Course Number: ED5140: Assessment Practices and Principles
Credit Hours: 3.0
Instructor: Dr. Clarissa M. Uttley Email: cmuttley@plymouth.edu
Office: Rounds 026 Phone: 603-535-2915
Office Hours: Mondays and Wednesdays 10-12; Thursdays 2-3; by appointment

Course Description:
The emphasis throughout this course is on the practical application of appraisal techniques in education. Critical concepts related to assessment and the integration of assessment into teaching and learning include: the role of assessment in teaching; how validity is determined, factors influencing reliability, avoiding stereotypes, understanding and using numerical data, using standardized assessment to improve instruction, ideas and strategies for mining and reporting assessment data.

Course Overview:
This course, ED 5140, is a substitute for ED 6100 Curriculum Integration and Performance Based Assessment, of the Learning Theory Core Courses required of teacher certification candidates. It is also a required core course for certification as a K-12 Curriculum Administrator, and within the Adult Learning program, Athletic Training program, the Library Media Specialist program and various other graduate programs in education. It is recommended for all educators and education leaders. Graduate students from all areas in education are welcome, including both K-12 and Higher Education systems. This course is linked to the conceptual framework that underlies all teacher education programs at Plymouth State. This course also responds to the Diversity standards by including readings and discussion related to bias, reification and ranking. Each of its objectives and expectations supports one or more of the five conceptual goals of the program, dispositions known as CHECK:

Commitment Holism Experience Collaboration Knowledge
This is a hybrid course taken by a wide variety of graduate learners and each student may have individual interests or needs related to assessment or evaluation information. Recommended readings have been provided as well as required texts, and students are encouraged to read widely and deeply. The discussions are important for building a sense of community in the course and for the students to be able to express their thoughts and ideas related to the readings and assessment principles and practices in general. Also, they provide me with insight into your deep reading and reflection on the readings, which helps me to assess your mastery of the material. Everyone is responsible for all assigned readings; this graduate level course is designed to create opportunities for reflection and discussion of some complex concepts as well as for the application of assessment principles in actual classroom practice.

**Required Texts:**


We recommend that you have the Publication Manual of the American Psychological Association, 6th edition, for use in all of your graduate courses.  
For assistance with APA style, see the APA website for rich resources: [http://www.apastyle.org/index.aspx](http://www.apastyle.org/index.aspx)

Additional resources may be contributed by students and the instructor during the term and will be posted in Moodle.

**Additional Readings:**

Articles and additional resources may be posted, as needed, on Moodle. Articles and resources will be added based on student interests and individual needs as we progress through the course.
Evaluation:

1. Completion of two measure critiques. (30%)
2. Completion of Final Course presentation. (20%)
3. Attendance is considered important. Students are expected to attend each class and post original and replies to the online discussion by due date listed on syllabus. (50%)

<table>
<thead>
<tr>
<th>Professional Standards, Course Goals/Objectives, and Assessment Assignment</th>
<th>Standard(s) Assessed</th>
<th>Assessment Tool</th>
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<tbody>
<tr>
<td>Forum Discussion Contributions 50%</td>
<td>NH Ed610.02 Standard 9, Reflection and Continuous Growth. The educator is a reflective practitioner who uses evidence to continually evaluate her/his practice, particularly the effects of her/his choices and actions on others, and adapts practice to meet the needs of each learner.</td>
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<td>Final Course Presentation 20%</td>
<td>NH Ed610.02 Standard 6, Assessment. The educator understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, to provide learner feedback and to inform the educator’s ongoing planning and instructional practices. ISLLC Standard 5, Ethics and Integrity and NH Ed614.13 (b) Skill in incorporating the qualities of integrity, fairness, and professional ethics into learning.</td>
<td>Final Project Rubric</td>
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<tr>
<td>Measure Critiques 30%</td>
<td>NH Ed610.02 Standard 2, Learning Differences. The educator understands individual differences and diverse cultures and communities and ensures inclusive learning environments that allow each learner to reach her/his full potential.</td>
<td>Writing Rubric</td>
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</table>
Content of Course Which Addresses Technological Standards/Competence
Students in this course must contribute to online discussions, find and use resources that are available through online databases, and prepare a final project presentation using appropriate software.
Also see the academic integrity resources posted in Moodle, which use technology to explain plagiarism and other issues that can arise, and need to be avoided, related to academic integrity.

Evaluation Plan/Grading Scale
This hybrid course requires that students study a range of readings and then make meaningful contributions to the online discussion to show their knowledge, skills and dispositions. **The discussions are the heart of this graduate course.** Discussions must combine a demonstration of the student’s comprehension of the readings, examples of the application of the information to their professional work, and descriptions of how the information is changing their attitudes and behaviors. Finally, each student creates a culminating project of their own design, either by choosing one of the options or designing an individual project that is turned in as a written project and submitted as a presentation to the forum for sharing and feedback from the class members. This is worth 20% of the final grade. The Graduate Writing Rubrics and the final project rubric will be posted in Moodle.

**Policy on Incompletes:** An instructor may decide to enter a grade of incomplete (IC) on a student’s record if unusual circumstances prevent completion of the course on time, and **a minimal portion** of the total class work needs to be completed. The course must be completed by the date specified by the instructor which cannot exceed one year beyond the original term of course completion. If the course is not completed by this date, the grade specified by the instructor will be recorded. If no grade is specified, a default grade of F will be recorded. The instructor is responsible for documenting and notifying the student of the work to be completed and the deadline. A student may not graduate with an incomplete on his or her transcript.

Assessment Rubrics
The Graduate Writing Rubric and the Final Project Rubric will be available on the Moodle course site. All students should become familiar with the various state, professional association, and national standards that are connected to their professional certifications and work.
Conceptual Framework for Teacher Education Programs at Plymouth State University

**Commitment**

We define commitment as dedication, perseverance, and individual and social responsibility. Our candidates are committed to lifelong learning and to increasing self-knowledge. They are committed to the belief that all students can learn and that education has the power to transform individuals and the greater society. Our teacher candidates recognize the responsibility of educators to take a thoughtful and critical stance towards themselves and their profession.

**Holism**

Our holism perspective involves affirming diversity and understanding the “whole child” within the family, community and cultural context. It includes working towards an integrated curriculum and recognizing how we as educators are shaped by our own experiences and culture. This holistic perspective shapes our larger vision.

**Experience**

Experience allows us to put theory into practice. We provide opportunities for experiential learning that serves communities and schools so that our teacher candidates can do the same for their students. Experience also involves constantly renewing skills and knowledge within one’s discipline.

**Collaboration**

Collaboration involves working with students, families and colleagues effectively within the school context toward shared goals, demonstrating respect and openness towards diverse perspectives, and confronting and resolving conflicts effectively and respectfully. Collaboration enhances both teaching and learning, and is an essential part of developing the capacity to lead.

**Knowledge**

Knowledge refers to understanding the theory, content, methods, and materials and technologies of one’s field, as well as understanding child and adolescent development, learning processes, and student motivation within the familial, community, and cultural contexts in which children grow and learn. Teaching that engages all learners combines a knowledge of students and one’s subjects within the cultural, social and institutional context.

**Diversity Framework**

In order to teach effectively and ensure student learning in a democratic and pluralistic society, each teacher education candidate at Plymouth State University, by the conclusion of his or her program, will have developed the ability to:

1. describe culture as a multifaceted and dynamic construct
2. critically examine his or her own sociocultural positions and understand the ways in which background and experiences shape one’s view of the world.
3. learn from and about students, families and communities, and draw on this knowledge to inform instruction
4. view students and families of diverse backgrounds and abilities in respectful and affirming ways
5. acquire and extend his or her own multicultural awareness by exploring and learning about the history, experiences, beliefs and values of others
6. recognize and challenge biases in him/herself and others, as well as institutional oppression in schools and throughout our society
7. implement inclusive, culturally responsive teaching practices
PSU College of Graduate Studies Program Hallmarks

Leadership and Advocacy
In this course, students gain knowledge that contributes to their ability to be educational leaders, as teachers or administrators, and that provides them with information they need to advocate for ethical, fair, and reliable assessment of student learning.

Reflection and Innovation
In this course, students are required to reflect on new knowledge from the readings, reflect on their own biases and assessment paradigms and practices, and through their final project to develop innovative assessment systems that are appropriate for their professional work.

Scholarship and Application
In this course, students are required to study a variety of texts that contain historical, theoretical, scientific, and practical information. They are expected to apply their learning in their professional work and demonstrate their ability to apply their scholarship through their discussions and the final project.

Professionalism and Service
In this course, students gain professional understanding and develop as professionals in the essential area of the assessment of student learning. They demonstrate their service to the profession by contributing to the discussions and through the design of their final project. The most direct demonstration of the students’ professionalism and service in this course is seen in the online discussions.

Global Awareness and Social Responsibility
In this course, students encounter issues of bias, reification and ranking, and they must grapple with our history of assessment and practices that have contributed to racism, false assumptions and inappropriate practices. Students examine their commitment to social responsibility in the area of assessment and demonstrate the ability to create systems of assessment that contribute to social justice.

University Policies and Procedures

ADA Policy: Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should contact the PASS office in Lamson library (535-2270) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with the PASS Office. If you have a Letter of Academic Accommodation for this course from the PASS office, please provide the instructor with that information privately so that adaptations can be made to meet you needs. Course materials online comply with the Web-based Intranet and Internet Information and Applications Standards in accordance with ADA Section 508.
**Academic Integrity:** Academic integrity is the foundation of the pursuit of knowledge. All members of the academic community are expected to be dedicated to the pursuit of knowledge in an honest, responsible, respectful, and ethical manner. Every violation of academic integrity is an affront to the academic community. Violations of academic integrity make fair evaluation impossible and cast doubt upon the seriousness with which students accept the responsibility of acquiring an education. Members of the academic community are expected to report all instances of those violations of academic integrity that come to their attention. Both faculty and administration consider it their duty, as guardians of academic standards and intellectual honesty, to enforce the academic integrity policy by prosecuting all cases of violation of academic integrity to the fullest extent. Students are urged to consider that it is the toleration of violations of academic integrity, and not the reporting of it, that is dishonorable. Please refer to the Graduate Catalog for more information and the entire policy.

**Sensitive Materials:** Material in this course, in some instances, may be sensitive or emotionally provocative. As you review the syllabus, or at any time during the course, please let your instructor know if you anticipate, or are having, a problem with any assignment or classroom activity. We can then discuss how this assignment or activity is necessary for meeting course competencies and whether an alternative assignment or activity can be considered. We can also discuss campus resources that you may find helpful in dealing with your concerns.

**Plymouth State University Curtailed Operations Information:** Plymouth State University normally remains open through inclement weather. Because most students live within minutes of the campus, every effort is made to avoid an official closing. There may be times, however, when an emergency or extreme weather conditions necessitate a general closing of the University. Please sign up for PSU Alert Emergency Text Messaging at: plymouth.edu/alerts Following are the PSU curtailed operations and/or class cancellation notification procedures: In the event of severe weather or an emergency, the University Administration will do all it can to decide on and post notifications of class/event cancellations and/or facility closures by 6:00 a.m. for classes running during the day. For canceling evening classes, the decision is usually made and communicated no later than 3:00 p.m. Every effort will be made to make the decision as early as possible. If you are wondering, call the storm line (603-535-3535) or check the PSU website. Use your own judgment about travel during inclement weather; the best choice is the one that keeps you safe. Notify your instructor(s) if you have to miss a class.

**Lamson Library and Learning Commons**

Access to the IT Help Desk is available at 603-535-2929. Log in to MyPlymouth to access all of the Lamson Library and Learning Common resources and services. The Writing Center and the PASS office are located in the lower level of Lamson; the Help Desk in on the Main Floor.
In addition to the readings, postings on Moodle will be required on a weekly basis. These postings should be in response to an instructor post or a student post. In addition, the posts should be substantive and pertain specifically to the original post (“I agree” does not constitute a substantive reply).

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<td>Sept. 15</td>
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<td>Oct. 6</td>
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