	<h1>EDU 260: Classroom Assessment</h1>
Instructor:	Dr. Rebecca Stobaugh, Professor Email: rebecca.stobaugh@wku.edu Office: Gary Ransdell Hall #1015
Class Location: Online	
Instructor's Office Hours: By appointment	

Table of Contents:

Course Title	1
Course Description:	2
Prerequisites:	2
Textbooks and Required Materials:	2
Major Course Topics:	2
Course Objectives:	2
Description of Course Assessments:	
Course Grading and Evaluation:	2
Attendance and Participation Policy:	
Student Disability Services:	4
Title IX/Discrimination & Harassment:	4
Statement of Diversity:	4
Plagiarism:	4
The Three Core Curriculum Themes:	5
Kentucky Teacher Performance Standards:	
Student Learning Outcomes:	7
Major Course Assessments Aligned with Standards:	7
Course Required P-12 Classroom Observation or Clinical Experiences and Assessments:	8
Course Assessments Related to Standards:	9
Course Assessment Serving as Education Preparation Program "Key Assessments" aligned to CAEP Accreditation:	10
Course Experiences or Assessments Addressing Learned Society (SPA) Standards:	10

Course Description:

An introduction to the integrated use of assessment in the classroom context for K-12 student learning, teacher planning, and school improvement.

Prerequisites: EDU 250

Textbooks and Required Materials:

- McMillan, J. H. (2018). *Classroom assessment: Principles and practice that enhance student learning and motivation*, Pearson (7th edition).
- **Required Tests & Costs:** Each student must take at least 1 nationally scored exam. These exams may be taken more than once during the semester.
 1. [Google Level 1 Certification](#): Cost \$10; may need to take it twice
 2. *Suggested but not required:*
 - a. Google [Level 2](#) Certification: Cost \$25
 - b. [Praxis Core](#): Free if registered through WKU Center for Literacy (see link); Otherwise cost is \$150

Major Course Topics:

- Types of assessments, content standards, Bloom's taxonomy, Alignment, Google certification, digital tools, problem-based learning, rubrics, self & peer assessments, 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 Summative Course Assessments:

There are three major summative assessments in the course.

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:

***See course calendar for due dates

Assignment	Point Value
Professionalism: Class Community Agreement	50
Assessment Quiz	15
Team Alignment Project	30
Bloom's Activities	12
Google Level 1 Certification	30
Flipgrid Assignment	10
PBL Assessment	8
Digital Assessments	30
Individual Alignment Project	50
Peer & Self-Assessment Assignment	14
Digital & Differentiation Team Project	30
Personal Teaching Website	15
Individual Digital & Differentiation Project	50
Notetaking Guide	50
Assessment Literacy Exam	50

Additional activities may be assigned for clarity. The instructor retains the right to modify and adjust the assignments and schedule of activities.

Points are awarded for various tasks/projects/activities during the course. Grades are calculated as a percentage of the total possible points. Assignments are due before the next class unless stated in the course calendar. Late work will be assessed a 10% reduction per day the work is late. A maximum of three (3) late assignments will be accepted. The following represents the grade equivalent for accumulated points and percentage expectations:

Grading Scale:

Grading Scale

Grade	Percent
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	≤59%

Attendance and Participation Policy:

Attendance:

Timely participation and punctual assignments are mandatory components to successfully completing this course. Any teacher candidate who has NOT logged into Google Classroom with their student account and completed the first week's assignment, will be dropped. Classmates will interact and collaborate through team projects and in-class group tasks.

Professionalism:

Students' participation grade includes completion of class assignments, reading all assigned materials, maintaining contact with the instructor, and maintaining a positive professional attitude. Your instructor is happy to make an appointment (either in person or by phone) with any student to help with any assignment or answer questions. See [Class Community Agreement](#).

Professionalism Grade:

- **Attending the Orientation Session is 20 points of the professionalism score.**
- **Missing more than 1 team meeting results in a "0" for the professionalism grade.**
You should always notify the professor (and team leader if it is Team Meeting) if you must miss a class. In emergencies, email the professor immediately after to discuss the situation.
- If the professor must notify the students about professionalism issues, points will be deducted. After receiving the second notification, a student will receive a "0" in professionalism. The third notification will be reported to OPES.

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 must notify faculty members as soon as possible. Vacations, weddings, doctor appointments, studying for an exam, child care issues, job interviews, 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 which led to excessive absenteeism. The presence of extenuating circumstances does not guarantee that a student will be exempted from this attendance policy.

COVID

All students are strongly encouraged to [get the COVID-19 vaccine](#). Out of respect for the health and safety of the WKU community and in adherence with CDC guidelines and practices of all public universities and colleges in [Kentucky](#), the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. 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 another 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. Student’s chosen names and pronouns will be respected at all times in the classroom.

Plagiarism:




To represent written work taken from another source as one's 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.

For more information about the [Process for Academic Dishonesty](#)

The Three Core Curriculum Themes:

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

(Explain in the three theme columns how the assessment aligns to the theme.)

Assessment (number and title)	Literacy Theme 	Technology Theme 	Professionalism Theme 
Alignment Project	In formative assessments preparing for the project, students will engage in strategies including comparing and contrasting; questioning and summarizing; Frayer	Assessment completed on Google Docs and submitted to Google Classroom.	In a group/team formative assessment prior to the summative project, students collaboratively develop assessments.

	graphic organizer; See, Think, Wonder; and Claim, Support, Question.		
Differentiation & Digital Project	In formative assessments preparing for the project, students will engage in strategies including a card sort, I Used to Think...Now I Think..., exit tickets, Compass Points, and Connect Extend and Challenge.	Assessment completed on Google Docs and submitted to Google Classroom. Students will utilize at least 2 different digital tools to assess students.	In a group formative assessment prior to the summative project, students collaboratively develop practice assessments.

Kentucky Teacher Performance Standards:

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 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, to monitor learner progress, and to 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, shall 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 shall 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
EDU 260		I		R (assess)	I	I (assess)	I	I
PSY 310		I (assess)					I	I
EDU 350		I		R/D	R (assess)	R	I (assess)	I (assess)
EDU 360		I (assess)		R/D	R	R	R	R

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		Std. #5, 6, 8	SLO # 2, 4, 6
Assessment Differentiation & Digital Project	Obj. # 1, 2		Std. #5, 6, 8	SLO # 2, 4, 6
Assessment Assessment Literacy Exam	Obj. #1 ,2, 3		Std. #5, 6, 8	SLO #2, 4, 6

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

Course Required P-12 Classroom Observation or Clinical Experiences and Assessments:

N.A.

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 document.) Provide descriptive evidence of meeting the following expectations of EPSB:

EPSB Questions to Address regarding:	Course Assessment and HOW Assessed -- Include Criteria Demonstrating Depth of Knowledge of Candidate
<ul style="list-style-type: none"> • KAS/KECS • KY P-12 Curriculum Framework • P-12 Assessment System to Guide Instruction 	
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 & Digital Project
2. Briefly describe how candidates use the Kentucky Academic Standards and appropriate assessment data to guide instruction.)	Alignment; Differentiation & 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?)	
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.	Alignment Project
5. How does the candidate demonstrate understanding of how a school/district implements the curriculum at the school and classroom level?	
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:

(Please name and briefly describe the assessment and check which category in the table below the assessment represents. If none, put “N/A.”)

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 & 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 & Digital Project
Assessment #8: Assessment of Literacy Outcomes	
Assessment #9: Dispositions	Professionalism Evaluation

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

<ul style="list-style-type: none"> a. Previous lesson's learning target(s)/objective(s); connect each target/objective to the appropriate state curriculum/content area standard(s) and benchmark(s) AND to the appropriate NCTM, NGSS or NAAEE standard(s) b. Current lesson's learning target(s)/objective(s); connect each target/objective to the appropriate state curriculum/content area standard(s) and benchmark(s) AND to the appropriate NCTM, NGSS or NAAEE standard(s) c. Next lesson's learning target(s)/objective(s); connect each target/objective to the appropriate state curriculum/content area standard(s) and benchmark(s) AND to the appropriate NCTM, NGSS or NAAEE standard(s)
<p>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.</p>
<p>4. Formative Assessment Describe and include the formative assessment(s) and developmental continuum(s) to be used to measure student performance during this lesson. <i>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.</i></p>
<p>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.</p>
<p>6. Lesson Procedures Describe the sequence of strategies/activities and/or assessments will be used to scaffold instruction, engage your students. facilitate 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. <i>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 next lesson's learning.</i></p>
<p>7. Reference Identify the evidenced based resource(s) this activity was retrieved from using APA format.</p>
<p>8. Watch for ---- Identify anything that you would like specifically observed during this lesson. <i>What area(s) are you seeking specific feedback on for teacher performance as 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.)</i></p>