Course: 62-115
Principles of Assessment (1 credit hour)
**Dual Credit (Suite II)**

Professional Education Unit Vision:

The Northwest Missouri State University Professional Education Unit prepares highly effective, ethical, professional educators who possess the knowledge, skills and professional dispositions in order to embrace the responsibility for the learning of all children in a diverse and dynamic society.

Professional Education Unit Mission:

The Northwest Missouri State University Professional Education Unit will be a catalyst for education excellence by preparing P-12 professional educators who apply best practices to positively impact learning.

Conceptual Framework:
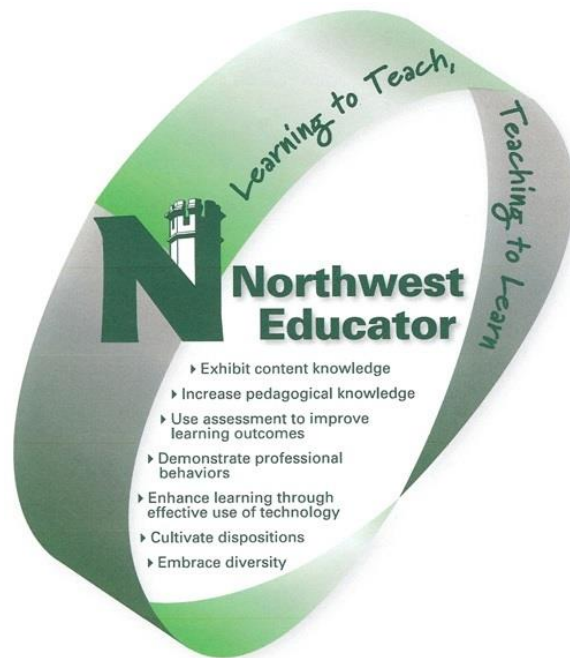
Course Description:

This module will serve as an introduction to the principles of assessment. Candidates will examine the foundation of assessment planning as well as the tools necessary to use assessment as the impetus for developing instruction that meet the needs of all learners. This course requires 3-5 hours of field experience work.

Prerequisite: 62-113 Professional Learning Community I
Co-requisites: 62-116 Professional Learning Community II; 62-114 Introduction to Curriculum and Instruction

A background check must be completed for this course prior to field experiences.
A confidentiality statement must be completed for this course prior to field experiences.

Instructor Information:
Instructor: Office Phone:
Office Location: Office Hours:
Email: Cell:

Course/Module Rationale:
For the past several years significant research has been conducted surrounding the connection between data-driven instruction and student achievement. Teacher candidates must not only be exposed to the concept of data-driven instruction, but must also be able to apply the concept in their daily work as teachers. Data-driven decision making applied to student assessment data, is a central focus of many school and district reform efforts, in part because of federal and state test-based accountability policies. With the emphasis on assessments and analysis of assessment results, it is imperative that teacher candidates gain an understanding of the assessment process, including analyzing learning outcomes to develop appropriate assessments, the development of formative and summative assessments and the use of assessment results to determine change in curriculum and instruction.

Essential Questions

How is student assessment data used to analyze student learning, provide feedback, and modify instruction?
What is the relationship between goal setting, formative and summative assessment, feedback, and student achievement?

COURSE/MODULE OBJECTIVES, COMPETENCIES, AND ASSESSMENTS

Course Objectives/Outcomes
1. Candidates will "unpack" state/national standards to determine learning targets that will provide the basis for assessment strategies.
2. Candidates will define formal and informal as well as formative and summative assessments and will describe the use of each in effective instructional planning.
3. Candidates will identify and describe a variety of assessment strategies and tools, including self and peer assessment.
4. Candidates will align learning targets with appropriate assessment type, tool, and strategy.
5. Candidates will recognize the cyclical relationship between assessment, feedback and instruction which improves student performance.
6. Candidates will describe the ethical and legal implications surrounding the confidentiality and communication of student records.
7. Candidates will recognize the importance of collaborative data analysis at department/grade level/school level to improve curriculum and instruction.

Course Competencies:
1. Unpack the standards into learning targets.
2. Compare and contrast formal and informal, formative and summative assessments.
3. Identify effective assessment strategies, tools and technologies, including self and peer assessment.
4. Align learning targets to appropriate assessment types- determine if formative or summative.
5. Describe the relationships between assessment, feedback, teacher/learner goal setting and student achievement.
6. Identify appropriate uses of data.
7. Identify how a data team insures ethical use of student records and maintains confidentiality.

Course Tasks/Evidence:
1. Document outlining unpacked standards with corresponding learning targets. Include national, state, and specialty area content standards.
2. Complete a matrix aligning learning targets with assessment types.
3. Complete a matrix aligning learning targets with assessment types, strategies and tools, including self and peer assessment.
4. Complete a matrix aligning learning targets with assessment types, tools and strategies. Task culminates with Assessment Plan Blueprint.
5. Reflect on how the data team insure ethical use of student records and maintaining confidentiality.
6. Video of role played data team. Prepare and follow the data team agenda- use protocol.

Course/Modules Objectives/Competencies/Tasks

Objectives	Competencies-Students will Do (skills) Formative	Task - Evidence (assessment) Summative
Candidates will "unpack" state/national standards to determine learning targets that will provide the basis for assessment strategies.	Unpack the standards into learning targets.	Document outlining unpacked standards with corresponding learning targets. Include national, state, and specialty area content standards.
Candidates will define formal and informal as well as formative and summative assessments and will describe the uses of each in effective instructional planning.	Compare and contrast formal and informal, formative and summative assessments.	Complete a matrix aligning learning targets with assessment types. Develop an assessment or analyze the alignment of a current assessment with learning targets.
Candidates will identify and describe a variety of assessment strategies and tools, including self and peer assessment.	Identify effective assessment strategies, tools and technologies, including self and peer assessment.	Complete a matrix aligning learning targets with assessment types, strategies and tools, including self and peer assessment
Candidates will align learning targets with appropriate assessment type, tool and strategy.	Align learning targets to appropriate assessment types- determine if formative or summative.	Complete a matrix aligning learning targets with assessment types, tools and strategies. Task culminates with Assessment Plan Blueprint.
Candidates will recognize the cyclical relationship between assessment, feedback and instruction which improves student performance.	Describe the relationships between assessment, feedback, teacher/learner goal setting and student achievement.	Data team role play
Candidates will describe the ethical and legal implications surrounding the confidentiality and communication of student records.	Identify appropriate uses of data.	Reflect on how the data team insure ethical use of student records and maintaining confidentiality.
Candidates will recognize the importance of collaborative data analysis at department/grade level/school level to improve curriculum and instruction.	Identify how a data team insures ethical use of student records and maintains confidentiality.	Video of role played data team.

Prepare and follow the data team agenda- use protocol. |

TEXTBOOK / READING INFORMATION:

Assorted current articles related to course content.

Course/Module Diversity Experience

Diversity Proficiencies

The Northwest PEU recognizes the importance of addressing diversity in all courses. We strive to instill our students with an understanding of diversity and how it enriches education practice. Through coursework, field experiences, and other related campus experiences, we promote the following proficiencies to be acquired by our education students.

Northwest PEU Diversity Proficiencies:

In order to create an intercultural competent educator, candidates will connect with their own cultural identities and how those identities influence their interactions with diverse learners by:

- Exploring one's own socio-historical background and its role in identify formation;
- Analyzing one's own biases and assumptions;
- Examining how their identity impacts their interactions with others;
- Synthesizing the above competencies to understand a larger system of inequities.

Course/Module Field Experience

Field Experiences are designed to bridge the gap in teacher education between theory and practice. It is a problem-solving process; a time for teacher candidates to place themselves in the role of the teacher. The self- knowledge and technical skills, which one acquires during the field experience, will provide the prologue for a career-long process of professional development.

Field Experiences for this Module:

In this module,
- Candidates will administer an assessment to students at an area school.
- Candidates will attend a data team meeting at an area school.

Course/Module Content
- Effective use of national and standards to develop learning targets and assessments.
- Formative and summative assessment (Formal and Informal)
- Cyclical relationship between assessment and instruction
- Self and peer assessment—students setting their own goals
- Collaborative data analysis at department/grade level/school level to improve curriculum and instruction
- Ethical and Legal implications
- Communication of student records
- Universal Design
- Goal setting for teachers as learners and for learners

Instructional Methods:
Throughout the course students will participate in small group work, discussion and reflection activities. Field experiences and guest speakers will be included in course activities.

Proposed Course Outline
Disclaimer: Course schedule is subject to change and you will be responsible for abiding by any such changes. Your instructor will notify you of any changes.

Date	Outline	Assignment Due <u>Next Class Meeting</u>
Week 1: Monday/Tuesday	What is assessment? • Overview of course • Getting to know you activities • Relationship of course to last semester's work • Definition of assessment • Purposes of assessment	<u>Explore the websites:</u> https://www.edutopia.org/assessment-guide-importance http://myvolusiaschools.org/vims/Documents/Assessments/Formative%20vs%20Summative%20Assessment.pdf Be prepared to discuss in class
Week 1: Wednesday/Thursday	What are the different types of assessment? • A review of different types of assessments • Samples of different types of assessment—connect to their use • Formative vs. summative assessment	Formative vs. summative assessment table
Week 2: Monday/Tuesday	How do we know what to assess? • Locating the standards for your content area • The Missouri Department of Elementary and Secondary Education	After perusing the standards, identify at least 3-5 things that surprised you about the standards. Read documents about Bloom's taxonomy and Webb's Depth of Knowledge.
Week 2: Wednesday/Thursday	What do the standards mean? • Unpacking the standards • Bloom's Taxonomy and Webb's Depth of Knowledge	
Week 3: Monday/Tuesday	How do unpacked standards turn into learning targets? • Unpacking the standards continued • Changing unpacked standards into learning targets/I can statements.	Unpacked standard matrix including learning targets/I can statements

	• Continue with Bloom and Webb.	
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Week 3: Wednesday/Thursday	**Field Work:** Collaborate with a teacher to determine: • The standard they are teaching in their content area/areas. • Discussion of assessment administration/collection of data. • What kind of reporting system does their school use? • Notice: Posting of I can statements or objectives	
Week 4: Monday/Tuesday	How does unpacking the standards help us to plan assessments? • Matching learning targets to assessments:	Summary of classroom observation including a standard for which you could develop an assessment. Read Power Points related to development of assessments Research 1 technology application that could be used for formative assessment. Review the website https://www.nwea.org/blog/2016/take-three-55-digital-tools-and-apps-for-formative-assessment-success/
Week 4: Wednesday/Thursday	How do we develop an effective assessment? • Steps for developing checklists, selected response questions, written response questions, performance assessments • Using technology for formative assessments	Assessment blue print Completed assessment by 11:59 PM
Week 5: Monday/Tuesday	Writing the Assessment/OR Analyzing an assessment used. (cooperatively) Note: Assessment will be due by midnight on the day of this class.	
Week 5: Wednesday/Thursday	**Field Work: Administering the Assessment OR Analyzing an assessment used n the school**	Assessment scored with data OR set of data from an assessment
Week 6: Monday/Tuesday	What do the results of the assessment reveal? • Using a data team protocol	Completed data team protocol
Week 6:	**Field Work: Attending the Data**	Reflection of observed data team

Wednesday/Thursday	Team Meeting	meeting
Week 7: Monday/Tuesday	Developing a data team meeting	Final presentation of data team meeting
Week 7: Wednesday/Thursday	Role Play of data team meeting	

Assignments and Grading

Assignment	Points
Observation Protocol/Reflection	30
Formative Assessment Scenario	10
Locating the Standards	20
Unpacking standards	50
Assessment Blue Print	60
Completed Assessment/Analysis	60
Data Protocol	30
Data Team Observation	60
Data team meeting (Final Activity)	80
Total	**400**

Class Policies:

- Late work: Work not submitted on time will receive a maximum grade of "C."

Absences/tardiness: Students are expected to attend all classes as specified in the course syllabi for each course. It is the responsibility of the student to promptly notify his or her instructor when unable to attend class. After one absence in the course, a student should expect a 5% decrease in the overall grade. Please refer to the university policy on attendance at https://www.nwmissouri.edu/policies/academics/Attendance.pdf

Grading Policies:

In order to pass a class, a student must pass all competencies. In order to pass a competency, an average score of 3.0 (out of 4) must be earned on the competency. If a student has passed 5 of the 7 competencies but not all of them, the student may take a delayed grade in the class.

A	=	93 – 100%
B	=	85 – 92%
C	=	77 – 84%

D	=	70 – 76%
F	=	69 – 0 %

Final exams/activities
If an emergency occurs that prevents the administration of a course scheduled final examination, the final course grades will be calculated based on the work in the course completed to that point in time and the faculty member's considered judgment. Final exams will not be rescheduled, and a grade of "I" will not be given as a result of an institutional cancellation of a final examination. This course does not require a final exam, but rather does require participation in the final activity which will follow the same requirements for participation as a final exam.

Administrative drop
An instructor may request the Office of the Registrar delete a student from a course roster if the student has not met the prerequisite for the course as stated in the catalog, or as a result of non-attendance in the course.

University communications
Students are expected to use their Northwest student email account for any electronic correspondence within the university. Students are also strongly advised to check their email and CatPAWS accounts on a regular basis.

Academic integrity policy
The students, faculty, and staff at Northwest endeavor to sustain an environment that values honesty in academic work, that acknowledges the authorized aid provided by and intellectual contributions of others, and that enables equitable student evaluation. Please refer to Northwest Missouri State University's Academic Integrity Policy at http://www.nwmissouri.edu/policies/academics/Academic-Integrity.pdf

Special accommodations policy
Northwest Missouri State University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 [ADA] and the ADA Amendments Act of 2008 [ADAAA].   If a student has a disability that qualifies under the ADA/ADAAA and requires accommodations, they should contact the Office for Equity and Accessibility for information on appropriate policies and procedures at 660.562.1639, or pjp@nwmissouri.edu / ADA@nwmissouri.edu. For the university policy on disability accommodation refer to http://www.nwmissouri.edu/policies/student/Disability-Accommodation.pdf

Non-discrimination and anti-harassment policy:
Northwest Missouri State University is committed to maintaining an environment for all faculty, staff, students, and third parties that is free of illegal discrimination and harassment. Please refer to the Non-Discrimination and Anti-Harassment Policy at http://www.nwmissouri.edu/diversity/titlevi.htm

Family Education Rights and Privacy Act (FERPA) policy:

Family Educational Rights and Privacy Act of 1974, as amended (commonly known as the Buckley Amendment), is a federal law which provides that colleges and universities will maintain the confidentiality of student education records. Please refer to the Family Educational Rights and Privacy Act (FERPA) Policy at http://www.nwmissouri.edu/policies/academics/Family-Educational-Rights-and-Privacy-Act.pdf

Tk20 Assessment System
What is Tk20?
Tk20 is an online assessment system required to upload and store student and program data for national and state accreditation purposes. Education students will upload certain assignments in Tk20 so their development can be assessed according to standards. Course instructors will notify students about which assignments must be uploaded to Tk20. This assessment process allows the university to identify academic deficiencies among students, programs and the unit, and make improvements.

Purchasing Tk20
- All Northwest undergraduate and graduate education students are required to purchase a seven year subscription to Tk20. Students may purchase this subscription either at the campus bookstore or online.
- To purchase a subscription online, students must first login to MyNorthwest. They will also login to MyNorthwest any time to access Tk20 whether it is purchased online or at the bookstore.

Tk20 Questions?
- The Professional Education Unit maintains an informational website that houses brief training manuals on how to purchase and use Tk20. Students can access this site by clicking on any Northwest Missouri State University website and searching for "Tk20". The direct link is:
- http://www.nwmissouri.edu/education/peu/tess/tk20/index.htm

- In addition, students and faculty may contact the Tk20 Unit Administrator, Mike McBride, at 660-562-1089 or mam77@nwmissouri.edu.