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<p style="text-align:center">EDSC 182 – Assessment and Evaluation in Secondary Schools
San José State University
On-Line Course
SUMMER 2020</p>

Course and Contact Information

Instructors:	Brent Duckor, PhD and Carrie Holmberg, EdD
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Office Hours:	by appointment
Class Days/Time:	Mondays and Wednesdays 4:00 PM – 7:45 PM by Zoom

Learning Outcomes

Course Content Objectives

Credential candidates will be able to:

□ Understand and explain the purposes of classroom assessment (TPE5, TPE4, TPE1)
□ Identify the research-based principles and practices that underlie formative assessment during instruction (TPE5, TPE2, TPE4, TPE1)
□ Apply assessment principles to develop rubrics, scoring guides, and progress indicators to support classroom learning (e.g. textbooks, curriculum guides and Internet resources). (TPE1, TPE 5)
□ Analyze student work from the perspective of psychological theories of learning and cognition and discuss this work with colleagues. (TPE3, TPE6)
□ Critique and self-assess video-based lessons based on the principles of educational assessment. (TPE5)
□ Develop lesson and/or unit plans that implement the principles of embedded informal and formal assessment to support all learners (TPE1, TPE5)
□ Demonstrate, use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum (TPE 3)
□ Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, etc. (TPE 4)
□ Use visible research-based assessment strategies/principles as a means to develop more equitable learning activities for students from diverse backgrounds, including English language learners, and traditionally underrepresented groups. (TPE2, TPE4, TPE5)

Course Equity Objectives

Credential candidates will be able to:

☐ Design learning activities that engage and support all learners. (TPE 1, TPE5)
☐ Develop lessons that use students' backgrounds and prior experience as the foundation of learning. (TPE 2, TPE4, TPE5)
☐ Develop lessons that integrate strategies to support English language learners in content area learning. (TPE1, TPE5)

Prerequisites: Completion of subject area methods course and Phase I Student Teaching, concurrent enrollment in Phase II/III student teaching preferred.

Required Readings:

☐ *Textbook:* Duckor, B., & Holmberg, C. (June, 2017). *Mastering formative assessment moves: 7 high-leverage practices to advance student learning*. Alexandria, VA: ASCD.

Available at Spartan Bookstore or SJSU ebook via https://sjsu-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01CALS_ ALMA71472390220002901&context=L&vid=01CALS_SJO&search_scope=EVERYT HING&tab=everything&lang=en_US

☐ Copy of grade level *content standards* (e.g. Common Core, NGSS, etc.) in your subject area. These documents can be accessed at the California State Department of Education (www.cde.ca.gov)

☐ Supplemental *weekly materials* will be distributed via Canvas.

Vision/Mission/Values:

The mission of the College of Education is to prepare educators who have the knowledge, skills, dispositions and ethics that ensure equity and excellence for all students in a culturally diverse, technologically complex global community.

The philosophy of the Teacher Education Department at San Jose State University is based on a vision of professional educators who can function effectively and sensitively in the multicultural, multilingual, and technologically complex environment of today's secondary schools. The faculty is committed to preparing teachers who are critical and reflective practitioners prepared to:

1. Make informed and thoughtful decisions in their daily practice;
2. Serve in diverse educational contexts;
3. Promote equity, respect for person, and social justice; and
4. Provide fair-minded and responsive instruction for ethnically and linguistically diverse populations.

University Policy Information

Academic Integrity (from the Office of Judicial Affairs):
Your own commitment to learning, as evidenced by your enrollment at San José State University and the University's Academic Integrity Policy, requires you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Student Conduct and Ethical Development. The policy on academic integrity can be found at http://sa.sjsu.edu/student_conduct.

Students should know that the University's [Academic Integrity Policy is availabe at](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf) http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for [Student Conduct and Ethical Development is available at](http://www.sa.sjsu.edu/judicial_affairs/index.html) http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors. Academic integrity Campus Policy in Compliance with the American Disabilities Act.
If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Campus policy in compliance with the Americans with Disabilities Act:
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University Resources and Services Student Technology Resources (Optional). Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center (Optional). The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. [The LARC website is located at http:/www.sjsu.edu/larc/](http:/www.sjsu.edu/larc/).

SJSU Writing Center (Optional). The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. [The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/](http://www.sjsu.edu/writingcenter/about/staff/)/.

Course Description:

Assessment of and for student learning is an art and a science. We will focus on **research-based assessment and evaluation strategies** that make student learning visible. Experts in assessment are guided by "Habits of Mind" that allow them to focus on solving practical problems of classroom assessment in principled ways. This course offers a glimpse of how the classroom teacher can acquire skills that allow for sophisticated and nuanced ways of assessing student learning, particularly in **on-line, blended, and face to face** teaching environments.

We aim to make our classroom assessment practices visible to our students. In the current education climate of standards and accountability, teachers must be well prepared and well informed about classroom assessment practices and be able to communicate to different stakeholders (parents, administration, and district staff). It is also critical that middle and high school teachers be able to address common misconceptions and misuses of assessment tools and data.

Adopting a constructivist stance, the course utilizes a "building blocks" approach to acquiring skills and knowledge in the field of classroom assessment. The academic expectations and culture of our 182 classroom will invite us to use our five "Habits of Mind": to make *connections*, to see other *perspectives*, to evaluate *evidence*, to determine the *relevance* of concepts and practice, and to use *conjecture* to ask "what if" throughout the course.

We will model classroom assessment "best practices" and explore how to adapt them to your context. By using our own online classroom as a "learning lab," we will see how formal and informal assessment strategies and data in particular can be used to better engage and support the learner, sequence and scaffold particular classroom activities, design and modify lesson plans and curricular units, as well as to reflect on modes of instructional delivery.

Course Activities/Assignments/Requirements:

Instructional Activities:

1. Mini-Lectures and student presentations
2. Small group and whole class focused discussions
3. Experiential learning exercises using Google drive and shared documents
4. Video-based Zoom polling, chat, and participation activities
5. Assessment for learning activities in Zoom and other platforms

Assignments and Grading Criteria

In-class Zoom-based Activities	25%
Canvas Discussion Board entries	10%
Team Teaching Group Presentation	15%
ePortfolio on Google Drive	50%
Total	100%

1. Student must complete all assignments to receive a grade in this class;
2. All assignments must meet due date unless extension is granted by instructor;
3. An "incomplete" grade will not be given except for serious medical or personal emergency circumstances, which must be communicated to the instructor.

Final Grades by Points:

A traditional grading scale is used to assign final grades as follows: A+ = 99-100, A = 94-98.9, A- = 90-93.9, B+ = 88- 89.9, B= 84 – 87.9, B- = 80- 83.9; C+ = 78-79.9, C = 74 - 77.9, C- = 70 – 73.9, D+=69-67, D = 66-63, D- = 62-60, and F = 59-0%

A passing grade for this course is a B- or higher.

ePortfolio for Signature Course Assignments

There are 4 exhibitions in this portfolio:

1. Question Map for a Unit Plan
2. Formative Assessment Lesson Plan
3. Informal Assessment Tools (Entrance and Exit Tickets)
4. Formal Assessment Tools (Progress Guide with Rubric)

This signature assessment is designed to support the CalTPA Cycles 1 and 2, with an emphasis on integrating instruction and assessment *during* a lesson and across a unit. (See Canvas Assignments page for task description).

Schedule	Themes/Topics/Questions	Readings
Session 1 Mon. June 1 Theory 4-6:00 Practice 6-7:45	Why study assessment? How can this course help your preparation in the teaching profession and how can you make the most of this semester as you prepare for licensure?	**Course syllabus*** ***Required reading and viewing:*** --Textbook Introduction pp. 3-7 --[PACE Policy Talk "Teacher Preparation for Formative Assessment at SJSU"](#) ***Recommended reading:*** --[Op-Ed about Distance Learning (During COVID-12 and Beyond)](#) --[6 Classroom Changes Teachers Will Make When Schools Reopen - Education Week Teacher.pdf](#) --Duckor "Formative Assessment in Seven Good Moves"
Session 2 Wed. June 3 Theory 4-6:00 Practice 6-7:45	On the "Assessment Purposes": Why formatively v. summatively assess? How are informal and formal assessment connected? What evidence do we have that assessment for learning makes a difference? For whom?	***Required reading:*** --Textbook Chapter on Binning pp. 254-256 -- *Holmberg & Duckor* "Reframing Classroom Assessment: Making Formative Assessment Moves That Matter" ***Recommended reading:*** --Stiggins "Assessment Crisis" --Heritage "What Teachers Need to Know and Do"
Session 3 Mon. June 8 Theory 4-6:00 Practice 6-7:45	On Priming and Inclusivity Strategies: Who is your audience? What do they want/need to get ready for assessment for learning? How can you prepare students for life in "FA rich" classroom culture?	***Required reading and listening:*** --Textbook Chapter on Priming pp. 13-28 and pp. 42-44 --Audio on Priming (Nathan's Case pp. 42-44)

		Canvas (Recommended reading): *--Duckor & Holmberg* "Seven High-Leverage Formative Assessment Moves to Support ELLs" *--Shepard* "Linking Formative Assessment to Scaffolding"
Session 4 Wed. June 10 Theory 4-6:00 Practice 6-7:45	On Posing and Questioning Strategies: What are essential questions? How can questions be used to formally and informally assess? What makes a good question/prompt/task?	***Required reading and listening:*** --Textbook Chapter on Posing pp. 45-62 and pp. 70-71 --Audio on Posing (Jenny's Case pp. 70-71) ***Recommended reading:*** *--Barton* "How Diagnostic Questions Can Help"
Session 5 Mon. June 15 Theory 4-6:00 Practice 6-7:45	On Posing and Eliciting Strategies: Which questions/prompts/items can and should be backwards mapped onto which Unit level learning targets? Which types of assessment items/formats work for informal and formal assessment?	***Required reading and listening):*** --Textbook Chapter on Posing pp. 63-73 ***Recommended reading:*** *--Black, Harrison & Lee* "Working Inside the Black Box"
Session 6 Wed. June 17 Theory 4-6:00 Practice 6-7:45	On Pausing and Think-time Strategies: Who needs 'wait time' and 'think time' and why does it help the classroom assessor?	***Required reading and listening:*** --Textbook Chapter on Pausing pp. 83-95 and pp. 99-100 --Audio on Pausing (Mark's Case pp. 99-100) ***Recommended reading:*** *--Leahy Lyon Thompson Wiliam* "Classroom Assessment Minute by Minute" *--Holmberg & Muwwakkil* "Conversation in the Classroom"

Session 7 Mon. June 22 Theory 4-6:00 Practice 6-7:45	On Probing and Promoting Higher Order Thinking (HOT) Strategies: Why do we follow up on initial student responses? How does elaboration promote deeper learning?	*Required reading and listening:* --Textbook Chapter on Probing pp. 120-128 --Audio on Probing (Ellen's Case pp. 134-135) *Recommended reading:* *Dillon* "Research on Questioning and Discussion" *Yin, Tomita, and Shavelson* "Diagnosing Student Misconceptions"
Session 8 Wed. June 24 Theory 4-6:00 Practice 6-7:45	On Bouncing and Soft Data Sampling Strategies: What are the benefits of 'sampling' student thinking? How can we capture a wider range of student responses? What can one do to be more inclusive of "unorthodox" or "wrong" responses?	*Required reading and listening:* --Textbook Chapter on Bouncing pp. 174-185 and pp. 182-183 --Audio on Bouncing (Sydney's Case pp. 182-183) *Canvas (Recommended reading):* *Wiliam* "The Right Questions, The Right Way"
Session 9 Mon. June 29 Theory 4-6:00 Practice 6-7:45	On Tagging and Data Representation Strategies: How to capture the 'soft data' generated by students? What are the patterns in student thinking? Can one learn from students' misconceptions or unorthodox responses "on the fly" to adapt instruction?	*Required reading and listening:* --Textbook Chapter on Tagging pp. 198-208 and pp. 224-225 --Audio on Tagging (Serena's Case pp. 224-225) *Recommended reading:* --Lessons Learned from a Chalkboard --6 Alternatives to Padlet --Jamboard --Google Maps

| Session 10 Wed., July 1 Theory 4-6:00 Practice 6-7:45 | On Binning for Grading and for Feedback Strategies: Examining the purposes, uses, and meaning of our choices | *Required reading and listening:*

--Textbook Chapter on Binning pp. 243-270 and pp. 288-289

--Audio on Binning (Kayla's Case pp. 288-289)

Recommended reading:
--*Wigggins "Seven Keys to Effective Feedback"*
--*Guskey and Jung* "Grading: Why Should You Trust Your Judgment"
--*Guskey* "Computerized Gradebooks and the Myth of Objectivity"
-- "Letter Grades Deserve an 'F'" from *The Atlantic*
--*Guskey* "Are Zeros your Ultimate Weapon"?
--Guskey "Standards-Based Grading and Reporting--Model for Special Education" |
| | **Portfolio Due**
--Upload all assignments to Canvas
--Review all canvas discussion board entries | **Signature Assignment DUE on CANVAS by 11:59 pm on Friday, July 3, 2020.** |

Note: All assignment due dates subject to revision and/or change.