EDU 260 Classroom Assessment - Fall 2025

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Office Hours:	*By Appointment on ZOOM:*
Monday 9:00-12:00	
Tuesday 9:00-12:00	
Wednesday 9:00-12:00	
Thursday 9:00-12:00	**https://wku.zoom.us/j/3692710251**
School of Teacher Education Office 1013	

Course Information and Delivery:

EDU 260 introduces the integrated use of instructional planning, assessment, and technology in the classroom context for K-12 student learning, teacher planning, and school improvement. Developing and implementing research-based teaching strategies are studied to teach all learners effectively. This course will include planning techniques, effective teaching strategies, differentiated instructional and assessment strategies, motivational concepts, informal and formal assessment practices, and utilization of technology to support learning.

The course material will be delivered in-person classes two days per week, recorded lessons, optional online meetings via ZOOM, and assignments/readings via the online course framework. Western Kentucky University's **BLACKBOARD** course framework will be used throughout the course.

Your @*wku.edu* email address is required for communication with the course instructor and must be active by the first week of class. *Please inform me of any accessibility problems on the first day of class.*

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MODULES of EDU 260:

Foundations of Assessment and Learning Goals *This grouping of modules introduces students to the core principles of assessment and aligning assessments with educational objectives.*	**Module 1: Purpose and Introduction to Classroom Assessment** Introduces classroom assessment's fundamental principles and purposes, setting the stage for deeper exploration. It also explores essential qualities like reliability, validity, and fairness, ensuring that assessments are aligned with instructional goals and accurately measure student learning. **Module 2: Goals, Standards, Objectives, & Learning Targets** Focuses on aligning instruction with clear goals, standards, and objectives, establishing a framework for meaningful assessment. Discussion of the importance of Bloom's Taxonomy and Webb's Depth of Knowledge will help students create strong learning targets and objectives for students.
Design and Frameworks for Inclusive, Goal-oriented Assessment *This group builds on the foundational concepts by introducing frameworks for designing inclusive assessments that align with learning objectives. Then, it delves into practical assessment techniques, focusing on both informal and formal approaches to tracking and supporting student progress.*	**Module 3: Framework for Lesson Design** Backward design teaches students to plan assessments and instruction by starting with desired outcomes, ensuring alignment between learning goals and assessments. Universal Design for Learning promotes inclusivity by incorporating diverse engagement, representation, and expression methods and making assessments accessible for all learners. **Module 4: Informal/Embedded Formative Assessment** Emphasizes using informal assessments to provide timely feedback and adjust instruction in real time. Explores structured methods for formative and summative assessment, enabling students to measure progress and plan future instruction. **Module 5: Creating Assessment Items** Guides students in developing authentic assessments, including performance tasks that measure deeper, real-world understanding.

Application of Assessment, Feedback, and Classroom Culture *This final grouping focuses on advanced assessment applications, including creating rubrics, data analysis, and fostering a positive assessment culture.*	**Module 6: Rubrics** Students learn to design clear rubrics that provide transparent grading criteria and constructive feedback. **Module 7: Differentiated Assessment** Focuses on creating assessments that cater to diverse learning needs and preferences, ensuring fairness and accessibility. **Module 8: Data Analysis and Interpretation** Teaches students how to analyze assessment data, interpret results, and provide meaningful feedback to enhance learning. **Module 9: Grading and Student Performance** Examines grading practices, ensuring grades accurately reflect student progress and growth. **Module 10: Creating a Culture of Positive Assessment** Culminates the course by emphasizing the role of assessment in building a supportive, growth-oriented classroom environment.

Prerequisites: EDU 250 - MUST GET INSTRUCTOR APPROVAL BEFORE TAKING EDU 260 if you have not taken EDU 250

Textbooks:

McMillan, J.H. (2023). *Classroom assessment: Principles and practice that enhance student learning and motivation* **(8th Edition).** Pearson. *(PRINT OR E-BOOK)*

Other assigned readings are available electronically (refer to the course calendar).

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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.*

Standard 6. Assessment: *The teacher shall understand and use multiple assessment methods to engage learners in their growth, monitor learners' progress, and guide the educators' and learners' decision-making.*

Standard 8. Instructional strategies: *The teacher shall understand and use various instructional strategies to encourage learners to develop a deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.*

Methods of Evaluation	Point Value
Classwork Assignments	**350 points TOTAL**
Classwork will be built into in-person lessons throughout the semester: • *Padlet* • *Purpose of Assessment* • *Pillars of Quality Assessment* • *Bloom's / Depth of Knowledge* • *Thoughts on Backward Design* • *Creating a Rubric using AI* • *Data Analysis & Feedback*	*50 pts. each* **These assignments must be made up within one week of any missed class.*
Key Assignments	**500 points TOTAL**
Key Assignments will be assigned throughout the semester: • *Breaking down Standards and Objectives* • *Planning Design & Revision* • *Teaching Formative Assessment Strategies* • *Learning Target Alignment + Creating an Assessment (submitted to Anthology)* • *Creating a Positive Culture of Assessment*	*100 pts. each* **These assignments will be counted as 5 pts. off for every day late past the grace period of three days.*
Final Exam - *Assessment Literacy*	**100 points TOTAL**

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Professionalism	100 points TOTAL
Consistent attendance, active participation, timely submission of work, and respectful behavior are not only expected but are integral to your growth as a student and future professional educator.	
Attendance	**100 points TOTAL**
Students will earn 5 points for every class attended during the semester for in-person classes. This will serve to earn the students up to a maximum number of points.	
Formative Assessments	
Low-stakes formative assessments are built into weekly lessons so students can show their learning progress on each module. These assessments are structured to help the instructor measure student learning and provide quantitative and qualitative feedback.	

NO LATE ASSIGNMENTS: The assignment calendar will be posted early in the semester. Keep track of due dates and stay ahead of your work. That said, I understand that life happens; please communicate with me if something prevents you from completing work.

We have due dates to keep the homework material on track with learning objectives for that time period/section of material. Additionally, if everyone turns in late work constantly, I cannot give adequate feedback promptly, as the due dates and grading dictate my schedule. Thank you for your efforts in turning in the work on time!

All assignments submitted after the due date will automatically default to zero in Blackboard until they are submitted and grades are updated. Once due dates have passed, assignments will be subject to late penalties at the instructor's discretion.

Late submission penalties
After an assignment/submission is more than 72 hours late, no credit will be given unless the situation has been discussed with the professor. At that point, any credit granted for the assignment is up to the discretion of the professor.

Professionalism Policy: One of the most important aspects of becoming a teacher is learning appropriate professional behavior. Professionalism is expected during all class activities and when interacting with classmates and the professor at all times. You will earn professionalism points based on your interactions with the professor and classmates.

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Points are earned by:

1. Attending class meetings
2. Coming to class prepared
3. Arrive to class on time and remaining in class the entire time
4. Participating in class discussions live and via online platforms
5. Treating classmates and the professor in a respectful manner in discussions, meetings, emails, and online platforms.
6. Completing assignments as required.
7. Communicating respectfully across all platforms. Points are deducted for any form of unprofessional behavior.

Examples include being disrespectful to classmates and instructors, repeated failure to participate in discussions, or failure to meet classroom expectations.

Cell Phone Usage

Cell Phones are to be turned off/on vibrate during class. Take care of personal needs and work to return to the present and engage in class when possible.

Technology Online Class Etiquette:

Mute your screen when not speaking to avoid distractions.
Turn on your video when possible to engage and collaborate with the class.
Engage in a well-lighted area when possible.
Use the chat to ask/answer questions. Click the hand raise symbol to raise your hand and speak.

Grading Scale

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

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

Per WKU and the School of Teacher Education, students must score at 70% or higher to earn credit for a Core class. EDU 260 is part of the Education Core program.

Academic and Class Attendance Policies

Western Kentucky University is committed to regular class attendance, essential to successful scholastic achievement. Absence is permitted only in cases of illness or other legitimate cause. The instructor believes that pre-service teachers should be diligent in their work, which includes being on time and attending class. In cases of legitimate absence from the class, the student has the opportunity and responsibility to make up for all class work missed. In case of absence for any other reason, the student will present his reason directly to the instructor before the start of the class to which (s) he will be absent. Because all teacher candidates are also measured on Professional Dispositions, excessive absences will result in decisions about a Program Improvement Plan.

Diversity, Inclusion, and Student Support

ADA Accommodation

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, Room 1074. The 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.

Sexual Misconduct/Assault Policy

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf and

Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

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, Andrea Anderson, 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.

For further information and support you may choose to go to the Student Accessibility Resource Center: https://www.wku.edu/sarc/

TITLE IX/ Discrimination and 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 Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators or Michael Crowe, 270-745-5429. 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.

Inclusion Statement

Western Kentucky University (WKU) is committed to ensuring all members of our campus community have access to 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. Consistent with our campus purpose statement and creed, this classroom will be a respectful space, welcoming all sexes, races, ages, national origins, ethnicities, gender identities/labels/expressions, intellectual and physical abilities, sexual orientations, faith/non-faith perspectives, income levels and socio-economic classes, political ideologies, educational backgrounds, primary languages, family statuses, military experiences, cognitive styles, and communication styles. If at any time during this course you are excluded or feel a sense of alienation from the course content, please feel free to contact me privately without fear of reprisal.

Land Acknowledgement Statement

The history of our community and land gives us the opportunity to recognize, respect, and appreciate our place within that history. Western Kentucky University (WKU) honors and acknowledges the Indigenous peoples' land on which this University was built. All land in the state of Kentucky was once Indigenous territory, which is why it is our duty to acknowledge that WKU exists on Native land. This particular region of Kentucky was home to both the Shawnee (Shawandasse Tula) and Cherokee East (ᏣᎳᎫᏪᏘᏱ Tsalaguwetiyi) tribes.

We also honor and acknowledge the former residents of Jonesville. According to the [Jonesville History Project](#), "Jonesville was a predominantly African American community in Bowling Green, Kentucky, that was demolished in the 1960s to make way for the expansion of the WKU campus. This incident echoed a pattern across the country where the power of eminent domain was utilized to seize property from minority communities for large public works projects under the guise of urban revitalization."

Honor Pledge

Plagiarism

To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having

changed a few words, even if the source is cited, is also plagiarism.

Limited or Specific Use of AI Permitted

In general, the work you submit in this class will be your own, and you are not authorized to use artificial intelligence (AI) tools such as ChatGPT, Bard, HuggingChat, Jasper, Copy.ai, Anyword, etc. However, there will be specific assignments or activities in which we will utilize these tools to enhance your learning experience. In these instances, I will provide additional information about the assignment and how AI will be employed and cited. Again, unless permission is granted, you are expected to complete assignments without substantive assistance from others, including AI tools. If you are unsure if you are using AI tools appropriately in this course, please visit with me. Examples of how to cite AI tools are available at https://libguides.wku.edu/stylewrite/ai.

Additional Student Services

The WKU Center for Literacy is located in Gary A. Ransdell Hall 2066. At the Center for Literacy, students can receive assistance in developing strategies to help reading/studying to learn and writing for evidence and argument. The Center for Literacy offers both individual and small group sessions throughout the semester. More information about the WKU Center for Literacy can be found on the website: http://www.wku.edu/literacycenter/

Writing Center Assistance: *The Writing Center on the Bowling Green campus* will have writing tutors available to offer advice to current WKU students on any stage of their writing projects. In-person tutoring is available in Cherry Hall 123 from 9-4 Monday through Friday and in the Cravens Commons (at the horseshoe-shaped reference desk) from 5-9 on Sunday through Thursday evenings. Students may also request feedback on their writing via email or arrange a real-time Zoom conference to discuss a paper. See instructions and how-to videos on the website (www.wku.edu/writingcenter) for making appointments. Walk-in feedback is available unless we are booked up. Students may also get short writing questions answered via email; just put "Quick question" in the subject line to (writingcenter@wku.edu).

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 260
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
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 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

School of Teacher Education Student Learning Outcomes					
Graduates of the WKU School of Teacher Education Initial Preparation Programs are able to:					
Courses	2. Apply the foundational principles of learning and teaching	4. Select, administer, and analyze results of formative and summative assessments	5. Identify, evaluate, and implement individualized instruction	7. Identify, evaluate, and implement literacy practices	8. Display the dispositions of a professional educator
EDU 260	I	R (assess)	I	I	I

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

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Major Course Assessments Aligned with Standards:

Major Course Assessments	Course Objectives	KY Teacher Performance Standards/INTASC or KY IECES STandards	Overall Core Program Student Learning Outcomes (number)
Assessment *Final Project*	Obj. # 1, 2	Std. #5, 6, 8	SLO #2, 4, 6

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

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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?	Final Project
2. Briefly describe how candidates use the Kentucky Academic Standards and appropriate assessment data to guide instruction.)	Final 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.	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

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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	Final Project
Assessment #6: Candidate ability to diagnose and prescribe for personalized Student Learning	
Assessment #7: Application of Content Knowledge and Pedagogical Skills (Instructional Practice)	Final Project
Assessment #8: Assessment of Literacy Outcomes	
Assessment #9: Dispositions	Professionalism Evaluation

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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.*
   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/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/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/NAAEE standard(s)

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 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. *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.*

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 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.)*