EDU 270
Using Data and Assessment for Planning, Instruction and Learning
2 credits

Instructor:  Sara Behrendt
Phone:  262-970-1077
Section: 1
Time:  6:00-7:50 pm
Location: BA 208
Office Hours: 5-6 in Barstow
e-mail:  sbehrend@carrollu.edu

Instructor:  Amy Riebel
Phone:  262-970-1135
Section: 1
Time:  6:00-7:50 pm
Location: BA 208
Office Hours: 5-6 in Barstow
e-mail:  ariebel@carrollu.edu

Course prerequisites:
EDU 102 and 203

This course will present students with best current practices and principles of assessment across the curriculum of elementary schools. The characteristics and uses of both formal and informal assessment instruments and procedures will be studied for emphasis on formative assessment and principles and practices for effective standards-based instruction. Students will also learn how to design, administer, and interpret a variety of assessment measures.

Learner Outcomes
The learning targets for this course will introduce students to a clear understanding of assessment including purpose, design elements, outcomes and communication. The course will also provide opportunities for students to design high quality assessments aligned with instructional outcomes and Common Core State Standards. Throughout this course students will:

1. Construct criterion-referenced assessment instruments appropriate for use in the classroom.
2. Develop strategies that lead to ongoing evaluation and re-evaluation of students and promote student self-assessment
3. Learn how to analyze multiple types of assessment, including standardized test scores, to make decisions about individual student learning needs, planning and teaching
4. Learn the importance of and methods for communicating assessment results (feedback) to students, parents, educators, and people outside the education profession
InTASC Standard #6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Wisconsin Teacher Standard #4: Assessment
Teachers know how to test for student progress. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

Course Resources

- Additional readings and resources will be provided by the instructor throughout the course. Document will be housed in shared Google folder **CU 270 for Students**
- All students should create a Google account for assignment submittal, presentation, document and resource sharing.

Course Assessments
1. Assessment Tasks(25%):
   a. Assessment design to include varied assessment types based on specific lesson *(after chapter 7)*
      i. Learner outcomes 1 / 3
   b. Rubric design *(after week 8)*
      i. Learner Outcome 1/2
2. Reflection papers as assigned (25%)
   - Learner Outcomes 1 / 2 / 3 / 4
3. Reading responses/discussion/presentations/group work (25%)
   - Learner Outcomes 1 / 2 / 3 / 4
4. Case Study (25%): Students will analyze multiple forms of assessment, including standardized test scores to provide a rich portrait of individual and classroom needs. Drawing on this analysis, students will offer next steps in planning and teaching.
   - Learner Outcomes 2 / 3 / 4

*Assessments will be assessed on a 4 point criterion based scale*
Course topics:

**Week 1: Introduction**
- Introduction to understanding assessment, coursework, building classroom community
  - Bring your laptop or other technology if available for all coursework
Prepare for Week 2  Read:  Chapter 1: Classroom Assessment: Every Student a Learner
  - Chapter 2: Clear Purpose: Assessment for and of Learning

**Week 2: What is Assessment?**
- Readings: Chapters 1/2/3
- Learning Activities focused on essential learnings
Prepare for Week 3: Read Chapter 4: Sound Design

**Week 3: Assessment Design and Types**
- Readings: Chapter 4: Sound Design
- Learning Activity focused on essential learnings
Prepare for Week 4: Read Chapter 5: Selected Response Assessment
  - Chapter 6: Written Response Assessment

**Week 4: Assessments; Selected Response / Written Response**
- Readings: Chapters 5 and 6: Discuss/summary/share out/essential learnings:
- Learning Activities focused on essential learnings:
Prepare for Week 5: Read Chapter 7: Performance Assessment

**Week 5: Performance Assessment and Putting It Together**
- Reading: Chapter 7: Performance Assessment
- Learning Activities focused on essential learning:
Prepare for Week 6: Read Chapter 8: Personal Communication as Classroom Assessment, Readings as assigned

**Week 6: Using Questioning/Discussion/Personal Communication in Assessment**
- Reading: Chapter 8: Personal Communication as Classroom Assessment, Readings as assigned
- Learning Activities focused on essential learning:
Prepare for Week 7: Read: As assigned

**Week 7: Using Data and Assessment in Instruction**
- Reading: As assigned
- Learning Activities focused on essential learnings
Prepare for Week 8: Designing Rubrics: Readings as assigned
  - Formative and Summative Assessments

**Week 8: Designing Rubrics / Using Summative and Formative Assessment**
Prepare for Week 9: The Power of Feedback: readings as assigned
Interview an educator about the importance of feedback and write a reflective paper.

Week 9: The Power of Feedback/Conferencing/Portfolios
- Readings: As assigned
- Learning Activities focused on essential learnings

Prepare for Week 10: Uses of Standardized Tests & Data Analysis readings as assigned

Week 10: Uses of Standardized Tests & Data Analysis
- Reading: As assigned
- Learning Activities focused on Essential Learning

Prepare for Week 11: Reading: Chapter 11: Portfolios

Week 11: Case Studies Part 1
- Readings: As Assigned
- Learning Activities focused on essential learning

Week 12: Case Studies Part 2
- Readings: As Assigned
- Learning Activities focused on essential learning

Prepare for Week 14: Prepare 3 critical questions about data, assessment, feedback, conferring to present to the panel guest speakers.

Week 13: Guest Speakers
Readings:
Learning Activities: Reflective paper on panel of Guest Speakers
Learning activities: prepare 3 critical questions about data, assessment, feedback, conferring etc... for the panel and write a learning reflection paper.

Week 14: Gallery Walk/Course Reflection

*This course is assessed by growth performance using 4 pt. proficiency rubric scale
1. Basic Evidence Understanding of Concepts and/or Performance Standards
2. Developing
3. Proficient
4. Distinguished

Course Expectations
- Weekly and timely attendance is required
- No late assignments will be accepted

Grading
95-100=A
Academic Policies and Assistance

- The Carroll University Writing Center is located in the Learning Commons. Writing assistants support students during any stage of the writing process including: brainstorming, developing, organizing and revising ideas.
- Library assistance for research and overall resource assistance is available.
- Technology center (New Hall).
- The instructor and the University reserve the right to modify, amend, or changes syllabus (course requirements, grading policy, etc.) as the curriculum and/or program require(s).
- Students with documented disabilities who may need accommodations, or any student considering obtaining documentation should make an appointment with Ms. Martha Bledsoe, Director of Services for Students with Disabilities, no later than the first week of class. She can be reached by calling 262-524-7335 or contacting her via email at mbledsoe@carrollu.edu.
- The statement below indicates the precise sanctions that will be imposed if a student is found guilty of violation of the academic integrity policy. “The Carroll University Academic Integrity Policy is located in your student handbook (https://my.carrollu.edu/ICS/Departments/Student_Affairs). I encourage you to familiarize yourself with it. If a student violates this policy in any way, I reserve the right to impose a sanction of failure on the assignment/assessment or failure in the course. If you have questions about appropriate citations, please ask.”