

✓ 10 day
✓ Posted

24-GCCh.

OCT 19 2015
FORMAT 2

Submit originals (including syllabus) and one copy and electronic copy to the **Faculty Senate Office**
See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL
Attach a syllabus, except if dropping a course.

SUBMITTED BY:

Department	Education/Graduate	College/School	School of Education
Prepared by	Jane Monahan	Phone	474-5362
Email Contact	jmonahan@alaska.edu	Faculty Contact	Anne Armstrong abarmstrong@alaska.edu

1. COURSE IDENTIFICATION: As the course now exists.

Dept	ED	Course #	F686	No. of Credits	3
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COURSE TITLE	Assessment and Testing in K-12 Public Schools
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2. ACTION DESIRED: ☒ Check the changes to be made to the existing course.

Change Course	<input type="checkbox"/>	If Change, indicate below what is changing.	Drop Course	<input type="checkbox"/>
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NUMBER	<input type="checkbox"/>	TITLE	<input type="checkbox"/>	DESCRIPTION	X
PREREQUISITES*	X	FREQUENCY OF OFFERING			<input type="checkbox"/>

*Prerequisites will be required before a student is allowed to enroll in the course.

CREDITS (including credit distribution)	X (3+0+1)	COURSE CLASSIFICATION	<input type="checkbox"/>		
ADD A STACKED LEVEL (400/600) Include syllabi.	<input type="checkbox"/>	Dept.	<input type="checkbox"/>	Course #	<input type="checkbox"/>

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online – see URL at top of this page.

ADD NEW CROSS-LISTING	<input type="checkbox"/>	Dept. & No.	<input type="checkbox"/>	Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.
STOP EXISTING CROSS-LISTING	<input type="checkbox"/>	Dept. & No.	<input type="checkbox"/>	Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.
OTHER (specify)	<input type="checkbox"/>			

3. COURSE FORMAT

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council and the appropriate Faculty Senate curriculum committee. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

COURSE FORMAT: (check all that apply)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	X <input type="checkbox"/> 6 weeks to full semester
OTHER FORMAT (specify all that apply)	<input type="checkbox"/>					
Mode of delivery (specify lecture, field trips, labs, etc.)	<input type="checkbox"/>					

4. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found in Chapter 12 of the curriculum manual. If justification is needed, attach separate sheet.)

H = Humanities ☐ S = Social Sciences ☐

Will this course be used to fulfill a requirement for the baccalaureate core?

YES ☐

NO ☐

IF YES*, check which core requirements it could be used to fulfill:

O = Oral Intensive, ☐

W = Writing Intensive, *Format 7 submitted ☐

X = Baccalaureate Core ☐

*Format 6 also submitted ☐

- 4.A *Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.*

YES ☐

NO ☐

5. **COURSE REPEATABILITY:**

Is this course repeatable for credit?

YES ☐

NO ☐

X ☐

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?

TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

6. **COMPLETE CATALOG DESCRIPTION** including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording ~~strike through old wording~~ and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)

Example of a complete description:

PS F450 Comparative ~~Aboriginal~~ Indigenous Rights and Policies (s)

3 Credits

Offered As Demand Warrants

Case study Comparative approach in ~~assessing~~ analyzing Indigenous rights and policies in different nation-state systems. ~~Seven Aboriginal situations~~ Multiple countries and specific policy developments examined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)

ED F686 Assessment and Testing in K-12 Public Schools

3 Credits

Offered Spring

Designed to provide students with a basic knowledge of assessment in K-12 public schools. Students will be required to gain a basic understanding of assessment in Alaska and to gain the confidence to interpret, analyze and discuss various, multiple and alternative assessments common in the U.S. public school system, as well as standardized tests. Issues surrounding the history of educational accountability, content standards, instructional objectives and the goals of the K-12 curriculum will be discussed. Prerequisites: Admittance to the M.Ed. program, or permission of instructor. Recommended: Successful completion of ED F630; ED F601; ED F612. (3+0)

7. **COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:**

ED F686 Assessment and Testing in K-12 Public Schools

3 Credits

Offered Spring

~~Designed to provide students with a basic knowledge of assessment in K-12 public schools. Students will be required to gain a basic understanding of assessment in Alaska and to gain the confidence to interpret, analyze and discuss various, multiple and alternative assessments common in the U.S. public school system, as well as standardized tests. Issues surrounding the history of educational accountability, content standards, instructional objectives and the goals of the K-12 curriculum will be discussed. Prerequisites: Admittance to the M.Ed. program, or permission of instructor. Recommended: Successful completion of ED F630; ED F601; ED F612. (3+0)~~

A foundational knowledge of assessment in K-12 public schools, includes interpretation and analysis of multiple and varied assessments. Common national and international assessment is examined. Assessment design practice connects standards, goals, and learning experiences with varied assessment to document student learning and support curricular decisions. Fieldwork required. (3+0+1)

8. **GRADING SYSTEM:** Specify only one.

LETTER:

☒ X

PASS/FAIL:

☐

9. **ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

Little impact is anticipated. Course numbers may increase due to removing prerequisite requirements.

10. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

☐

Yes

☒ X

Proposed change does not require a change to library collection.

11. **IMPACTS ON PROGRAMS/DEPTS:**

What programs/departments will be affected by this proposed action?

Include information on the Programs/Departments contacted (e.g., email, memo)

This change impacts only student in the Master of Education program.

12. **POSITIVE AND NEGATIVE IMPACTS**

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

Positive – updated description provides a better picture of the course. Adding “fieldwork required” informs potential students they will spend time outside of class to satisfy the course requirements. Removing prerequisites may increase class enrollment.


13. **JUSTIFICATION FOR ACTION REQUESTED**


The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

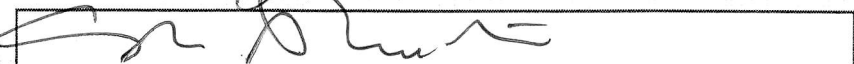
ED 686 has traditionally required 10 - 12 hours of fieldwork in a P-12 school or community setting. The hours are a natural part of the culminating project in the course. Adding the words ‘fieldwork required’ makes this requirement known to potential students. The accrediting body for the School of Education CAEP (formerly NCATE) requires all graduates from an initial teacher certification program or advanced (master’s) program to participate in fieldwork activities. Adding this language to the course description represents to CAEP we are meeting this requirement.

Removing the prerequisite classes and the program admission requirement brings ED 686 in line with other graduate education courses and opens the course for more students. This helps serve two groups: teachers, who are non-degree seeking students, looking for a class to satisfy recency requirements for teacher certification; and M. Ed. students in other concentration interested in this course as an elective. The content in the prerequisite courses listed is not necessary for student success in ED 686. Degree and non-degree seeking students may take the course; admission to the program is not required.

APPROVALS: (Forms with missing signatures will be returned. Additional signature blocks may be added as necessary.)

	Date	6 Oct 2015
Signature, Chair, Program/Department of: <u>Cindy Fabbri, Graduate Education, School of Education</u>		

	Date	10/9/15
Signature, Chair, College/School Curriculum Council for: <u>Gary Jacobsen, School of Education</u>		

	Date	10/12/15
Signature, Dean, College/School of: <u>Stephen Atwater, Interim Dean, School of Education</u>		

Offerings above the level of approved programs must be approved in advance by the Provost (e.g., non-graduate level program offering of a 600-level course):

 Signature of Provost (if applicable)	Date	
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ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

 Signature, Chair Faculty Senate Review Committee: ___Curriculum Review ___GAAC ___Core Review ___SADAC	Date	
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Note: If removing a cross-listing, you may attach copy of email or memo to indicate mutual agreement of this action by the affected department(s).

If degree programs are affected, a Format 5 program change form must also be submitted

University of Alaska Fairbanks Spring 2016 January 14– May 5, 2016
ED 686-__ Assessment and Testing in K-12 Public Schools 3 credit CRN
 E-learning class Synchronous meetings: Wednesday 01/27, 02/17, 03/23, & 04/20, 6:00-8:00 pm

Anne Brenner Armstrong, Assistant Professor abarmstrong@alaska.edu ph: 907-474-6670
 Office: 714C Gruening fax: 907-474-5451 Office hours: 1:30-3:30 pm T/R or by appointment

Course Description

A foundational knowledge of assessment in K-12 public schools, includes interpretation and analysis of multiple and varied assessments. Common national and international assessment is examined. Assessment design practice connects standards, goals, and learning experiences with varied assessment to document student learning and support curricular decisions. Fieldwork required. (3+0+1)

Participants must be able to access Blackboard. Computer access during class is required. Some class meetings / discussions will be held synchronously or through Blackboard. Participants are required to use APA style [Publication Manual of the American Psychological Association, 6th ed.]

Successful completion of the course will result in three semester hours of graduate credit, applicable toward a Masters in Education degree.

~~Prerequisites: Completion of ED F630, ED F601, ED F612.~~ Prereqs removed.
 XXX

Required Texts

Popham, W.J. (2014). *Classroom assessment: What teachers need to know*. Boston, MA: Pearson.
 Wiliam, D. (2011). *Embedded formative assessment*. Bloomington, MN: Solution Tree Press.

Supplementary Texts and Readings

Calkins, L., Ehrenworth, M. & Lehman, C. (2012). *Pathways to the Common Core*. Portsmouth, NH: Heinemann.
 Chappuis, J., Stiggins, R., Chappuis, S. & Arter, J. (2012). *Classroom assessment for student learning: Doing it right—using it well*. Boston, MA: 2012.
 DuFour, R., DuFour, R., Eaker, R. & Many, T. (2006). *Learning by doing: A handbook for professional learning communities at work*. Bloomington, MN: Solution Tree Press.
 Jones, C. J. (2008). *Curriculum-based assessment: The easy way to determine response-to-intervention*. Springfield, IL: Charles C. Thomas Publisher, LTD.
 Marzano, R.J. (2010). *Formative assessment & standards-based grading*. Bloomington, MN: Marzano Research Laboratory.
 Popham, W.J. (2010). *Everything school leaders need to know about assessment*. Thousand Oaks, CA: Corwin.
 Stevens, D. & Levi, A. (2005). *Introduction to rubrics*. Sterling, VA: Stylus.
 Stiggins, R.J. & Chappius, J. (2012). *An introduction to student-involved assessment for learning*. 6th ed. Boston, MA: Pearson.
 Stewart, V. (2012). *A world-class education: Learning from international models of excellence and innovation*. Alexandria, VA: ASCD.
 Vinovskis, M. (1998). *Overseeing the nation's report card: The creation and evolution of the National Assessment Governing Board (NAGB)*. University of Michigan: Institute for Social Research.

Required Articles (Article Reviews)

Construct a 250-word review of content (author's stance, main points and issues) **and reflection** (connection to prior curricular experience); **be prepared to discuss on Blackboard**.

Due	Article Review Options
1/27	Voogt, J. & Roblin, N.P. (2012). A comparative analysis of international frameworks for 21 st century competencies: Implications for national curriculum policies. <i>Journal of Curriculum Studies</i> , 44:3, 299-321.
2/03	Gritzmacher, H. & Gritzmacher, S. (2010). "Referral, assessment, and placement practices used in rural school districts with Native American students in special education. <i>Rural Special Education Quarterly</i> , 29:2, 4-11.

Required Articles: Class Discussion

- Darling-Hammond, L., and McCloskey, L. (2008). *Assessment for learning around the world: What would it mean to be internationally competitive?* Phi Delta Kappan, 90, no. 4 (December): 263-272.
- Estrin, E. T. & Nelson-Barber, S. (1995). Issues in cross-cultural assessment: American Indian and Alaska Native students. *Far West Laboratory Knowledge Brief* 12.
- Lane, S., Zumbo, B., Abedi, J., Benson, J., Dossey, J., Elliot, S., Kane, M., Linn, R., Paredes-Ziker, C. (2009). *Prologue: An Introduction to the evaluation of NAEP*. Applied Measurement Education 22:309-16.
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Course Standards

M. Ed. Standards

- I. Candidates in the Master of Education program think critically. Critical thinking is the process of analytical thinking involving synthesis, evaluation, and reconstruction of thinking.
- II. Candidates in the Master of Education program generate and share knowledge.
- IV. Candidates in the Master of Education program demonstrate awareness of diversity.

Alaska Teacher Standards

1. A teacher can describe the teacher's philosophy of education and demonstrate its relationship to the teacher's practice.
2. A teacher understands how students learn and develop, and applies that knowledge in the teacher's practice.
3. A teacher teaches students with respect for their individual and cultural characteristics.
4. A teacher knows the teacher's content area and knows how to teach it.
5. A teacher facilitates, monitors, and assesses student learning.
7. A teacher works as a partner with parents, families, and the community.
8. A teacher participates and contributes to the teaching profession.

Course Goals

- Class assessment appropriate for K-12 students, including special needs students, will be constructed, reviewed and analyzed.
- Assessment will be studied from the roles of student, parent, educator, school district and state (including fieldwork.)
- State, national and international curriculum and assessment alignment will be examined and debated.
- Assessment and evaluation will be analyzed from the policy level to the classroom level, within Alaska, nationally and internationally.

Student Learning Objectives/Outcomes

Upon completion of the course the participant will be able to

- explain the history of assessment relative to the development of public education;
- correlate classroom testing to comprehensive assessment and evaluation of student progress incorporating standards and curriculum;
- align suitable learning expectations and tasks for formative, summative and normative assessment;
- analyze normed tests for validity, reliability and assessment bias;
- justify the choice of assessment and selection of assessment resources based upon the specific learning need;
- develop a resource bank of traditional and electronic resources in the field of curricular and assessment.

Evidence of Learning/Evaluation		Due Dates
10%/40 pts. • 2 Article Reviews from required articles		Jan. 27, Feb. 03
30%/ 120 pts. • Learning Assessment Organizer*		Mar 10
10%/ 40 pts. • Visual Presentation Report of an Aptitude or Achievement Test		Mar 24
30% 120 pts. • Research Presentation of an assessment-related issue		Apr 21
• Research Paper of an assessment-related issue*		Apr 28
CHG		
30% 120 pts. • Research of Assessment Issue		April 21
CHOICE 1: Addition to your project or thesis of a related assessment issue		
OR 2. Mid-term Essay: Critique of Assessment in Context and		
Final Essay: Synthesis of Assessment issue		
10% / 40 pts. • Class assignments, Anecdotal Bibliography		
10% / 40 pts. • Participation, Discussion, Peer Response		
20%/ 80 pts. • Mid-term Essay *		Mar 3
• Final Exam		May 4
* Critical assignments for standards documentation		

ED 686 Calendar Spring 2016 E-learning Course GQ=Guiding Question; LO=Learning Objective

Jan 20	<p>GQ: How does international assessment impact American educational policy and practice? LO: 1. Explain the history of assessment relative to the development of public education. 2. Develop a resource bank of resources in the field of curriculum and assessment.</p> <p>Assignments due Jan 27: 1.Submit your Bio on Wiki. 2. Search National Assessment of Educational Progress (NAEP) online. Locate two three resources that you feel should be shared with the class and post their citations followed by an annotated bibliography of each resource on the wiki under NAEP. 3. Preview DEED website assessment resources</p> <p>Required reading for Article Review due Jan 27 Voogt, J. & Roblin, N.P. (2012). A comparative analysis of international frameworks for 21st century competencies: Implications for national curriculum policies. <i>Journal of Curriculum Studies</i>, 44:3, 299-321.</p> <p>Readings due next class</p> <ul style="list-style-type: none"> • The Case For Growth: Why Measure Student Learning NWEA, 2014 • Darling-Hammond, L., and McCloskey, L. (2008). <i>Assessment for learning around the world: What would it mean to be internationally competitive?</i> Phi Delta Kappan, 90, no. 4 (December): 263-272. • Lane,S.,Zumbo,B.,Abedi,J.,Benson,J.,Dossey,J.,Elliot,S.,Kane,M., Linn,R., Paredes-Ziker,C. (2009). <i>Prologue: An Introduction to the evaluation of NAEP</i>. <i>Applied Measurement Education</i> 22:309-16.
Jan 27*	<p>Synchronous Class</p> <p>GQ: How does international assessment impact American educational policy and practice? LO: Explain the history of assessment relative to the development of public education. Introductions PPT: Global Education and Assessment Presenter: Alaska Dept. of Education Assessment specialist</p> <p>Readings: Stewart ch. 1(on Blackboard), Wiliam ch. 1, Popham ch.1 & 2</p> <ul style="list-style-type: none"> • Timeline of Educational Law • Estrin, E. T. & Nelson-Barber, S. (1995). <i>Issues in cross-cultural assessment: American Indian and Alaska</i>

	<p>Native students. <i>Far West Laboratory Knowledge Brief</i> 12.</p> <p>Required reading for Feb 3 Article Review Gritzmacher, H. & Gritzmacher, S. (2010). "Referral, assessment, and placement practices used in rural school districts with Native American students in special education. <i>Rural Special Education Quarterly</i>, 29:2, 4-11.</p> <p>Due: Article Review of Voogt & Roblin; submit to Blackboard dropbox</p> <p>Assignment: Begin a reading blog. Using the EQ and LO as your focus, contrast key points regarding the class readings to date. Include three in-text references and three end-of-article references in this 250-word essay. Post your essay on your blog. Respond to another class member's blog entry.</p>
Feb 3	<p>NOTE Can combine Feb 3 to Feb 24 under Overarching Question: How is student assessment accountable? GQ: How is student assessment accountable? How are standardized tests accountable? LO: Analyze normed tests for validity, reliability and assessment bias.</p> <p>Readings: Popham ch. 3,4,5,13 Assignment Due: 1. Quiz on validity, reliability, and bias. 2. 1. Construct 3 multiple-choice questions; questions can focus on validity, reliability, and/or bias. Post on Wiki.</p> <p>Due: Article Review submission of Gritzmacher & Gritzmacher to Blackboard drop box Feb 3</p>
Feb 10	<p>GQ: How is student assessment accountable? How is assessment utilized and valued by students, parents, educators, school districts and states? LO: 1. Correlate classroom testing to comprehensive assessment and evaluation of student progress incorporating standards and curriculum; 2. Develop a resource bank of traditional and electronic resources in the field of curricular and assessment.</p> <p>Readings: Popham ch.14, 15, 16; Wiliam ch.4,5</p> <p>Assignment: Investigate one of two topics: Assessment-based Grading (same as Standards-based Grading) OR Common Assessment/ Response to Intervention. Locate three one resources that you feel should be shared with the class and post their citations followed by an annotated bibliography of each article on the wiki under the appropriate topic.</p> <p>Field Work Assignment: Collaborate with one or more professional colleague. Conference regarding the breadth of assessments they use to determine their students' needs and to inform their teaching. Maintain a running list sorted by assessment purpose. Share this list as a blog entry.</p>
Feb 17*	<p>Synchronous Class GQ: How is student assessment accountable? How are assessment and evaluation utilized and analyzed from the policy level to the classroom level, within Alaska? LO: Correlate classroom testing to comprehensive assessment and evaluation of student progress incorporating standards and curriculum.</p> <p>Presenter: Fairbanks NSBSD assessment expert Readings: Popham ch. 3,4,5,13; Wiliam ch. 2,3</p> <p>Assignment: Relate presenter and readings to the above GQ and LO. Post response on Wiki.</p> <p>Field Work Assignment: Add appropriate assessment tools to your Learning Assessment Organizer by conferencing with an English Language Learning (ELL) colleague. Share your colleague's contribution as a blog entry.</p>

Feb 24	<p>GQ: How is student assessment accountable? How are standardized tests accountable? LO: Analyze normed tests for validity, reliability and assessment bias. Reading: Popham ch. 6, 7,8</p> <p>Assignment: Visual Report of an Aptitude or Achievement Test to dropbox for instructor review by 2/22; after review, post on Wiki by Feb 24 (18 slide minimum.)</p> <p>Assignment: Research option question to instructor by email.</p>
Mar 2	<p><i>Combine Mar 2 – Mar 23 under Overarching Question: How does assessment measure and impact student learning?</i> <i>Guiding Question: How does assessment measure and impact student learning?</i></p> <p><i>Independent Work</i> Assignment: Mid-term Essay submitted to Blackboard dropbox by March 2: How does international assessment impact American educational policy and teacher practice? [Research conference if choosing Research option 1.]</p> <p>Field Work Assignment: Interview a special education teacher with whom you collaborate. Investigate what assessments best inform parents and colleagues. Investigate alignment for special needs students from classroom assessment to standardized, normed assessment. Post findings on the wiki. your blog.</p> <p>Assignment: In a professional critique, evaluate the usefulness of the field experience incorporated into the Learning Organizer. Submit to the wiki. Individual research conferences: topic and 5 grounding assessment-related peer reviewed journal articles needed</p>
Mar 9*	<p>Synchronous Class GQ: How does assessment measure and impact student learning? How does assessment measure student comprehensive learning? LO: Align suitable learning expectations and tasks for formative, summative and normative assessment.</p> <p>Presentation of Learning Assessment Organizer to class Due: Final draft submitted to Blackboard dropbox March 7; post on Wiki.</p> <p>Readings: Popham ch. 9,10,11</p> <p>Field Work Assignment: Conference with one or more professional colleague regarding your Learning Assessment Organizer findings. Discuss use of assessments for decision-making about learning and teaching. Share this conference results on your blog the wiki.</p>
Mar 23	<p>GQ: How does assessment measure and impact student learning? How does assessment measure student comprehensive learning? LO: Align suitable learning expectations and tasks for formative, summative and normative assessment. Readings: Dylan ch. 5 on providing feedback; Dylan ch. 6,7 Developing independent learners Darling Hammond Teacher Learning that the Supports Student Learning 1998.</p> <p>Assignment: Investigate self-assessment and self-regulated learning. Locate any checklists or rubrics that would be appropriate for general use. Post one or more samples on wiki.</p>
Mar 30	<p>Mar 30-April 13 Post under How can student assessment relate to teacher evaluation? GQ: How can student assessment relate to teacher evaluation? How can assessment measure student</p>

	<p>comprehensive learning progress? How should student assessment relate to teacher effectiveness?</p> <p>Reading: Darling-Hammond Teacher Learning that the Supports Student Learning 1998.</p> <p>Assignment: 1. Search scholarly and other research articles that relate student learning progress to teacher effectiveness. Locate two resources, including one scholarly article, to share with the class ; post their citations followed by an annotated bibliography of each resource on the Annotated Bilbliography under Student assessment / Teacher evaluation.</p> <p>3. Review DEED website assessment resources and district resources on this topic.</p> <p>Assignment: Statement of research purpose and lit review to instructor due April 4. Progress report of research on blog wiki.</p>
Apr 6	<p><i>GQ: How can student assessment relate to teacher evaluation?</i> <i>Individual conferences for all students. Contact the instructor for an appointment.</i></p> <p>Assignment: Investigate self-assessment and self-regulated learning. Locate any checklists or rubrics that would be appropriate for general use. Post one or more samples on wiki.</p> <p>Research or final essay content discussed.</p> <p><i>Assignment: Research topic Choice 2 Final Essay:</i> How can assessment provide accurate, comprehensive evidence of K-12 students' learning and educators' instruction?</p> <p>Share your research update or work update with the instructor. Prepare to share research in two weeks.</p>
Apr 13	<p>GQ: How can student assessment relate to teacher evaluation? How does assessment measure student comprehensive learning?</p> <p>LO: Align suitable learning expectations and tasks for formative, summative and normative assessment.</p> <p>Readings: Popham ch. 12, Wiliam ch. 4,5</p> <p>Assignment: Compare Popham and Wiliam perspective on learning assessment. On wiki, explain which perspective relates more to your classroom praxis and to accountable teacher evaluation.</p>
Apr 20*	<p><i>GQ: How does an educator develop a research based praxis relating student learning and teacher planning?</i></p> <p><i>Synchronous Class</i></p> <p>Presentation of Research or final essay to class</p> <p>Due: Research Presentation of assessment-related issue in drop box Apr 18</p> <p>Assignment: Respond to research of each classmate with thoughtful, meaningful and significant input. Incorporate references to one reading included in this class. Post on their blog.</p>
Apr 27	<p><i>GQ: How does an educator develop a research based praxis relating student learning and teacher planning?</i></p> <p>Due:</p> <p>Assignment 1: Research Paper or final essay of assessment-related issue in drop box April 28</p> <p>Assignment 2: Prepare a 5-10 minute Voice Thread summary of your research or final essay..</p> <p>Assignment: In a professional critique, evaluate the usefulness of the annotated bibliographies that the class has compiled. Submit to your blog.</p>
May 4	<p><i>GQ: How does an educator develop a research based praxis relating student learning and teacher planning?</i></p> <p><i>Independent Work</i></p> <p>Assignment: Final Essay or Research paper submitted to Blackboard dropbox by May 4:</p> <p>How can assessment provide accurate, comprehensive evidence of K-12 students' learning and educators' instruction?</p>

	Assignment: In a professional critique, evaluate the usefulness of the annotated bibliographies that the class has compiled. Submit to your blog.
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* Third Wednesday of each month is a group meeting by Skype or Google: 1/27, 2/17, 3/23, 4/20

Instructional Methods

Class sessions combine asynchronous and synchronous meetings based on Blackboard. The instructor will frame learning using a brief lecture with visuals. Guest presenters will address assessment development at the district and state level. Shared work and group discussions will utilize a wiki. Individual responses will utilize blogs. Two presentations will occur on synchronous classes.

All written papers and projects are individual. These documents will be sent to the instructor by Blackboard dropbox.

Research and project conferences may occur by phone, Skype, or Google Chat, based on the participant's preference.

Student Services

Academic support services can be accessed at <http://www.uaf.edu/ssp/>
 Student services include UAF Writing Center and Computer Writing Lab ph: 474-5314
 Rasmuson Library ph: 474-7481
 UAF U-Park Computer Lab ph: 474-5761

Disability Services for On-campus Students

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. The instructor will work with the Office of Disabilities Services (208 Whitaker Building, ph: 474-5655, fydso@uaf.edu) to provide reasonable accommodation to students with disabilities.

Disability Services for Distance Students

UAF has a Disability Services office that operates in conjunction with the College of Rural and Community Development campuses and UAF's Center for Distance Education CDE). Disability Services, a part of UAF's Center for Health and Counseling provides academic accommodations to enrolled students who are identified as being eligible for these services.

If you believe you are eligible, please visit <http://www.uaf.edu/chc/disability.html> on the web or contact a student affairs staff person at your nearest local campus. You can also contact Disability Services on the Fairbanks Campus at (907) 474-5655, fydso@uaf.edu

Course Policies

Unless otherwise instructed, use 2.0 spacing, 12-point standard default font (i.e. Times New Roman or similar) on submissions. Bold font may be used for headings only. APA 6th ed. formatting is used for writing, including bibliographies and works cited.

Participants are expected to complete assignments on time, as this is the indicator of attendance. As a rule, assignments are due on Tuesday at midnight, with a fresh class session beginning Wednesday.

Missed work will count as unexcused absences and will impact evaluation. If a participant must miss the weekly class, arrangements can be made with the instructor prior to the absence. In the situation of illness, communication with the instructor is essential. As a rule, assignments should be sent electronically on the established due date or on a date determined by the instructor due to a unique situation.

All participants in this course are colleagues and we seek to expand our knowledge and our network. Participation is essential to class discussions, responses, and projects. Respectful yet authentic feedback is expected during response. Academic voice is required in all writing for this

graduate class. Weekly assignments are expected to run 250 or more words and include both in text citations and end of text APA-formatted references.

Grades will be based on the percentage of points earned: 90-100% = A, 80-89% = B, 70-79%=C, 60-69% = D, 0-59% = no credit.

In accordance with the UAF Student Code of Conduct, cheating, plagiarism or other forms of academic dishonesty may result in disciplinary action by the university. Blackboard's SafeAssign is used to verify paper originality. A submitted plagiarized paper will result in no credit for that paper, jeopardizing the participant's grade in the class. No re-do options are available on a plagiarized paper. When in doubt, summarize rather than re-phrase.

ED F686 Course Assignments

Required texts and article readings will be analyzed in class. Critiques will include key points, underlying issues and educational impact, as well as critical questioning of the author's assumptions. **Please be prepared for each class by having read assigned text chapters and articles. Assignments are due Tuesday at midnight a week after the assignment is assigned.**

Article Reviews

(2 reviews for 20 points each) 40 points/10% of grade

Skim the Article Review: Required Reading articles prior to the dates noted in the syllabus. Select one article to read and analyze for each due date. Construct a one-two page, single spaced review including citation. The rubric is available on Blackboard.

For the first section of each article review, summarize the author's key points and support. In the final section, discuss the underlying issues and how the article's content relates to educational policy, assessment, and practice.

Learning Assessment Organizer (Critical assignment)

120 points/30% of grade

This assessment organizer focuses on the role of assessment in student learning of one content standard. Guiding questions: 1) How does assessment help student learn? 2) How do I use multiple assessments to verify student needs, to guide my instruction, and to document my efforts to help students learn?

This assessment framework includes current assessment forms and specific assessments that address content standards and student needs. Accommodations for special needs students are included. Student progress documentation is noted in frequency of assessments. Varied forms of assessment are noted, as well as level of engagement and cognition.

Fieldwork is embedded in this assignment. Conferences with colleagues include same content and grade peers, English Language Learning specialist, and special education specialist. Several weekly assignments scaffold this collaboration.

Visual Presentation Report of an Aptitude or Achievement Test

40 points/10% of grade

Select a published, professional aptitude or achievement assessment instrument and secure instructor permission. Research the instrument's purpose, development history, function, target population, ease of administration, cost, ease of scoring and interpretation by educators, students, and parents.

Discuss both the positive aspects and potential pitfalls of the test instrument. If possible, share examples of practice or actual test items. Explore validity, reliability and cultural bias.

Findings will be shared with the class using Powerpoint. No written paper is required. Share a brief, annotated review of literature (minimum of four references.)

Examples of appropriate assessment tools for this report:

- The Cognitive Assessment System
- Kaufman Assessment Battery for Children
- Stanford-Binet Intelligence Scales (SB5)
- Wechsler Intelligence Scale for Children
- Woodcock-Johnson III Tests of Cognitive Abilities
- Comprehensive Test of Nonverbal Intelligence
- Leiter International Performance Scale (nonverbal)
- Basic Achievement Skills Inventory
- Gates-MacGinitie Reading Tests
- Observation Survey of Early Literacy Achievement
- STAR
- Predicative Assessment of Reading
- PISA
- Measures of Academic Progress (MAP)

Research: Choose Option 1 or Option 2 to meet this expectation. **(Signature assignment)**
120 points/30% of grade

Option 1: Research Presentation of an Assessment-related Issue

This research constitutes a thesis-based investigation of an isolated related assessment concept, issue, or event that intrigues you. Using your Masters' thesis or project as a guide, prepare a written literature review that represents varied aspects of the thesis, as well as pro and con stances related assessment. Present context of the curricular assessment innovation, issues related to varied perspectives, evidence of analysis, and a synthesis of information centered on your thesis or project.

Prepare a ten-minute visual presentation using Powerpoint, Prezi, Google Slides or Keynote. Share your findings in relation to your research thesis and ED 686 course goals or student learning outcomes. APA 6th edition format is required.

Examples of appropriate topics include

- What is the value of common assessment?
- How does technology impact assessment?
- How can Common Core-based State Standards be assessed equitably?

Option 2: Mid-term Test (Critical assignment) Essay: Critique of Assessment in Context
80 points/20% of grade

Final Test (Critical assignment)

The mid-term essay will be written to a presented assessment context, and The final essay will be a synthesis of you're an assessment issue submitted to Blackboard dropbox. Each participant will receive feedback on the mid-term essay; this feedback can be used to further develop and resubmit the mid-term essay.

Prepare a five-minute visual presentation using Powerpoint, Google Slides or Keynote for both mid-term and final essays. Share your critique and synthesis in relation to ED 686 course goals or student learning outcomes. APA 6th edition format is required.

Class Assignments and Anecdotal Bibliography

40 points/10% of grade

Participation, Discussion, Peer Response

40 points/10% of grade