EDCI 655: Assessment of Learning and the Learner
COURSE SYLLABUS

Instructor: Joyce E. Kyle Miller, PhD
Office Location: Mesquite Metroplex Center
Office Hours: 12 noon – 5pm, Tuesday, Thursday
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COURSE INFORMATION

Textbook(s) Required:

Course Description:
This course provides an examination of the uses of assessment practices and strategies to improve student learning. Special emphasis will be placed on authentic assessment practices, standardized tests, and developmental screenings. Additionally, students will become familiar with measures to assess learners with special needs and learners from linguistically and culturally different backgrounds.

Student Learning Outcomes:
1. Students will be able to evaluate the importance of grading rubrics to assess student work and to promote learning in the classroom.
2. The student will develop skills and knowledge in assessing learners, classrooms, families and investigate the selection and design of evaluation instruments.
3. The student will discuss central factors to the implementation of formative assessment data to improve learning in the classroom.
4. The student will become familiar with measures and practices used to identify school readiness skills and educational interventions.
5. The student will identify key principles of a learner-centered paradigm of student assessment.
6. Students will identify key elements of reform in the assessment of student learning.

Topics and Content Areas:
- Assessment for Learning in the Classroom
- Professional Learning as a Condition for Assessment for Learning
- From Teachers to Schools: Scaling Up Professional Development for Formative Assessment
- Alternative Perspectives on Learning Outcomes: Challenges for Assessment
- On the Relationship between Assessment for Formative and Summative Purposes
- Quality Assessment Practice
- Assessment and Learning: The Learner’s Perspective
- Instrumentalism and Achievement: A Socio-Cultural Understanding of Tensions in Vocational Education
- Policy and Practice in Assessment for Learning: The Experience of Selected OECD Countries
- The Role of Assessment in Developing Motivation for Learning
- Assessment in Harmony with our Understanding of Learning: Problems and Possibilities
- Developing a Theory of Formative Assessment
- Validity in Formative Assessment
- The Reliability of Assessments
- Validity, Purpose and the Recycling of Results from Educational Assessments
- Assessment for Learning: A Compelling Conceptualization

COURSE REQUIREMENTS

Each student will upload all assignments to eCollege:
- A pre-course personal statement and a post-course personal statement of what assessment means to you.
- A review of the ASCD Monographs on Assessment (See Course References Below.).
- A review of Tests in Print, Mental Measurement Handbook and Test Critiques for reviews of Developmental Screening instruments, Assessments of student achievement in school learning instruments. Instruments used for Bilingual assessment and reading assessment will be reviewed. Brief descriptions of the psychometric properties of each instrument will be provided. Use the template designed for this purpose located under Doc Sharing.
- A review of two grading rubrics for oral presentations, group presentations, subject specific rubrics, or discussion rubrics. See Rubrics, click here
- A Mid Term Exam and Final Exam will be required.
- Students will participate in in-class discussions related to text chapter topics.
- Students will use eCollege for accessing resources needed for class and for uploading assignments to be graded and viewed by the class.

Grading
The following grading system will be used to evaluate all assignments. Assignment grades will be averaged to arrive at the final course grade.

90 – 100  A
80- 89    B
70-79     C
Course References

Assessment

- Advancing Formative Assessment in Every Classroom: A Guide for Instructional Leaders (2009) by Connie M. Moss and Susan M. Brookhart
- Checking for Understanding: Formative Assessment Techniques for Your Classroom (2007) by Douglas Fisher and Nancy Frey
- Classroom Assessment & Grading that Work (2006) by Robert J. Marzano
- Enhancing RTI: How to Ensure Success with Effective Classroom Instruction & Intervention (2010) by Douglas Fisher and Nancy Frey
- Great Performances: Creating Classroom-Based Assessment Tasks (1998) by Larry Lewin and Betty Jean Shoemaker
- How to Assess Higher-Order Thinking Skills in Your Classroom (2010) by Susan M. Brookhart
- How to Give Effective Feedback to Your Students (2008) by Susan M. Brookhart
- An Introduction to Using Portfolios in the Classroom (1997) by Charlotte Danielson and Leslye Abrutyn
- The Learning Leader: How to Focus School Improvement for Better Results (2006) by Douglas B. Reeves
- Linking Teacher Evaluation and Student Learning (2005) by Pamela D. Tucker and James H. Stronge
- The Portfolio Organizer: Succeeding with Portfolios in Your Classroom (2000) by Carol Rolheiser, Barbara Bower and Laurie Stevahn
- Protocols for Professional Learning (2009) by Lois Brown Easton
- Teaching Writing in the Content Areas (2005) by Vicki Urquhart and Monette McIver
- Transformative Assessment (2008) by W. James Popham
- *Using Data to Assess Your Reading Program* (2004) by Emily Calhoun
- *What Every School Leader Needs to Know About RTI* (2010) by Margaret Searle
- *What Teachers Really Need to Know About Formative Assessment* (2010) by Laura Greenstein

**TECHNOLOGY REQUIREMENTS**

This is not an online course, however, there will be online assignments, and therefore access to eCollege and other online resources will be required. **There may also be synchronous online Adobe Connect session where a microphone and speakers will be needed.**

Students will need access to the following technology: Internet Access, Microsoft Word Processing Software, Microsoft PowerPoint Software, Adobe or Foxit Reader to access PDF files.

**ACCESS AND NAVIGATION**

Handouts and other resources for this class may be accessed through eCollege from the University webpage.

**COMMUNICATION AND SUPPORT**

**Interaction with Instructor Statement:**
Each student is expected to participate fully in assigned readings related to course topics, chapter presentations, discussions of current articles and all other requirements of the class. Regular attendance is necessary and will be expected of all students.

Contact instructor by email joyce_miller@tamu-commerce.edu;

**COURSE AND UNIVERSITY PROCEDURES/POLICIES**

**Course Specific Procedures:**
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (Student 92s Guide Handbook, Policies and Procedures, Conduct).

Late Work: Follow course calendar for assignment submissions. Contact the instructor should regarding circumstances which may impact on-time submissions.
All assignments are to be completed individually unless otherwise permitted by the instructor.

Attendance: The class meets from 5pm – 9pm; contact the instructor beforehand regarding absences. See the Texas A & M University-Commerce Catalog or Student Guidebook for definition of an excused absence. Communication with the instructor is expected for late arrivals or should it be necessary to leave prior to the end of class.

Scholarly and professional work is expected in this graduate course.

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
Student Disability Resources & Services

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).

Campus Gun Law (effective Fall, 2016)

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses: Report violations to the University Police Department at 903-886-5868 or 9-1-1.
This course will meet on Tuesdays and Thursdays ~ July 10, 2017 through August 10, 2017; Class meetings are on Tuesdays and Thursdays from 5pm – 9pm. Mesquite Metroplex Center