Summer 1: 2022
(Term dates: May 31 – July 2, 2022)
School of Education
The University of Texas at Tyler

Syllabus EDUC 5351.060
Assessment in Educational Settings
100% Online -- 3 Credits – (50106)

Last Day to Withdraw from Course: Summer I: Tuesday June 22, 2021

A. Instructor Information

Name:	Annamary L. Consalvo, Ph.D., Associate Professor, Literacy
Email:	aconsalvo@uttyler.edu **(best way to reach me)**
Office Address:	HPR 267; School of Education, 3900 University Blvd. Tyler, TX 75799
Office Phone:	(903) 565-5576
Office Hours:	By appointment (let me know what works for you) and/or Tues & Thurs 4:00-5:30pm. Email me to arrange: I will send you a Zoom link.

B. Course Description

From the catalog: *"Analysis and application of elements of pre- and post-assessment in educational settings including learning products and processes, learning environments and instructional decisions."*

C. Course Rationale and Knowledge Base(s)

This graduate level course builds upon the knowledge base and experiences gained in prior graduate and/or undergraduate coursework addressing ways in which educators examine whether and how student learning outcomes have been met.

Of the guiding Texas Educator Standards, the aims of this course pertain primarily to:

Standard (5) --Data-Driven Practice: *Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed* (see the full standard at the link or on page 13 of this syllabus).

D. Student Learning Outcomes (SLO) Aligned with State and National Standards and Assessments

#	Learning Outcome	Texas Educator Standards	ISTE Standards	Assessment
SLO 1	Develop a deeper understanding of the theory and research foundations underpinning best practices in assessment and evaluation of student learning.	Standard 1--Instructional Planning and Delivery.	ISTE 2.7a, 2.7b, 2.7c	Quizzes Assessment Design/Research

		Standard 5--Data-Driven Practice.		Assessment Arc of the Year
SLO 2	Gain knowledge and skill in considering ways in which assessment and evaluation come into play when differentiating instruction for all students, including those with varied literacy levels, socio-cultural, and linguistic backgrounds.	Standard 2--Knowledge of Students and Student Learning. Standard 3--Content Knowledge and Expertise.	ISTE 2.5b, 2.5c	Quizzes Assessment Design/Research Assessment Arc of the Year
SLO 3	Apply research-based approaches, methods, and materials for designing, implementing, and evaluating instruction to promote effective content learning.	Standard 5--Data-Driven Practice.	ISTE 2.4a, 2.6a	Unit (Re)Design Assessment Arc of the Year Assessment Design/Research

E. Course Projects, Evaluation and Grading: The assignments and projects outlined below are designed to contribute in a different, and yet complementary way in achieving the stated course objectives.

Tasks, and Points/Percentages (T=100 points=100%)

    a. **Bolded** and underlined numerals are what add up to **100 points**
    b. Course grade is calculated on total *percentage* (%) of overall grade.
    c. Grades available to you through Canvas online grade center
          * E-learning Activities-various & across term—**25.0 points (25/25=100%)**
          * Assessment Design/Research—**15.0 points (15/15=100%)**
          * Quizzes **25.0 points (25/25=100%)**
          *Assessment Arc of the Year **(15.0 points (15/15 =100%)**
          *Unit (Re)Design **(20.0 points 20/20=100%)**

Performance standards			
Points	**Percent**	**Grade**	**Standard**
90-100	90%	A	Outstanding
80-90	80%	B	Good
70-80	70%	C	Fair
60-70	60%	D	Poor
00-59	59% or below = "F"	F	Unacceptable

F. One Required Text. *Get the edition noted.*
All readings, quizzes, course expectations are based on the noted edition and not an earlier one.

Popham, W. J. **(2020).** *Classroom assessment: What teachers need to* know (9th ed.). Pearson.

    ISBN-13: 978-013-556910-8
    ISBN-10:   013-556910-9
    (get paperback or kindle; you are NOT required to get supplemental digital package).

UT-Tyler Bookstore
How to find your textbooks:
Homepage: https://uttyler.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=65060&catalogId=10001

- Click on upper tab that says "Textbooks" -- that will take you to a pull-down menu that says "Find Textbooks"
- The "Find Textbooks" click will take you to a page with four columns.
- You will see four columns -- one for Term (choose Summer 2022); one for Department (choose EDUC); one for Course (choose one you are enrolled in e.g. 5351); and, last, one for Section (usually only one choice -- but if there is more than one section, be sure you click on the section in which you are enrolled).

Important Note: *A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.*

REQUIRED and FREE:

Assessment Glossary provided by the **National Council on Measurement in Education:**
https://www.ncme.org/resources/glossary

Articles/chapters from various professional journals: Various articles pertinent to weekly topics, written by experts in various disciplinary area, as instructed in weekly modules. As a UT Tyler student, these (and many, many others) are available to you at no additional cost. Access them through the UT Tyler library portal.

HIGHLY RECOMMENDED!
PROFESSIONAL ORGANIZATION MEMBERSHIP
A student membership ($20-$40 depending on **your discipline**) in your content area's national professional organization:

    National **Science** Teachers Association **(NSTA)** http://www.nsta.org/membership/student.aspx
    National Council of Teachers of **Mathematics (NCTM)** http://www.nctm.org/membership/
    National Council of Teachers of **English (NCTE)** https://secure.ncte.org/store/individual-membership
    National Council of Teachers of **Social Studies (NCTSS)** http://www.socialstudies.org/membership
    National Association for Sport and Physical Education http://www.playgroundprofessionals.com/encyclopedia/n/national-association-sport-and-physical-education

National Association for Music Educators http://www.nafme.org
National Association for Art Educators http://www.arteducators.org

A membership in your discipline's national organization will give you access to your Specialized
Professional Associations (SPA) guidelines, policy statements, standards, position statements, lesson
plans, journals, invitations to professional engagement, and much more (NCTE, NCTM, etc.).

SOME ADDITIONAL RESOURCES

Access ERIC - a non-peer-reviewed, free database of educational research http://www.eric.ed.gov
American Association for School Librarians – Best Websites for Teaching and Learning.
http://www.ala.org/aasl/guidelinesandstandards/bestlist/bestwebsitestop25
Edutopia: What Works in Education. The George Lucas Foundation http://www.edutopia.org/
Top Ranked Websites for Teachers: http://websites4teachers.com/
Texas Essential Knowledge and Skills (TEKS): http://www.tea.state.tx.us/teks
TEA's Clearinghouse for Best Practices: http://www.tea.state.tx.us/bestprac/

Recommend that you Bookmark:
*UT Tyler student portal (e.g. Canvas, Bookstore, etc.): https://www.uttyler.edu/students/
 *UT Tyler Muntz Library https://www.uttyler.edu/library/

G. Assignment Descriptions & Course Policies

#1) E-learning Activities -- various *discussions and activities* 25 points(25/25=100% grades taken incrementally.

Description: Because this is a graduate level course, expectations are high for active engagement
and substantive contributions to class activities, with timely completion of readings and related
activities. Active engagement entails making sustained and substantive contributions by
completing assigned readings on time, asking critical questions (of the readings, of yourself, of
colleagues), collaborating with others asynchronously, and exploring implications and
applications of knowledge gained for your own professional work.

And, as graduate students, it is critical that you read deeply and engage in a productive and
collegial manner with your professional community (us) in order to grow. Through weekly
assigned opportunities for asynchronous (and sometimes possibly synchronous) activities.

 Other E-Learning activities may include in order of likelihood:
- o Self-chosen learning goal/target (out-of-school) across two or more weeks with specific
  parts due each week (formative). Ending in a summative performance-based self-
  assessment.
- o 1:1 or small group appointment with the instructor.
- o Small group work.
- o Sharing of major projects via structured presentations.
- o Discussion board posts in large and/or small groups.
- o A whole class *Pinterest board* or other time-limited social media experiment, such as
  joining *Twitter chats* for content educators.
- o Notebook work that may entail vocabulary/glossary work and other emergent activities
  based on the needs of the course.

Evaluation: Your E-Learning Activities' responses will be evaluated on the level of
engagement (for example, in a discussion, how often and when you contribute to the
discussions), the quality of the contributions made (how thoughtful and substantive your

contributions are), and the professionalism you exhibit when responding to assigned discussion topics or issues (how respectful and considerate you are to discussion forum members).

Guidelines for all discussions:

WHEN POSTING: When responding to assigned readings or activities via discussion forums, I suggest using the following questions as a *general guide for organizing your responses*:

    a. What are the main point(s) or issue(s) raised in the assigned readings?

    b. What are some of your own connections to the readings via your life experiences, your observations, your readings or viewings of other text/film/media?

    c. What are the strengths and weaknesses (or limitations) of the main points outlined, arguments made, or solutions provided?

    d. In what ways will the knowledge gained from the assigned reading(s) or activities help you enhance your role and/or work as a classroom teacher, reading specialist, or literacy coach?

    e. What are you thinking about *differently* as a result of this/these reading(s)? What questions does it raise for you?

    f. Posts should be approximately two full paragraphs in length (or longer). And, always CITE the text and page.

WHEN COMMENTING TO CLASSMATES: Reply thoughtfully, and carefully. Refer to specific comments for which you can give your colleague positive reinforcement. Also, if you disagree, do so tactfully (e.g. "I wonder what it might look like if…." Or "Have you considered taking a look at …..?). And, use your I-Statements (e.g. "Reading your post helped **me** connect your point to my 8th grade PLC because….." Or, "**I** sometimes get confused by arguments for standardized testing because…."). **Be specific, be tactful, and act as a thinking-partner** ☺**.** Any comment should be substantive and in the range of 50 to 100 words in length.

#2) Assessment Design/Research: 15.0 points (15/15=100%)

This assignment will give you **the opportunity to design an assessment** based on your content area and your interests. The idea is to learn how to look up interesting and current research around assessment and consider ways that specific aspects can be put into practice. This assignment can be tied to your other work in this class.

First, using the UT Tyler library portal, you will find two current (2016-2022) scholarly articles on one kind of assessment discussed in Popham (2020)-- specifically those addressed in chapters 6, 7, 8, 9, 10 & 12. The idea is for you to get some classroom use insight as well as some research-based confidence in the efficacy of a particular kind of assessment. For example, if you were an English teacher interested in portfolios, you would look up two research articles that address the use of portfolios. Second, you will do charted summaries and take-aways for each (I will show you how to do this). Third, you will then design an original assessment based on your interests, and your research. Fourth, you will explain what your assessment is supposed to measure and why including using citations from both articles. Fifth, sharing with the class will be an expectation of this learning sequence. Others will comment on your work and you will comment on the work of classmates. Specific instructions will shared in a timely manner.

#3) Quizzes (25/25 =100%).

Description: You will be quizzed weekly over whole-class assigned readings from the textbook.

Sixteen chapters. Research shows that quizzes help to reinforce learning[1]. Multiple choice, True-False, and Essay are among the question formats that may be used.

#4) Assessment Arc of the Year: 15 points (15/15=100%)

Description: Completing components across two weeks, this project invites students to consider district assessments and calendars, scope and sequence, challenges students frequently face in benchmarks, and the opportunity to redesign curriculum. Students will complete portions in three phases before turning in a single refined product.

Whole project due at the end of Week 2. Specific instructions to follow.

Overview

Phase 1: Students will find and download a district's testing calendar that includes STAAR and benchmarks. Students will create a table in Word, month by month, that shows each of the assessments that pertain to their own content area and grade band. Due at the end of Week 1.

Phase 2: Students will find the same district's Scope and Sequence for your content area and grade band. Ask yourself, "What do my students have difficulty with in the January benchmarks? Find your students' challenge area on the Scope and Sequence. Are they mis-aligned? Suggest a different time frame of teaching so that students are successful on the January benchmark. Due at the end of Week 1.

Phase 3: Using your assessment calendar, and scope and sequence document, and the holes you've discovered in students' benchmark scores, sketch out what you'll teach across the year and locate your own teaching assessments in alignment. Be sure to include at least two formative and two summative assessments PER GRADING PERIOD (i.e. every nine weeks). Write a rationale that explains what you did and WHY this will help student learning outcomes. Final polished version due at the end of Week 2.

#5)_Unit (Re)Design_(20 points 20/20=100%)

Description:

Using the work you will do in the Assessment Arc of the Year, you will then (re)design a three-week unit and align your curricular goals and objectives with state standards (TEKS). Provide a substantial rationale statement of no fewer than 1000 words that provides justification for why this unit and what to do with it in this opportunity to redesign it. What about it did not work well before? How do you know? How will that change? What are you expected (or hoped-for) outcomes? Align activities with Bloom's revised taxonomy and **provide layers of formative assessments that lead, intentionally, to students' success in summative assessment(s).** Clear descriptions of activities will be provided that are sufficiently detailed as to be understandable to a fellow educator. A calendar of activities and assessments will be included. Provide no fewer than nine formative (3 per week) and three summative (1 per week) assessments and illustrate their alignment across standards, scope and sequence, Bloom's, and the district testing calendar. All assessments should be fully developed and attached, ready to hand to students/parents/administrators. Specific instructions to follow

---

[1] Benefits of testing memory: Best practices and boundary conditions.
Roediger III, Henry L.; Agarwal, Pooja K.; Kang, Sean H. K.; Marsh, Elizabeth J. Davies, Graham M. (Ed); Wright, Daniel B. (Ed), (2010). *Current issues in applied memory research. Current issues in memory.*, (pp. 13-49). New York, NY, US: Psychology Press, xiii, 262 pp

COURSE POLICIES

Everything *Canvas*: http://www.uttyler.edu/canvas/

TECHNOLOGY: Internet; email; Canvas
Technology will serve as our main tool for communication. Important announcements and readings will be posted on Canvas. UT-Tyler email and emails generated through Canvas will be utilized as a communication tool, as well.
This is an online course – it is up to you to have reliable and continuous access to high speed internet. This class is formatted for computer use – that is, laptop or desktop.

- **It is expected that you will check your UT-Tyler email daily**, and Canvas regularly for information and announcements.
- **It is expected that everyone will have and use his/her email account associated with UT-Tyler and keep their information current with the university.**
- IMPORTANT: You have elected to take an online class, and it is your responsibility to find and maintain a stable internet connection. I suggest you locate two or three back up Wi-Fi friendly sites (e.g. Starbucks, your local public library; a friend or family member's home) in the event that your home internet service fails.
- IMPORTANT: If you elect to go on a vacation or otherwise travel, it is still your responsibility to turn in your work, online, on time.

Technology Troubles?
Start here: http://www.uttyler.edu/canvas/

For any difficulties associated with technology, you may contact **IT Support** on their 24/7 student webpage, http://www.uttyler.edu/it/support/student-support.php
Or by phone, 800-UT TYLER or 903-565-5555 or, by email itsupport@uttyler.edu

Computer Literacy Requirement

You are expected to use word processing for all assignments (unless otherwise instructed); that is, a document submitted in Plain Text is not acceptable, while Times New Roman in MS Word, is acceptable. All assignments (unless instructed otherwise) must be typed, doubled-spaced and formatted in APA style. As students at UT-Tyler, you have access to **deeply discounted software** – check it out:
http://www.uttyler.edu/it/it-purchases.php
https://store.hied.com/select/go/uttyler

When you post something to a Discussion Forum, copy and paste your text into the message pane; do *not attach a document unless* the assignment specifically instructs you to do so. **Do not expect us to open your documents to read your post or your response. We won't. You'll lose points.**

Online discussions (Discussion of various kinds on various platforms), as well as Power Point (Prezi; Keynote) presentations may also be a feature of this class.

PDF is the most stable of the formatting options; however, MS Word will work for uploading most assignments.

Internet research: Throughout this course, you will be expected to use the Internet as a source of communication and research, as well as that of library sources.

UT-Tyler Online Library: As a student at The University of Texas at Tyler, you are paying for and have access to a robust and networked university library and professional librarians whose job it is to help you. *You are expected to use the library, and to ask for help when you need it.* http://library.uttyler.edu This link is the homepage of the UTT library, visit it and note the CHAT feature. This can be a lifesaver!!!! Check out this help page too http://library.uttyler.edu/help

Clear identification of work: Name, Date, Topic
All work must be neat, paginated, proof read, and properly identified with your name and page number on subsequent pages. All files and posts must be labeled logically and informatively (e.g. Consalvo_Text Set; or Consalvo_Short Bio_meet & greet; or, Consalvo_Final Learning Portfolio_date). At the top of your submitted work, you must have your first and last name, name of assignment, date due, date completed (if applicable). I *will not spend my time* figuring out (for example) what chapter questions you have turned in if it is not clearly stated in your heading. You will get a zero.

Plan for Printing and Scanning
You may discover that you need to work both on- and off-line. Some readings and some writing tasks are simply better learning experiences done using paper and pencil. To that end, it is important that you establish immediately **regular and reliable access to printing and scanning services** whether you own your own printer, or that you locate two or three printers on campus and understand how they work, how to pay for copies, etc. Or, you may need to find out where the nearest copy shop is to you and set aside money for that. Access to a scanner can be a lifesaver – as some assignments may require you to hand draw or write, and to scan in those documents as a required part of the assignment as a whole.

Neatness and professionalism in submitted work:
> **I will not accept bits and pieces of assignments, rather, it is up to you to compile your projects and submit each as a single and continuous pdf.** To do this you may have to 1) format each individual page; 2) print it out; and/or 3) scan it in to make a single pdf out of the whole document. This is where access to a print shop, like Staples; Kinkos, or Office Max can be a life-saver. If you, for example, submit an article, found on a website, in your Text Set, be sure to format it neatly and remove any ads or extraneous verbage or pages. The design of your work is an important factor in its readability.

APA Citation help:
> Correct attribution of work that someone else did is expected of an educated person.
> In this class**, *as educators*, you will adhere to the accepted "style" called APA** – for the American Psychological Association. APA (7th) is the style required of the social sciences of which education is one sub-field.

> **The OWL at Purdue**: The Online Writing Lab at Purdue University AKA **The OWL at Purdue** is a powerhouse of accessible, understandable, correct, and relevant resources for you; use it!
>> The OWL at Purdue
>> o http://owl.english.purdue.edu/owl/section/2/10/
> Here at UT-Tyler, we have many citation resources available to you.
> Style and Citation Guides available through UT-Tyler
>> o http://libguides.uttyler.edu/citations

Timeliness and Participation: REALLY IMPORTANT!

Since this class meets online, you are expected to keep up with assignments (readings, discussions, etc.), and to complete and turn them in according to timeline in the syllabus' Activities Schedule and/or by the timeline on any given assignment's handout. To not do so WILL affect your grade. Assignments are due on the day and by the time on which they appear in the syllabus's Activities Schedule.

As a professional development class, engagement in every session is critical for ongoing building of your knowledge. As such, you are expected to complete all assignments to the best of your ability and according to the timelines established. Moreover, you are to communicate with the instructor regarding any extenuating circumstances that may arise, in advance. Your timeliness and participation are factored into my assessment of your readiness and suitability for the being a teacher-leader and are factored into your grades.

Students who must miss a number of classes due to extenuating circumstances should contact the Dean's Office.

Students are responsible for all work despite any missed modules/classes.

Late/Incomplete Work

Unless otherwise stated, all work will be completed and turned in on the day, and by the time it is due. Late assignments without prior, written permission from the instructor or without the presence of documentable (by you), extenuating circumstances will result in a lowering of the assignment grade. If you have gotten written instructor permission, print out the email and attach to your work. I am not responsible for keeping track of such matters. It falls on you to present your documentation in a professional manner.

How the Grading Works for Late Assignments:

For each day that an assignment is late, the final grade will be docked one letter grade for up to three days, assuming that it is "A" quality work; then, on day #4, it reverts to 50%; then, on day #6 the grade reverts to zero.

Ten Suggestions for Success in Course

1. Do all of the readings – Not completing the readings is always very tempting. However, you will find it much more challenging to participate in discussion, or write convincing rationales, and your learning will be impacted.
2. Do your homework for each class; including participating in Discussions.
3. Keep your materials organized. Visit and re-visit your files, folders, binders, cases. All course materials require tending and reorganizing across a semester - -whether online or in a face to face environment.
4. Print out and read and re-read the syllabus. Print out and read and re-read assignment instruction handouts. Check items off as they are completed.
5. Make connections between readings; learn to think about ways strategies CAN be tweaked to serve adolescent students –whether you currently teach adolescents or not.
6. PARTICIPATE IN DISCUSSION – Some of the best insights for understanding texts and deciding on topics for essays comes from sounding ideas off of other people; use the discussion settings as opportunities to do this. Also, the class will be more interesting for everyone if there is lively discussion.
7. Drafts of projects – The importance of working on early drafts and soliciting feedback cannot be stressed enough. Turning in papers that have not been reread, revised, and proofread will result in a lower grade. Most importantly, you will produce better work if you give yourself time to think through various concepts. I strongly suggest that you use the UT Tyler Writing Center's online services.
8. Plan ahead.

9. Outside reading – It is perfectly appropriate and is encouraged for students to do readings and research outside of what is assigned; this will help to generate more discussion in class and will make writing easier.
10. **Talk to me** – If there is a problem or a question, please communicate with me.

(5) Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.
 (A) Teachers implement both formal and informal methods of measuring student progress.
    (i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.
    (ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.
 (B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.
    (i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.
    (ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.
    (iii) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.
 (C) Teachers regularly collect, review, and analyze data to monitor student progress.
    (i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.
    (ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.
 (D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.
    (i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.
    (ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

UNIVERSITY POLICIES
UT Tyler Honor Code
Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click here.
*   Students Rights and Responsibilities
*   Campus Carry
*   Tobacco-Free University
*   Grade Replacement/Forgiveness and Census Date Policies
*   State-Mandated Course Drop Policy
*   Disability Services
*   Student Absence due to Religious Observance
*   Student Absence for University-Sponsored Events and Activities
*   Social Security and FERPA Statement
*   Emergency Exits and Evacuation

- Student Standards of Academic Conduct

UT Tyler Resources for Students:
- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, http://www.uttyler.edu/writingcenter/
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, https://www.uttyler.edu/tutoring/
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) https://www.uttyler.edu/counseling/

University Guidelines, Links and Policies

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.
Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of Texas Education Standards can be accessed here.

Access the Code of Ethics and Standard Practices for Texas Educators.

		FULL *TENTATIVE* COURSE SCHEDULE
Important notes *The instructor reserves the right to change assignments and due dates to meet the needs of the class. *Every effort will be made to provide reasonable notice to students of no less than 24 hours and will be communicated via Announcements and/or class E-mail. *Details will be posted in each module for each week's activities: *One week=one module. *I will have each week's module up BY Monday at 5pm. *All student work for a given week is due the following Sunday BY 11:59pm: EXCEPTION IS WEEK 5 – CAREFULLY NOTE DATES IN WEEK 5.		

Week	Module & date up	Activities, Assignments & Due Dates

1 of 5	Module 1
	
	Tuesday 5/31/22 to Sun 6/5/22
		Orientation to the course; Bloom's taxonomy
		*Lectures:
		    1) Lecture: Overview of course
		    2) Content Lectures:
		        a) Bloom's Taxonomy and Assessment;
		        b) Assessment Literacy
		    4) Lecture-Assignment: Arc of the Assessment Year (Final product due by end Wk 2)
		
		READ
		<u>Textbook : Popham (2020) Chapters 1-4 pp. 1-126.</u>
		    1-Why do teachers need to know about assessment? (1-33)
		    2-Deciding what to assess (34-73)
		    3_Reliability of assessment (74-96)
		    4_Validity (97-126)
		
		  ➤ DUE Phases 1 & 2 of Arc of Assessment Year (consult instructions)
		  ➤ DUE Quizzes over Chapters 1, 2, 3, & 4
		  ➤ DUE: Discussion
		      o E-Learning Activities TBD

2 of 5	Module 2 Mon. 6/6/22 to Sun. 6/12/22	Issues of Fairness in Evaluation
		*Lectures
		    1) Content Lectures
		        (a): Kinds of tests and fairness;
		        (b): A walk-through of a meta-analysis on classroom assessment fairness practices.
		        c) Selected and constructed responses
		
		    2) Lecture-Assignment: Assessment Design/Research (Final product due end Week 3)
		
		READ
		<u>Textbook </u>Popham (2020) Chapters 5, 6, 7, & 8 (pp. 127-226)
		    Chapter 5 Fairness (127-153)
		    Chapter 6 Selected-response tests (154-179)

		Chapter 7 Constructed-response tests (180-201)
		Chapter 8 Performance assessment (202-226)
		Article:
		      Rasooli et al. (2018). Classroom assessment fairness.
		
		E-Learning Activities:
		➢ DUE Phase #3-Assessment Arc of the Year **(Whole Project)**
		➢ DUE Quizzes over Chapters 5, 6, 7, & 8.
		➢ DUE: Part #1: Design Assessment assignment
		➢ DUE: Discussion
		      ○ E-Learning Activities TBD

3 of 5	Module 3
	Mon.
	6/13/22 to
	Sun.
	6/19/22
		Portfolio & Affective Assessments
		*Lectures
		    1) Content Lectures:
		      a) Portfolio assessment
		      b) Affective assessment
		    2) Lecture-Assignment Instructions: Unit (Re)Design (due Wk 5)
		
		READ
		Textbook : Popham (2020) Chapters 9-12 pp. 227-308.
		    9-Porfolio assessment (227-243)
		    10-Affective assessment (244-264)
		    11 Improving teacher-developed assessments (265-283)
		    12_Formative assessment (284-308)
		
		E-Learning Activities:
		➢ DUE: Part #2: Design Assessment assignment **(Whole Project)**
		➢ DUE Quizzes over Chapters 9. 10, 11, & 12
		➢ DUE Unit (Re)Design (draft part A)—What will you (Re)Design and why? (one paragraph)
		➢ DUE: Discussion over Design Assessment
		      ○ E-Learning Activities TBD

→	"W"	Last Day to Withdraw from Course: Summer I: Tuesday June 21, 2022

4 of 5	Module 4
	Mon.
	6/20/22
	to Sun.
	6/26/22
		Evaluation of instruction
		*Lectures
		    2) Content Lectures
		      a) Standardized testing and preparation
		      b) The evaluation of instruction
		      c) Appropriate and inappropriate test preparation practices
		      d) Assessment-based grading
		READ
		Textbook : Popham (2020) Chapters 13-16 pp. 309-410.
		    13-Making sense out of standardized test scores (309-340)
		    14-Appropriate and inappropriate test preparation practices (341-355)
		    15_The evaluation of instruction (356-388)
		    16_Assessment-based grading (389-410)
		
		E-Learning Activities:

		➢ DUE Quiz(zes) over Chapters 13, 14, 15, & 16 ➢ DUE Unit (Re)Design (part B) ➢ DUE: Discussion o E-Learning Activities TBD

5 of 5
Short
Week
	Module 5
	Mon.
	6/27/22
	to
	Thursday
	6/30/22
	Last regular class day for Summer 1.
		Finishing Strong: Actualizing the Purposes of Assessment
		
		*Lecture
		     Content Lecture: What is "assessment culture"?
		
		     READ
		          Article: Assessment culture
		
		E-Learning Activities:
		➢ DUE Unit (Re)Design BY **Thursday June 30** by 11:59pm **(Whole Project)**

Final	**Fri. 7/1/22** → Final day, as designated by UT Tyler	Issues in assessment: Where will we be in 5, 10, or 15 years around assessments? Read one of three choice articles and post *by 11:59pm.