

School and Classroom Assessment

TCHL 555

***Completely Online Courses

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Graduate Catalog Description

This course is to introduce the basic concepts of validity, reliability, professional ethics, and grading perspectives. Teachers will explore further the principles that guide educators in the process of selecting, developing, and using educationally meaningful assessments. Teachers will analyze and create a variety of assessments as well as evaluate school data from standardized tests to inform school improvement efforts.

Course Objectives/Student Learning Outcomes (SLO):

1. Engage in a professional learning network and establish a safe learning environment.
2. Explain the principles that guide educators in the process of selecting, developing, and using educationally meaningful assessments.
3. Identify key components of validity.
4. Identify key concepts of reliability.
5. Classify instructional tasks and assessments based on Bloom's taxonomy.
6. Create assessments that align with the cognitive complexity and content articulated in state standards.
7. Explain how goals and learning targets align with the cognitive complexity and content in the standards.
8. Explain how diagnostic and formative assessments can be used to enhance student achievement.
9. Analyze data from standardized assessment instruments.
10. Identify the professional responsibilities, ethical behavior, and legal requirements in educational assessments
11. Examine different ways schools evaluate and grade student progress.

Required Course Materials

- Nitko, A. J., & Brookhart, S. M. (2014). *Educational assessment of students* (7th ed). Upper Saddle River, NJ: Pearson Merrill/Prentice Hall.
- ***The 8th edition can work as well.

Select whichever book addresses the grade level of your students.

- Stobaugh, R. (2013). *Assessing critical thinking in middle and high schools: Meeting the Common Core*. Eye on Education: Larchmont, NY. OR
- Stobaugh, R. (2013). *Assessing critical thinking in elementary schools: Meeting the Common Core*. Eye on Education: Larchmont, NY.

Kentucky Framework for Teaching Components Addressed:

- Designing Student Assessment (1F)
- Using Assessment in Instruction (3D)
- Reflecting on Teaching (4A)
- Growing and Developing Professionally (4E)

InTaSC Standards Addressed:

- 1B: In promoting this collaborative culture among fellow teachers, administrators, and other school leaders, the teacher leader shall ensure improvement in educator instruction and consequently, student learning.
- 4A: The teacher leader shall possess a deep understanding of teaching and learning and model an attitude of continuous learning and reflective practice for colleagues.
- 4B: The teacher leader shall work collaboratively with other teachers to improve instructional practices constantly.
- 5A: The teacher leader shall be knowledgeable about the design of assessments, both formative and summative.
- 5B: The teacher leader shall work with colleagues to analyze data and interpret results to inform goals and improve student learning.

Kentucky Teacher Performance Standards Addressed:

- Standard 6. Assessment
- Standard 9: Professional learning and ethical practice

Teacher Leader Standards Addressed:

- Standard 1: Foster a collaborative culture to support educator development and student learning
- Standard 3: Promote professional learning for continuous improvement
- Standard 4: Facilitate improvement in instruction and student learning

Major Course Experiences	Course Objectives/Student Learning Outcomes	KY Teacher Performance Standards
Assessment Analysis	SLO 1-4	6, 9
Alignment Task (Key Assessment)	SLO 6-11	6, 9

Communication:

Required: Students **MUST** have access to Blackboard to participate in this course. The majority of the course content, communication with the instructor and other class members, and the ability to complete and submit course requirements will be conducted via Blackboard. Students must utilize the WKU email account provided by the university to receive communication from the instructor.

Emailing your instructor:

Email is a timely way to communicate. I usually check my e-mail daily (excluding weekends) and will respond if possible within 24 hours. When you email me, please use in the subject line your **name, course number** and the nature of your inquiry. Some questions cannot be best answered in an e-mail, please in that case schedule an office appointment or make a phone call.

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 his/her own. One must give any author credit for source material borrowed from him/her. 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. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software.

Academic Dishonesty

"Students who commit an act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal."

Technology

Managing student technology is the sole responsibility of the student. Please note that working, compatible technology (hardware & software) are prerequisites to taking this course. If you have difficulties accessing Blackboard you should contact WKU Technical Support (745-7000).

Professionalism

The amount of professionalism/ participation points earned will depend upon the following standards being met:

- Due dates will be observed. Posting assignments late or not at all will result in a loss of professionalism points as well as a loss of points for the specific assignment.
- The student is to post only original work and is expected to work independently on discussion boards and quizzes during the online course.
- Failure to abide by these guidelines could result in dismissal from the course or other penalties as per university policy.
- Respect for the view of each member of the learning community and the use of professional standards when communicating with the instructor or other class members is expected and will be adhered to throughout participation in this online course.
- The student will make every effort to be a contributing member of the TCHL 555 online learning community in order to experience optimal educational and professional growth.
- See attached Professionalism and Participation rubric for further explanation.

Incomplete

Incompletes are only given for medical or other emergencies when a small amount of work is left in the course.

Evaluation and Grade Assignment:

- Projects, assignments, quizzes, discussion boards, and any online requirement must be completed and uploaded no later than midnight on the date due. Professionalism points will be subtracted for late assignments.
- After three days, late assignments will not be accepted.

- Normally your assignment will be graded and posted in Blackboard's Grade Center within seven days of the due date barring unforeseen circumstances.
- If you do not agree with a grade on an assignment, you may schedule an appointment to discuss the grade with the instructor. You have the responsibility to prove why the grade should be changed; however, the instructor reserves the right to mark any oversights. Grades for papers returned to students will not be changed after three days.
- Problems with due dates and exams must be discussed with the instructor prior to the due date.
- Plagiarism will not be accepted and will be given a grade of 0, and the student may face further disciplinary action according to university policy. **Student work will be checked using plagiarism detection software.**

Assignment Submission:

- All assignments must be completed using a word processor. APA guidelines will be used for all assignments. All work submitted by students must follow the assignment guidelines or it will not be accepted. Points will be deducted for spelling, typographic, and grammatical errors. Use appropriate margins, 12 point font size and a font such as Times New Roman.
- The student should keep a copy of all assignments. In the event that an assignment is misplaced, lost, or the instructor is unable to open the document when uploaded to Blackboard, the burden of proof that the assignment was completed rests with the student.
- A grade of "X" (incomplete) is given only when a relatively small amount of work is not completed because of illness or other reason satisfactory to the professor.

All assignments will be submitted online via Blackboard. **Please follow these 3 steps for uploading.**

1. Make sure you put your name at the top of each uploaded document.
2. Put your last name in your file name of the document that you are uploading. Be aware that if your file name is too long, I won't be able to open it.
3. After you upload, click on the file to make sure it opens for you.

Grade Reporting

Students will be required to check Blackboard for posting of grades throughout the term. Student inquiries regarding grades must be addressed through a requested meeting with the instructor. No discussions of point deductions (i.e., grades) will take place via e-mail. However, students are encouraged to report any computational errors or posting errors in graded work to the instructor immediately.

Assignment Synopses

Through directions and scoring guides posted on Blackboard, the instructor will make more information about assignments available. All assignments are subject to revision at instructor's discretion.

1. **Textbook**
The student will read assigned textbook chapters related to the chapters **prior** to the date indicated on the tentative schedule.
2. **Getting to Know You Assignment:**
The student will complete a discussion board entry on Blackboard. More information included on the assignment prompt and scoring guide.
3. **Performance Tasks:**
Within the modules are embedded performance tasks. These involve analyzing data and developing and critiquing assessments.
4. **Quizzes:**

The student will complete several online quizzes over the content included in textbook readings.

5. Online Discussion Board:

The prompt is posted on Blackboard in the Discussion Board section. The professional guidelines for participation in a discussion board are included at the bottom of this document. Students are expected to be a part of the online learning community and to exhibit the highest level of professionalism in this arena of learning.

6. Upload Quiz Revisions:

If you missed assessment items on the quizzes, you may choose to resubmit for partial credit.

7. Critical Performance:

This is a Graduate Critical Performance and is to be uploaded to Blackboard.

8. Professionalism/Participation:

Five points may be earned for professionalism and participation.

Evaluation and Grade Assignment:

Grading in TCHL 555 is based on the total average of all assignments.

Tentative Grading Scale	
Grade	Average
A	295-330
B	265-294
C	230-264
D	198-229
F	197 or below

TCHL 555 Assignment Calendar

* *Educational Assessment of Students text (EAS)*

Due dates and point values may be adjusted by the professor

Module #	Objectives <i>Upon completion of this segment the student will be able to...</i>	Activities	Assessment	Points	Due Date
1	Engage in a professional learning network and establish a safe learning environment.	Read the Professionalism and Participation rubric at the bottom of this syllabus.	Getting to Know You Blog	9	6/1
			Professionalism (No assignment due; Assessed at the end of the term)		
			Post Teacher Dilemma	Prof. Points	6/1
2	Explain the principles that guide educators in the process of selecting, developing, and using educationally meaningful assessments.	Read Chapter 1 (EAS)	Classroom Decision Making & Using Assessment Quiz	8	6/2
3	Identify key components of validity.	Read Chapter 3 (EAS) Read Chapter 2-3 (<i>Assessing Critical Thinking</i>)	Validity Quiz	6	6/2
			Reply to Teacher Dilemmas	7	6/3
4	Identify key concepts of reliability.	Read Chapter 4 (EAS)	Reliability Quiz	6	6/3
5	Classify instructional tasks and assessments based on Bloom's taxonomy.	Read Ch. 1; Review 2-3 (<i>Assessing Critical Thinking</i>)	Revised Bloom's Taxonomy Quiz	10	6/4
	Identify key components of validity and reliability. Analyze the principles for selecting meaningful assessments.	**See activities above Read the rubric at the end of the assignment	Performance Task #1: Assessment Analysis	28	6/7
6	Create assessments that align with the cognitive complexity and content articulated in state standards.	Read Chapter 12 (EAS) Read Chapter 3-8 (<i>Assessing Critical Thinking</i>) Review Revised Bloom's Taxonomy, Chapter 2 (<i>Assessing Critical Thinking</i>) Examine Digital Resources for Bloom's Taxonomy web link.	Higher-Order Thinking, Problem Solving, and Critical Thinking Quiz	8	6/8
7	Create assessments that align with the cognitive complexity and content articulated in state standards.	Read Chapter 10 (EAS). Review multiple choice items in <i>Assessing Critical Thinking</i> text (Ch. 4-6) **Begin working on Alignment Task! Read project description.	Multiple Choice Discussion Board	13	6/8
8	Create assessments that align with the cognitive complexity and content articulated in state standards.	Read Chapter 11 (EAS). Examine essay questions in <i>Assessing Critical Thinking</i> (Ch. 4-6).	Essay Discussion Board	13	6/9
9	Create assessments that align with the cognitive complexity and content articulated in state standards.	Read Chapter 13 (<i>Ed. Assessment</i>). Review task examples Examine rubrics	Performance Task Discussion Board	13	6/10

Module #	Objectives <i>Upon completion of this segment the student will be able to...</i>	Activities	Assessment	Points	Due Date
	Create assessments that align with the cognitive complexity and content articulated in state standards.	***See all above modules	Performance Task #2: Alignment Task; Post to Group Page; Professionalism points for on time posting and effective critique of partners' work.	Prof. Points	6/11
10	Explain how goals and learning targets align with the cognitive complexity and content in the standards	Respond to an article Research technology use Create an assessment plan	Planning for Integrating Assessment Discussion Board post	15	6/14
			Partner Score Alignment Task	Prof. Points	6/15
11	Explain how diagnostic and formative assessments can be used to enhance student achievement.	Read Chapter 7 & 8 (EA) Formative Assessment article **Begin working on Critical Performance! Read project description.	Diagnostic & Formative Assessments Quiz	15	6/15
			Post Final Alignment Task	30	6/16
12	Analyze data from standardized assessment instruments.	<i>Review online KY data</i>	Analysis of State Assessment Data Task	15	6/16
13	Identify the professional responsibilities, ethical behavior, and legal requirements in educational assessments	Read Chapter 5 (EAS)	Professional Responsibilities, Ethical Behavior and Legal Requirements in Educational Assessments Quiz	7	6/17
14	Examine different ways schools evaluate and grade student progress.	Read article	Grading Discussion Board	7	6/17
	Analyze the variety of assessments within a practitioner's classroom. Craft a formative and summative assessment plan for a unit of instruction.		Critical Performance: **UPLOAD to Blackboard	100	6/18
			Optional: Upload Quiz Revisions & Multiple Choice Questions		6/18
	Engage in a professional learning network and establish a safe learning environment.	Read the Professionalism and Participation rubric at the bottom of this syllabus	Professionalism	20	6/18
			Total Points	330	

PROFESSIONALISM & PARTICIPATION

Etiquette for Graduate Students
TCHL 555

<u><i>Professionalism and Participation</i></u>	<i>Excellent</i>	<i>Average</i>	<i>Needs Improvement</i>
Preparation	Consistently prepared for online learning experiences.	Usually prepared for online learning experiences	Rarely prepared for online learning experiences
Responsiveness	Consistently accepts professional guidance	Usually accepts professional guidance	Rarely accepts professional guidance
Collaboration	Consistently offers to participate in community of learners	Usually offers to participate in community of learners	Rarely offers to participate in community of learners
Online Communication	Consistently offers thoughtful, informed, and courteous responses to other class members	Usually offers thoughtful, informed, and courteous responses to other class members	Rarely offers thoughtful, informed, and courteous responses to other class members
Initiative	Consistently takes advantage of opportunities to contribute to all areas of teaching and learning	Usually takes advantage of opportunities to contribute to all areas of teaching and learning	Usually takes advantage of opportunities to contribute to all areas of teaching and learning
Engagement	Consistently contributes to learning experiences	Usually contributes to learning experiences	Rarely contributes to learning experiences
Prompt Assignment Submission	Consistently abides by due dates	One assignment, one day late (-2 points)	-2 points for each day late on each assignment or -5 points for each day critical performances not uploaded on time

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.

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.

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/>