	EDU 260-702: Classroom Assessment Spring 2023 Syllabus
Instructor:	Jennifer Sheffield email: Jennifer.sheffield@wku.edu Office: GRH 1112

Class Location & Time: EDU 260-702 Web-Based Course

Attending synchronous class meetings on Zoom is not required for WKU web-based courses. The instructor will periodically host live class meetings via Zoom in the afternoon/evenings to discuss upcoming assignments and respond to questions as needed. Students will be polled during the first week of class about the times and days of the week that are the most convenient for live Zoom sessions.

Instructor's On-Campus Office Hours: Mondays and Wednesdays 9:30 – 11:30 am
                                                                Tuesdays & Thursdays 11:00 am – 2:00 pm

Meetings outside of these hours can be set up by appointment.
Office Hours Zoom Link: https://wku.zoom.us/j/95465467726

*Note: This document and other class-related materials are available
on our course site at https://wku.blackboard.edu.

Table of Contents:

Course Description:

An introduction to the integrated use of assessment in the classroom context for K12 student learning, teacher planning, and school improvement.

Prerequisites:

EDU 250

All EDU 260 students **must** have access to a WKU-issued Google account. Other accounts (personal gmail or school-district-issued gmail accounts) CANNOT not be used for assignments or to log into Zoom.

If you have forgotten your WKU Google password go to: www.wku.edu/account and reset your Google Workspace for Education password. If you don't have a WKU-issued Google account please contact WKU's IT services at 270-745-7000 and request a WKU Google account.

Textbooks and Required Materials:

McMillan, J.H. (2018). *Classroom assessment: Principles and practice that enhance student learning and motivation (7th Edition)*. Pearson.

Other assigned readings will be provided by the instructor on Blackboard in modules under *Course Content.*

Major Course Topics:

Types of assessments, content standards, Bloom's taxonomy, alignment, digital tools, rubrics, analyzing assessment results, differentiated assessments, special education (MTSS, IEP, accommodations, modifications), grading, feedback.

Course Objectives:

1. Explain the role and use of formal and informal pre-assessments, formative assessments, summative assessments, and standardized assessments in the P-12 classroom.

2. Create various forms of reliable and valid assessments including scoring criteria (rubrics/scoring guides).

3. Demonstrate knowledge evaluating, grading, and giving feedback.

Description of Course Assessments:

1. **Assessment 1**: In an **Alignment Project**, students will select a standard, deconstruct the standard, identify learning targets and objectives, and design formative assessments based on higher-level learning outcomes.

2. **Assessment 2**: In a **Differentiation and Digital Project**, students will select a standard, deconstruct the standard, identify learning targets and objectives, and design formative assessments based on higher-level learning outcomes that are differentiated and embed digital tools.

3. **Assessment 3**: In an **Assessment Literacy Exam**, students will demonstrate their understanding of key assessment terminology.

Course Grading and Evaluation:

Assignment	Point Value
Projects	**(300)**
Alignment Project	100
Digital & Differentiation Project	100
Unit IV Diverse Learners Project	100
Quizzes and Tests	**(250)**
Content Quizzes (4 mid unit x 10 pts + 4 end unit x 25 pts)	140
Assessment Literacy Exam	100
In-Class	**(450)**
Bloom's Activity (50) & Item Writing (50)	100
Weekly Residuals (11 weekly x 10 pts)	110
In-Class Experiences	130
Professionalism	50
Reflection (course residual and self-efficacy survey)	60

Final course grades will be determined using the following percentage-based scale:

Grading Scale	
Grade	**Percent**
A	90-100%
B	80-89.9%
C	70-79.9%
D	60-69.9%
F	$\leq$59.9%

Attendance and Participation Policy:

WKU guide

Students in this online course are not expected to physically attend any class at WKU; however, student class participation in weekly online assignments is required. Each time you log into Blackboard on the web, please check "Announcements" and "Course Content" for any current or relevant new information. Nonattendance for a web-based course shall be defined as failure to perform any meaningful academically-related activity (including, but not limited to, the following: submitting an academic assignment, taking an exam, participating in an online discussion about academic matters) within one week of the course start date without previous arrangements with the instructor or department. Instructors have the right to drop non-attending students during the drop/add period specified in the Registration Guide to allow other students to register for the course, thus cutting down on waitlists and bottlenecks. Your instructor is happy to make an appointment with any student to help with any assignment or answer any questions. It is easiest for your instructor to respond quickly to email requests.

The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the Regular and Substantive Interaction in Online and Distance Learning webpage.

In this course, regular and substantive interaction will take place in the following ways:

- ❖ Synchronous online meetings and chats will be hosted by the instructor to further explore course material and answer student questions
- ❖ Faculty participation in discussion boards
- ❖ Weekly additions of content, resources, assignments, announcements (if needed) and lecture videos
- ❖ Timely and detailed feedback on assignments Attendance:

Written Assignments
All written assignment submissions should be typed and follow APA 7th edition formatting style.

Alternative Assignments:
On rare occasions, faculty members may assign alternative work for students who have missed any part of a class or clinical to help the student regain what was lost during their absence if the faculty member feels this is appropriate.

Extenuating Circumstances:
Unforeseen events such as auto accidents, deaths in the immediate family, or personal illness which requires a student to be absent from class or clinical may be viewed as an extenuating circumstance. In the case of such events, the student should notify faculty members as soon as possible. Vacations, weddings, doctor appointments, studying for an exam, working, etc. are not considered extenuating circumstances as these are not unforeseen events. Students wishing to claim extenuating circumstances will be asked to provide documentation of the condition if it leads to excessive absenteeism. The presence of extenuating circumstances does not guarantee that a student will be exempted from this attendance policy.

Personal Illness and Emergency:

Students may not attend class or clinical if they have a fever or other evidence of a contagious illness. Students are expected to be fever free for 24 hours after an acute illness before returning to the class or clinical setting. If students are unable to attend the regularly scheduled class, lab, or clinical rotation due to illness or such an emergency, they are required to provide advance notice via telephone or email to the faculty member teaching the course. In an emergency where advance notice is impossible, the student is required to notify the faculty member teaching the course as soon as possible. Students should contact their own healthcare provider for recommendations for follow-up treatment.

Technology

Students MUST: (1) have access to and be familiar with Blackboard to participate in this course; (2) frequently utilize the WKU email account provided by the university to receive communication from the instructor; and (3) make certain their technology is compatible with the WKU technology and working during the entirety of this class OR use campus-provided computer labs.

Students should **NOT** wait until the final day (or hours) to take an exam or submit an assignment in case a technical problem occurs. Upon discovery of a problem, the student should contact the WKU Help Desk at WKU Help Desk Link or 270-745-7000 to ascertain the cause of the problem. Further, the student should email the instructor during the time of the test or assignment to inform the instructor of the actions being taken. Remember, the instructor has no control over the technology used to deliver a class via the WKU servers and Blackboard. Students should keep a copy of all electronic communications with the WKU Help Desk so this may be relayed to the instructor if necessary.

Please do not expect the instructor to address your technology problems.

Emails to Instructor:

Emails are a perfect way to practice professionalism. So, every email should have a heading and title. Put the course code in your subject line "EDU 260" so it flags your instructor that the message is about this class. "Dear Mrs. Sheffield," or "Hi Professor Sheffield" are appropriate greetings to begin your emails. It is important to know how to navigate the world of academia and educational settings in general. Using titles (usually "Dr." or "Professor") is a way to indicate your understanding of professionalism in this field. Also, make sure to sign your name at the end of an email or have an automatic signature at the bottom.

Covid Statement

All students are strongly encouraged to get the COVID-19 vaccine. Students who are fully vaccinated will not be required to wear masks or to quarantine if exposed to the virus. Based on the latest CDC and KY public health guidance, WKU will require the wearing of masks while indoors for those who have not been fully vaccinated to protect themselves and others. Persons not fully vaccinated must quarantine if exposed to someone with Covid-19. Accommodations can be requested in special cases through the Student Accessibility and Resource Center (SARC): 270-745-5004 (voice), 270-745-3030(TTY), or 270-288-0597 (video).

All students must immediately report a positive Covid-19 test result or close contact with a person who has tested positive to the Covid-19 Assistance Line at 270-745-2019. The assistance line is available to answer questions regarding any Covid-19 related issue. This guidance is subject to change based on requirements set forth by public health agencies or the office of the governor. Please refer to the Healthy on the Hill website for the most current information. www.wku.edu/healthyonthehill

Student Disability Services

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Title IX/Discrimination & Harassment

Western Kentucky University (WKU) is committed to supporting faculty, staff, and students by upholding WKU's Sex and Gender-Based Discrimination, Harassment, and Retaliation (#0.070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Deborah Wilkins, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender-based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

Statement of Diversity

Western Kentucky University is committed to empowering its campus community to embrace diversity by building equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. To that end, this classroom is an inclusive space where all participants are welcomed and treated with respect, dignity, and acceptance. Immoral, illegal, or unethical behavior and/or communication will not be tolerated.

While the majority of students are comfortable with the pronoun sets "he/him" or "she/her," there is a growing population who prefer "they/them" pronouns, or other pronoun sets like ze/zir, per/pers, ey/em, or xe/xem, to avoid binary gender association. Participants in this course may choose to go by the pronoun sets with which they identify and are most comfortable. In addition to pronouns, all students have the right to indicate their preferred first name on TopNet; this will appear on class rosters. If you did not specify your preferred name on TopNet, please let me know what name and pronouns I should use for you. Students' chosen names and pronouns will be respected at all times in the classroom.

Plagiarism

To represent written work taken from another source as ones own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be the student's own. One must give any author credit for source material borrowed from another. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.

Other Types of Academic Dishonesty

Other types of academic offenses, such as the theft or sale of tests, should be reported to the Office of the Vice President for Student Affairs for disciplinary action.

For more information about the Process for Academic Dishonesty

The Three Core Curriculum Themes

(Click here to see an overview of all standards alignment with assessments in all Core courses.)

Assessment	Literacy Theme	Technology Theme	Professionalism Theme
1: Alignment Project	In formative assessments preparing for the project, students will engage in strategies including comparing and contrasting; questioning and summarizing; graphic organizers, and others.	Assessment completed on submitted using modern technology platforms.	In a group/team formative assessment prior to the summative project, students collaboratively develop assessments
2. Digital and Differentiation Project	In formative assessments preparing for the project, students will engage in strategies including comparing and contrasting; questioning and summarizing; graphic organizers, and others.	Assessment completed on submitted using modern technology platforms. Students will utilize at least 2 different digital tools to assess students.	In a group/team formative assessment prior to the summative project, students collaboratively develop assessments
3. Assessment Literacy Exam	Students will demonstrate knowledge of relevant vocabulary and concepts related to assessment.		

Kentucky Teacher Performance Standards: (Link to the standards and all 174 indicators)

Teacher Standards for Educator Preparation and Certification established June 30, 2018. These standards shall be used in the evaluation and assessment of a teacher for initial or advanced certification and for the accreditation of educator preparation providers.

KTPS with INTASC Details/Indicators -- Core Curriculum Alignment	Courses/ Experiences EDU 250	Courses/ Experiences EDU 260	Courses/ Experiences PSY 310	Courses/ Experiences EDU 350	Courses/ Experiences EDU 360

Standard					
Standard 1. Learner Development: The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.			X	X	
Standard 2. Learning Differences: The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.			X	X	X
Standard 3. Learning Environments: The teacher shall work with others to create environments that: Support individual and collaborative learning; and Encourage positive social interaction, active engagement in learning, and self-motivation.	X		X	X	X
Standard 4. Content Knowledge: The teacher shall: Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.			X		
Standard 5. Application of Content: The teacher shall understand 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.		X	X		
Standard 6. Assessment: The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, monitor learner progress, and guide the educator's and learner's decision-making.		X			
Standard 7. Planning for Instruction: The teacher shall plan 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.	X				
Standard 8. Instructional Strategies: The teacher shall understand and use a 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.		X			
Standard 9. Professional Learning and Ethical Practice: The teacher shall engage in ongoing professional learning, use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and adapt practice to meet the needs of each learner.	X		X		

Standard 10. Leadership and Collaboration: The teacher shall seek appropriate leadership roles and opportunities to: take responsibility for student learning; collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and advance the profession.				X	X

Student Learning Outcomes:

School of Teacher Education Student Learning Outcomes								
Graduates of the WKU School of Teacher Education Initial Preparation Programs are able to:								
Courses	1. Demonstrate content knowledge in the academic disciplines	2. Apply the foundational principles of learning and teaching	3. Exhibit teaching competence in a clinical environment	4. Select, administer, and analyze results of formative and summative assessments	5. Identify, evaluate, and implement individualized instruction	6. Apply content knowledge, pedagogical skills, and technology to instructional practice	7. Identify, evaluate, and implement literacy practices	8. Display the dispositions of a professional educator
EDU 250	I (assess)	I		I	I	I	I	I
EDU 260	R	I		R (assess)	I	I (assess)	I	I
PSY 310		I (assess)					I	I
EDU 350		I		R/D	R (assess)	R	I	I
EDU 360		I		R/D	R	R	R (assess)	R (assess)

I - Initial, R-Reinforced, D-Demonstrated, M-Mastered

Major Course Assessments Aligned with Standards:

Major Course Assessments	Course Objectives	SPA Standard(s): ("will vary" in the Core)	KY Teacher Performance Standards/INTASC or KY IECES STandards	Overall Core Program Student Learning Outcomes (number)
Course Experiences and Assessments				

Assessment: *Alignment Project*	Obj. # 1, 2, 3, 7	will vary	Std. # 1, 2, 3	SLO # 2, 7, 8
Assessment: *Differentiation and Digital Project*	Obj. # 1, 2, 5	will vary	Std. # 1, 2, 3	SLO # 2, 7, 8
Assessment: *Literacy Exam*	Obj. #	will vary	Std. # 1, 2, 3, 10	SLO # 2, 6, 7, 8

ADDITIONAL COURSE INFORMATION AND EXPERIENCE RELATED TO EDUCATION PREPARATION
(EPSB Program Level Requirements)

Course Assessments Related to Standards:

- **The Kentucky Academic Standards (KAS), and/or The Kentucky Early Childhood Standards (KECS)**
- **The Kentucky P-12 Curriculum Framework**
- **P-12 Assessment System to Guide Instruction**

Prior to graduation, every teacher candidate must be fluent in the Kentucky Academic Standards (KAS) for their content area and for literacy, must be able to deconstruct the standards into learning targets, and must be able to create formative assessments. (See Common Lesson Planning Template at end of the document.) Provide descriptive evidence of meeting the following expectations of EPSB:

EPSB Questions to Address regarding: ● KAS/KECS ● KY P-12 Curriculum Framework ● P-12 Assessment System to Guide Instruction	Course Assessment and HOW Assessed -- Include Criteria Demonstrating Depth of Knowledge of Candidate
1. How does the EPP measure a candidate's knowledge and understanding of the Kentucky Academic Standards? How does the candidate demonstrate a deep understanding of a system-wide process for designing curriculum aligned to the KAS at the school or district level?	Alignment; Differentiation and Digital Project
2. Briefly describe how candidates use the Kentucky Academic Standards and appropriate assessment data to guide instruction.)	Alignment; Differentiation and Digital Project
3. Describe how candidates use the Kentucky Academic Standards in lesson plans? (To what extent did the EPP provide evidence of candidates' use of the KAS framework in lesson plans?)	Alignment of assessments to KAS standards

4. Provide evidence of candidate's abilities to create and use formative and summative assessments to guide instruction toward P12 student mastery of the Kentucky Academic Standards.	In-class activities - students practice writing formative and summative assessments; Alignment Project
5. How does the candidate demonstrate an understanding of how a school/district implements the curriculum at the school and classroom level?	N/A
6. How do candidates learn about the state's assessment system for student learning and how that influences their instruction and assessment of their students?	Students are quizzed on the types of assessment in Kentucky

Course Assessment Serving as Education Preparation Program "Key Assessments" aligned to CAEP Accreditation:

CAEP Key Assessment Areas	Assessment and Description
Assessment #1: Content Assessment	
Assessment #2: Other Assessment of Content Knowledge	
Assessment #3: Assessment of Professional Capabilities	
Assessment #4: Clinical Experiences Measure of Teaching Proficiency	
Assessment #5: Measure of Candidate Assessment Proficiencies	Alignment Project; Differentiation and Digital Project; Assessment Literacy Exam
Assessment #6: Candidate ability to diagnose and prescribe for personalized Student Learning	
Assessment #7: Application of Content Knowledge and Pedagogical Skills (Instructional Practice)	Alignment Project; Differentiation and Digital Project
Assessment #8: Assessment of Literacy Outcomes	
Assessment #9: Dispositions	Professionalism Evaluation

WKU School of Teacher Education Lesson Plan Template

Name _____   **Date of Observation** _____

Ages/Grades of Students_____   **#Number of Students in Class** _____

# of Students having IEP/504 _____   **# of Gifted Students** _____   **# of Students having LEP** _____

Lesson Title: _____

1. **Context: Describe the Students for which this Lesson is Designed**
   Identify your students' backgrounds, special needs, cultural differences, interests, and language proficiencies. *Use student initials for specific information about students in terms of learning strategies, behavior strategies. Give examples of what you know about students' interests, outside activities, etc., which could be incorporated into lesson plan. Also, be specific about student skills and knowledge. Describe racial, economic diversity in class.*

2. **Learning Target(s)/Objectives** *Provide 1-2 learning targets/objectives and 1-2 connected Kentucky Early Childhood Standards and Benchmarks for each component listed in this section.*

3. **Students' Baseline Knowledge and Skills**
   Describe and include the pre-assessment(s), including the developmental continuum used to establish students' baseline knowledge and skills for this lesson.

4. **Formative Assessment**
   Describe and include the formative assessment(s) and developmental continuum(s) to be used to measure student performance during this lesson. *The formative assessment(s) and developmental continuum(s) should be directly connected to the current learning target/objective. The description should include the method used for collecting data.*

5. **Resources**
   Identify the resources and assistance available to support your instruction and facilitate students' learning. This includes links to technology, homework, exit or bell ringer slips, readings, etc. Be specific if there is an aide in the classroom and their role.

6. **Lesson Procedures**
   Describe the sequence of strategies/activities and/or assessments that will be used to scaffold instruction, engage your students, facilitate the attainment of the lesson objective(s), and promote higher-order thinking. Within this sequence, be sure to describe how the instruction will be differentiated to meet your students' needs, interests, and abilities. *Components of this section should include: 1. Connection to prior learning, 2. Frontloading of expected learning/outcomes, 3. Introduction of new materials or new ways of using materials, 4. Step-by-step instructions on lesson implementation, 5. The role of other adults involved in the lesson, 6. Scaffolded and/or differentiated instruction to meet the needs, interests, and abilities of all students, 7. Detailed script of teacher talk and questioning embedded throughout the procedures, 8. Plan for providing feedback to students, 9. Closure of what took place, what was learned, and next steps to connect to the next lesson's learning.*

7. **Reference**
   Identify the evidenced-based resource(s) this activity was retrieved from using APA format.

8. **Watch for -----**
   Identify anything that you would like specifically observed during this lesson. *What area(s) are you seeking specific feedback on for teacher performance to improve student outcomes? (i.e. including all students, engaging students, promoting higher order thinking, higher level questioning, collecting assessment data, managing transitions, connecting to prior learning, etc.)*