class and not repeated) and prepared for class, actively and thoughtfully engage in course activities, treat all class members respectfully and work cooperatively, avoid distraction, and take responsibility for the quality and integrity of their own work. As a sign of respect for your peers and our common work, please keep all phones, computers, and other electronic devices off during class except as necessary to work on class activities only. In emergencies cell phones may be set to vibrate only, and brief calls taken in the hallway outside.

Expectations for out-of-class study: The general rule of thumb for college courses is that for each hour spent in class, a student should spend 2-3 hours per week outside of class working on the course (thus a 12–15-hour load is considered full-time: $12 \times 3 = 36$, $15 \times 3 = 45$). This includes time spent reading, studying, working on homework, consulting the instructor or tutors, etc. If you find that you are regularly spending more than 6 hours per week outside class on this course, let me know. If you struggle to find 6 hours per week outside class to work on this course, you are officially overcommitted.

Written Assignments: Except for examples of student work, diagrams, equations, etc., written assignments must be typed and use correct grammar and punctuation. No cover pages required; 2-sided printing is OK. Begin page 1 with name, EDUC 4319-001, title. *Please* be sure to follow directions/answer the question that is asked. (This is where most points are lost.) Also, bear in mind you must explain yourself *clearly* in order to get credit for what you *mean* to say. Review and edit your work before submission.

Late papers: Papers not submitted by the end of class time on the due date are considered late. Each student is allowed one late submission during the semester. The paper must be submitted before the beginning of the next class period. The first late paper submitted will be the only one graded.

Electronic submissions: Each student is allowed one electronic submission during the semester. An electronic submission must be a single PDF file, complete and not missing any ancillary materials such as student work necessary for grading. (If the electronic submission is made late, then it is both the only late paper allowed and the only electronic submission allowed.) The limitation to one submission does not include drafts sent for consultation prior to submission.

Make-up exams: No make-up exams will be given.

Course Attendance Policy: This course follows department and program precedent by taking attendance, via a sign-in sheet. Attendance & participation in our class activities are crucial, as most of what I hope you will take with you from this course will happen in our classroom. *It is the student's responsibility* to sign in at each class, and to follow up with the instructor as necessary. Each student is allowed one absence for reasons of health, religion, time conflicts, etc. without penalty. Arriving substantially late or leaving early (please minimize disruption) counts as half an absence. Each absence beyond the one allowed will reduce the final grade by one letter grade, even if you notify me in advance. Absence does not excuse late homework papers (papers may be turned in to the instructor's faculty mailbox at the math dept front desk or under his office door at any time).

Everything else: Class policy on drops, withdrawals, academic honesty, grade grievances, and disabilities follows the University policy on these matters.

Calendar (tentative as of September 22)

Date	Topic	Readings Due	HW Due
8/22	Intro. to assessment		
8/27	Purposes of assessment	text 1,2, Chappuis & Stiggins, JCTP, Lowenthal	
8/29	Assessment targets	text 3	R1 Assessment quality
9/03	Assessment methods	text 4	*Apply for field placement*
9/05	Unit assessment plans		
9/10	Scoring & rubrics	Case 1, Case 2, *Cases 1 & 2 DQs*	*IRIS modules: Classroom Asmt 1&2*
9/12	Selected-response items	text 5	
9/17	Constructed-response items	text 6, Case 3	R2 Right or Wrong
9/19	Performance assessments	text 7	*Exit Tickets Module*
9/24	Personal communic'n tasks	text 8, Case 4, Case 5	*Cases 4 & 5 DQs*
9/26	Portfolios	text 11/10, Mahdavi & Haager	R3 Progress Monitoring
10/1	Grading	text (9&10)/9, Cornelius	
10/3	*UAP item critiques*		*UAP item drafts*
10/8	Interpreting individual datasets	Brown, Skow et al. (5 cases)	R4 Data Triangulation
10/10	RtI 1: Modules 1, 2	Fuchs and Fuchs, Fuchs	
10/15	RtI 2: Modules 3, 4		R5 Assessment in RtI
10/17	RtI 3: Modules 5, 6		
10/22	Interpreting class datasets		**Teacher Interview**
10/24	Interpreting large-scale datasets		R6 Teacher evaluation
10/29	Communicating results	Case 6, *Case 6 DQs*	R7 UAP rough draft
10/31	Helping students self-assess	text 12/11	R8 Parent conference
11/05	Using results to plan instruction		R9 Helping students plan
11/07	*Capstone data analysis*		**Data Meeting Observation**
11/12	Accommodations for ELLs	Cawthon, Siegel et al.	
11/14	Exceptional learners	Cortiella	**Student Interview**
11/19	*Capstone lesson plans*		R10 Observation Journal
11/21	*Capstone critiques*		*Capstone poster draft*
11/26	*Review & final work session*		**UAP**
12/03	Poster presentations		**Capstone poster**
12/05	**Final exam**		

Topics in *italics* indicate workdays. Assignments in italics are not to be submitted to the instructor.
Major grades are indicated in **bold**. "text" indicates textbook chapter numbers to read (2nd/3rd editions).

The instructor reserves the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

Standards Addressed:

InTASC Standards:

  Standard 1 – Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistics, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (1.A, 1.B).

  Standard 4 – Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the disciplines(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (4.C, 4.E, 4.I, 4.J, 4.O, 4.P).

  Standard 5 – Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (5.I, 5.L).

  Standard 6 – Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learners progress, and to guide the teacher's and learner's decision making (6.A, 6.B, 6.C, 6.G, 6.H, 6.J, 6.K, 6.L, 6.M, 6.N, 6.O, 6.P, 6.Q, 6.S, 6.T, 6.U, 6.V).

  Standard 7 - Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context (7.D, 7.F, 7.L).

  Standard 8 – Instructional Strategies: The teacher understands and uses variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways (8.B).

  Standard 9 – Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner (9.C, 9.G, 9.H, 9.J).

  Standard 10 – Leadership and Collaboration: The teachers seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession (10.A, 10.O).

http://www.uta.edu/coed/about/accreditations.php

Texas Educator Standards: Standard 5: Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goal and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed. (TEA, 2014)

  A) Teachers implement both formal and informal methods of measuring student progress.
    a. Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessment aligned to instructional objectives and outcomes that are accurate measures of student learning.
    b. Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying level of background knowledge.
  B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.
    a. Teachers develop learning plans and set academics as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.

b. Teachers involve all students in self-assessment, goal-setting, and monitoring progress.
c. Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress

C) Teachers regularly collect, review, and analyze data to monitor student progress.
a. Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.
b. Teacher combine results from different measures to develop a holistic picture of students' strengths and learning needs.

D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plan accordingly.
a. Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.
b. Teachers regularly compare their curriculum scope and sequences with student data to ensure they are on track and make adjustments as needed.

http://ritter.tea.state.tx.us/rules/tac/chapter149/ch149aa.html

Texas Teacher Evaluation T-TESS

PLANNING DIMENSION 1.2
Data and Assessment
The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.
Standards Basis: 1B, 1F, 2B, 2C, 5A, 5B, 5C, 5D

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS				TEACHER-CENTERED ACTIONS
Instructional Planning Includes:	Instructional Planning Includes:	Instructional Planning Includes:	Instructional Planning Includes:	Instructional Planning Includes:
• Formal and informal assessments to monitor progress of all students, shares appropriate diagnostic, formative and summative assessment data with students to engage them in self-assessment, build awareness of their own strengths and weaknesses and track their own progress. • Substantive, specific and timely feedback to students, families and school personnel on the growth of students in relation to classroom and campus goals and engages with colleagues to adapt school-wide instructional strategies and goals to meet student needs while maintaining confidentially. • Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success.	• Formal and informal assessments to monitor progress of all students and incorporate appropriate diagnostic, formative and summative assessments data into lesson plans. • Substantive, specific and timely feedback to students, families and other school personnel on the growth of students in relation to classroom and campus goals, while maintaining student confidentiality. • Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success.	• Formal and informal assessments to monitor progress of all students. • Consistent feedback to students, families and other school personnel while maintaining confidentiality. • Analysis of student data connected to specific instructional strategies.	• Formal and informal assessments to monitor progress of most students. • Timely feedback to students and families. • Utilization of multiple sources of student data.	• Few formal and informal assessments to monitor student progress. • Few opportunities for timely feedback to students or families. • Utilization of few sources of student data.

Possible Sources of Evidence:
• Conferences and Conversations with the Teacher
• Formal Observations/Walkthroughs
• Classroom Artifacts
• Student Growth Processes
• Analysis of Student Data

T-TESS
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T-TESS Rubric

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https://teachfortexas.org/ (Additional Support on T-TESS)
https://teachfortexas.org/Views/Teachers (Data and Assessment in T-TESS)

<u>**UTA COLLEGE OF EDUCATION POLICIES:**</u>

Tk20: You will be using Tk20, a comprehensive data management system, and you must purchase it. The College of Education has adopted Tk20 to provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. The set of Tk20 tools that is required as a course text is called Tk20 HigherEd. We understand that textbooks and materials can be expensive, and we strive to not create an unnecessary financial burden when we select textbooks for courses. **Tk20 is a purchase that you will use throughout your program, but you purchase it once.** The following listing provides key details about the use of Tk20 in your program of study.

- Tk20 will be the place where you submit key performance artifacts and build your academic performance portfolio. You may log in to Tk20 at https://go.uta.edu/tk20
- Tk20 also serves as the centralized location for submitting program forms and field placement documents.
- Tk20 will help ensure continuous quality of programs and preparation, which will result in a better experience for you and increase the value of the degrees and certifications you complete here.
- For designated key assessment assignments, you must submit your work in both Tk20 and in Blackboard to receive credit.
- It is best to purchase Tk20 during the initial weeks of your first course so that you have access to Tk20 for submitting work on time. Purchase at https://payment.tk20.com/ctpayment/?id=utarlington
- You will not be penalized for any Tk20 technical problems that cannot be avoided, but you must have access to Tk20 so that you can submit work once any technical delays are addressed.
- Online tutorials and training materials have been organized to orient you to the Tk20 system, and information is provided to address questions you have and how to purchase Tk20: https://www.uta.edu/coed/academics/tk20/index.php .

Professional Dispositions: Each student/candidate in the College of Education at UTA will be evaluated on Professional Dispositions by the faculty and staff in each professional education course per semester. These dispositions are identified as essential for a highly-qualified professional. Instructors and program directors will work with students/candidates rated as "unacceptable" in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions. If digression(s) are not, or cannot be successfully remediated as in the case of an egregious digression, a determination will be made by Committee on continuation or dismissal from the College of Education. (*approved by Teacher Education Council, 2.7.12*)

The College of Education Conceptual Framework serves as a guide for our professional education programs. It highlights our commitment to excellence across courses and clinical experiences and reflects current research and alignment to professional standards. This document describes how we are dedicated to the development of highly skilled and ethical education professionals who are also intellectual and educational leaders. The UTA College of Education Conceptual Framework may be found at this link: http://www.uta.edu/coed/about/conceptual-framework.php

Field Experience: Field experience is an essential component of teacher preparation. In courses which include field components, a student must pass the field component of the course in order to pass the course.

PROFESSIONAL TRAVEL: Students desiring to miss a class session in order to attend an education-related conference or other professional event must contact the course instructor at least two weeks in advance to discuss this request. The decision as to whether to excuse the missed class is entirely up to the instructor, and is based on the student's current academic standing in the course, the feasibility of making up missed content, and the extent to which attendance at the event is required or optional. Students are responsible for any work they miss due to an absence.

Course Policy on Electronics: Students may bring cell phones, tablets, laptops, etc. to class for the exclusive purpose of course-related work. In an emergency, a student may step out of the room to take a call. Otherwise, students are not to check e-mail, text, use social media, or browse the Internet in class except during breaks, as it distracts them and other students. Students who diverge from this policy will earn lower participation scores.

Institutional Policies

UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the Institutional Information page (http://www.uta.edu/provost/administrative-forms/course-syllabus/index.php) which includes the following policies among others:

- Drop Policy
- Disability Accommodations
- Title IX Policy
- Academic Integrity
- Student Feedback Survey
- Final Exam Schedule

Attendance:

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator of student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report must the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Canvas. This date is reported to the Department of Education for federal financial aid recipients.

Emergency Exit Procedures:

Should we experience an emergency event that requires evacuation of the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, do not take an elevator but use the stairwells instead. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Student Success Programs:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring by appointment, drop-in tutoring, etutoring, supplemental instruction, mentoring (time management, study skills, etc.), success coaching, TRIO Student Support Services, and student success workshops. For additional information, please email resources@uta.edu, or view the Maverick Resources website.

Emergency Phone Numbers

In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381