Winthrop University
Richard W. Riley College of Education
EDCO 220 Assessment to Meet Diverse Needs

Course Description:

Course explores a range of classroom assessment techniques appropriate for meeting needs of diverse learners. Course is designed to encourage candidate skill development in design and implementation of assessments in content area consistent with Universal Design for Learning principles and data-based decision making.

*Please note that this course focuses on theories of effective assessment practices. Students will gain practice in *writing* assessments in later coursework.

Prerequisite Courses

Grade of C or better in EDCO 200.

Required and Optional Texts

McMillan, J.H. (2018). *Classroom assessment: Principles and practice that enhance student learning and motivation*. New York, NY: Pearson.

Readings posted on BlackBoard

Assessment of Learning Outcomes and Standards

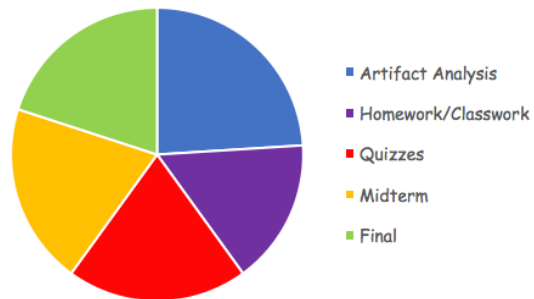Please see the table at the end of this document.

Course Goals – At the end of the course, students will be able to:

- **Discuss** how the Universal Design for Learning framework builds an inclusive classroom and sets a foundation for differentiated teaching practices
- **Argue** the importance of classroom assessments used for diagnostic, formative, and summative purposes

- **Describe** the characteristics of high-quality assessments (validity, reliability, and fairness)
- **Analyze** the validity, reliability, fairness, and appropriateness of assessments and alignment with learning goals
- **Discuss** how assessment data can be used to inform teaching practices

Course Requirements

Grading System	
Assignment	**pts**
Artifact Analysis	120
Homework/Classwork	80
Exams	200
Midterm	100
Final Exam	100
Quizzes	100
Total	**/500**

- Artifact Analysis
- Homework/Classwork
- Quizzes
- Midterm
- Final

*Please note that <u>you are required to submit all assignments</u> in order to receive a grade of C or better in the course.

Grading Scale		
470 - 500: A	400 – 419: B-	335 – 349: D+
450 – 469: A-	385 – 399: C+	320 – 334: D
435 – 449: B+	370 – 384: C	300 – 319: D-
420 – 434: B	350 – 369: C-	< 300: F

Description of Assignments

Artifact Analysis [120 pts]: This **key assessment** requires teacher candidates to collect evidence of essential assessment concepts in their content area(s) and reflect on how these concepts can be applied to their future classroom.

Throughout the course, teacher candidates create a portfolio of five artifacts:

1. Standards/Learning Objectives
2. Assessment 1 Analysis – Purpose of Assessment
3. Assessment 2 Analysis – Purpose of Assessment
4. Informative Feedback
5. Rubrics and Checklists

Candidates reflect on the artifacts in their portfolio in the Analysis and Application Chart, which requires: (a) an analysis of each artifact, and (b) a reflection that discusses how the candidate plans to apply the essential assessment concept in their future classroom.

The majority of these artifacts will be completed as class and/or homework assignments. For example, after discussing standards and learning objectives, the class will complete an assignment on writing learning objectives. This class assignment can then become the "artifact" for this essential element in the Artifact Analysis. The instructor will discuss this assignment in further detail in class.

Please note that a grade of C or better must be earned on the Artifact Analysis Assignment (the Key Assessment) in order to pass the course.

Homework/Classwork [80 pts]: Throughout the semester, teacher candidates will complete various homework and classwork assignments related to the course content. Although most of these assignments are already indicated on the syllabus (see course schedule for due dates), additional assignments will most likely be added throughout the semester. The instructor will explain assignments in detail the class before they are due. Please be aware that **assignments must be turned in as hard copies.**

Exams [200 pts]: There will be two exams throughout the semester, both cumulative. The format of these exams will be discussed in class. Exams will require higher order thinking and the application of content to classroom situations.

Quizzes [100 pts]: Teacher candidates will be required to complete several quizzes (see course schedule for due dates) outside of class, via BlackBoard. These online quizzes are designed to help students stay on top of the class content and also

provide an opportunity for students to express concerns/suggestions related to the class. **These formative assessments help the instructor appropriately adjust his/her teaching, so take them seriously!** Please note that quizzes will often contain questions from assigned readings, even if the material has not been discussed explicitly in class.

The lowest quiz grade will be dropped when calculating final grades. Students also have the opportunity to complete "Quiz Recaps" to earn the option of changing an additional low quiz grade to a 100. Your instructor will discuss this in class.

__Quizzes are always due by midnight on Blackboard, the day before class.__
__Please consult the course schedule to see if there is a quiz for the week.__

Supplemental Materials

VIA Account: This course uses *Via* as part of program and college efforts to ensure students and programs meet expectations of accrediting bodies. *Via* includes options for students to also create electronic showcases of work that can be shared with potential employers. Students typically purchase *Via* through a course fee in early coursework (typically EDCO101, EDCO601, or EDLD601). In situations where a student has not purchased *Via* through a designated course fee, we can individually charge a student account. After add/drop each term, *Via* staff at Winthrop contact students who will be charged. If you receive this email please review it completely and respond as appropriate. Students purchasing *Via* access this semester through a course fee will not be provided with access until after the add/drop period.

Class Policies and Procedures

Reading Guides: Reading Guides are provided for most assigned readings. It is **highly recommended** that students complete these guides along with the readings, as they will assist students in sifting through long reading assignments and serve as helpful study tools. Students often wait until halfway through the semester to start using

these guides, and ***they consistently report that they wish they had used them sooner!***

Teaching Methods: This class involves a variety of teaching methods, such as lectures, group discussions, and group activities. Active participation in class is required, and students are expected to arrive to class prepared to engage in an informed manner.

Attendance: As noted in the Winthrop University catalog, instructors expect students to attend class, to be responsible for the academic consequences of absence, and to fulfill all course requirements regardless of absences. Because attendance and participation enhance the value of this course, **more than two absences will result in a loss of one full letter grade** (e.g., A- becomes B-). In accordance with the university's policies, absences totaling more than 25 percent of class sessions will result in a grade of N, F, or U, whichever is appropriate. Please **notify the instructor in advance** if you will not be in class. If you miss a class, it is your responsibility to make arrangements to get notes, handouts, and assignments from another student, and then follow up with the instructor if you have any questions**. Documentation (doctors note, proof of memorial service, etc.) is required in order for an absence to be excused.**

Tardy/Early Departures: Promptness is an aspect of professional behavior. Students are expected to be on time and remain in class for the entire period. **For attendance records, any combination of three tardies or early departures counts as one absence.**

Electronic Devices: Unless otherwise instructed (we will use your phones in class!), please be sure that all electronic devices are off and out of sight during the entire duration of class. After one verbal or email warning, **any student using electronic devices without permission will be marked absent.** Students who use laptop computers to take notes are welcome to do so; however, checking of email or web searching is not permitted.

Assignments: All papers, reports, and other assignments created outside of class should be typed double-spaced in 12-point font (change default from 11-pt.). Please pay close attention to how assignments should be turned in, as **hard copies are typically required to be submitted at the start of class.**

Late Assignments: All required assignments, including readings, must be completed as directed on the course schedule unless an extension is granted ***prior to the due***

date. Deadlines may be extended for students with adequate cause (e.g., illness, death in the family) if requested before the class that the assignment is due. Determination of adequate cause requires verification (e.g., doctor's excuse). **Late work that is submitted without instructor permission will be penalized with a loss of 1/4 of the total point value of the assignment for each day late.**

Please note that late submissions for quizzes are not accepted, since these are completed online and students have ample time to submit their responses.

In-Class Behavior: Students should exhibit professional behavior and meet the expectations they will hold for the students they are preparing to teach. This includes being prepared for class and participating during class.

Students with Disabilities/Need for Accommodations for Access Statement: Winthrop University is committed to providing access to education. If you have a condition which may adversely impact your ability to access academics and/or campus life, and you require specific accommodations to complete this course, contact the Office of Accessibility (OA) at 803-323-3290, or, accessibility@winthrop.edu. Please inform me as early as possible, once you have your official notice of accommodations from the Office of Accessibility. I am happy to work with you!

Student Code of Conduct and Academic Dishonesty: Cheating, plagiarism, or any other form of academic dishonesty will result in receiving an F in this course. For examples of infractions of academic discipline, consult the university's Student Conduct Code Academic Misconduct Policy in the Student Handbook online: http://www.winthrop.edu/uploadedFiles/studentconduct/StudentHandbook.pdf. Some instances of academic misconduct include providing or receiving unauthorized assistance in academic work, using the same work for two or more courses, forging signatures, and presenting someone else's work (or portions) as your own.

Syllabus Change Policy: This syllabus reflects expectations for the course; however, I may find it necessary to make changes in the syllabus after the course begins. In such cases, students will be notified accordingly.

Instructional Technology Center: The Instructional Technology Center (ITC) in Withers 307 provides a variety of technology for students in the College of Education (COE) to use in the field or for their courses. Items can be checked out during the semester for all of your technology needs. More information about our hours and services can be found at https://www.winthrop.edu/itc/ .

Honors Requirements: Students taking the course for Honors Credit will need to schedule a meeting with the instructor within the first few weeks of the semester to discuss requirements for the honors project.

Professional Clothes Closet: It is important that future educators maintain a professional disposition at all times, and appropriate dress is a key component to maintaining professionalism in the field. Winthrop University has a professional clothes closet, housed in Withers, which provides free professional clothing for students in the College of Education. If you would like to take advantage of this opportunity, please email Dr. Catalana ([catalanas@winthrop.edu)](mailto:catalanas@winthrop.edu).

Tentative Course Calendar

Week	Main Topic(s) Covered	Corresponding Readings * Readings must be completed **before class**. *Please refer to weekly reading guides for page references; you **are not** required to read the whole chapters!	Assignment Due * **Hard copies** of all assignments are **due at the start of class**.
Week 1 August 19-23	• Course Overview • Introduction to Universal Design for Learning		
Week 2 August 26-30	• Roles of Assessment in Teaching & Learning • Universal Design for Learning • Growth Mindset	• Chapter 1 • Universal Design for Learning article • Growth Mindset article & handout	• Classroom Activity/Assessment Example due • Quiz 1 due on BB midnight before day of class
Week 3 September 2-6 ***Labor Day September 2**	• Standards and Cognitive Learning Targets	• Chapter 2 • Additional readings TBA	• Quiz 2 due on BB midnight before day of class

Week 4 September 9-13	• Introduction to Purpose of Assessment – Diagnostic, Formative, & Summative	• Readings TBA	• HW 1: Standards & Learning Objectives due • Quiz 3 due on BB midnight before day of class
Week 5 September 16-20	• High Quality Assessment: Reliability, Validity, and Fairness	• Chapter 3	• Quiz 4 due on BB midnight before day of class
Week 6 September 23-27	• High Quality Assessment: Reliability, Validity, and Fairness • Catch-up and review for midterm	• Chapter 3	• Quiz 5 due on BB midnight before day of class
Week 7 September 30 - October 4	**MIDTERM**	**MIDTERM**	**MIDTERM**
Week 8 October 7 - 11	• Analyzing Assessments • **Artifact Analysis Work Session I**	• Textbook, p. 465-470 • Additional readings TBA	• Bring your graded HW 1 to class
Week 9 October 14 - 18 *October 18 Course withdrawal deadline	FALL BREAK		

Week 10 October 21-25	• Purpose of Assessment – Diagnostic, Formative, and Summative	• Readings TBA	• Quiz 6 due on BB midnight before day of class • Assessments for HW 2 due
Week 11 October 28 – November 1	• Informative Feedback	• Chapter 4, p. 130-142 • Additional readings TBA	• Quiz 7 due on BB midnight before day of class • HW 2: Purpose of Assessment due *(note: this is a longer assignment than previous homework assignments)*
Week 12 November 4 - 8 *November 6 – Election Day	• **Artifact Analysis Work Session II** • Rubrics and Checklists	• *Leveling the Field: Using Rubrics to Achieve Greater Equity in Teaching and Grading* article • Additional readings TBA	• Quiz 9 due on BB midnight before day of class • HW 3: Informative Feedback due
Week 13 November 11 - 15	• Large Scale Assessments	• Chapter 7 • Additional readings TBA	• Quiz 10 due on BB midnight before day of class • HW 4: Rubrics due
Week 14 November 18 - 22	• Best Practices in Writing Assessments	• Readings TBA	• Quiz 11 due on BB midnight before day of class
Week 15 November 25-29 *Thanksgiving Break: Nov 27 – December 1	• **Final Artifact Analysis Work Session** • Review for Final Exam *Last day of WU classes is December 2, so this will be our last week before finals!		

Artifact Analysis due in VIA by 11:59 pm on December 6

Final Exam:
- M 3:00 Course --- Monday, December 9 at 3:00 pm
- T 12:30 Course --- Thursday, December 5 at 11:30 am

Connection to Education Core Themes

Differentiation	This course examines the Universal Design for Learning framework, which establishes the foundation for effective differentiation. Students will examine how considering multiple means of representation, action/expression, and engagement paves the way for differentiated teaching practices.
Assessment	This course is foundational to understanding the qualities of effective (valid, reliable, and fair) assessments, and examining diagnostic, formative, and summative purposes of classroom assessment. After taking this course, students should have a firm understanding of effective assessments, thus preparing them to write their own assessments in future courses.
Cultural Competence	This course examines how assessments can be biased towards certain cultures, and explores how the Universal Design for Learning framework is essential to implementing assessments that are fair for all students.
Professionalism and Perseverance	Although this course does not include a field component, students will discuss ethical issues and challenges related to assessment practices.

Assessment of Learning Outcomes and Standards

Unit Standards/Elements	Student Learning Outcome-Course Content (SLO-C)	Content Assessment *Key Assessment
CG1. The teacher candidate will analyze, select, and design appropriate assessments for learners with diverse backgrounds and needs.		
US 4. Assessment. E2. The teacher candidate uses data from a variety of formative, diagnostic, and summative assessments to guide instruction, determine impact on learning,	SLO1-C. Distinguish among purposes of diagnostic, formative, and summative assessments for guiding instructional decisions.	Quizzes Midterm and final exam Homework/classwork Artifact Analysis*

differentiate instruction, and accommodate diverse learners.		
US 4. Assessment. E1. The teacher candidate designs, selects, and implements valid, reliable, and appropriately differentiated assessments that are aligned with short and long term goals.	SLO2-C. Select appropriate assessments aligned to learning goals. SLO3-C. Design reliable and valid selected response, essay, checklist, performance assessment (project) items, and rubrics for appropriate learning goals.	Artifact Analysis* Midterm and final exam Quizzes Homework/Classwork
US3. Technology. E4. The teacher candidate will use technology to collect, manage, and analyze data to determine impact on student learning.	SLO4- C. Use technology (excel spreadsheet) to manage and analyze data to determine impact on student learning.	Homework/classwork
US 4. Assessment. E2.The teacher candidate uses data from a variety of formative, diagnostic, and summative assessments to guide instruction, determine impact on learning, differentiate instruction, and accommodate diverse learners.	SLO5-C. Interpret and use results of large-scale norm- referenced and criterion referenced tests for instructional purposes.	Quizzes Homework/classwork

CG2. The teacher candidate will apply concepts of motivation to designing and administering assessments.		
US 4. Assessment. E1. The teacher candidate designs, selects, and implements valid, reliable, and appropriately differentiated assessments that are aligned with short and long term goals.	SLO6-C. Apply motivational concepts including UDL principles for designing assessments.	Artifact Analysis* Homework/classwork
CG3. The teacher candidate will demonstrate characteristics and communication skills of an ethical, data-based practitioner.		
US 7. Professional Learning and Ethical Practice E2. The teacher candidate meets expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy, and carries out practice in ways that uphold learners' rights and teacher responsibilities (e.g., for educational equity, confidentiality, privacy, etc).	SLO7-C. Describe ethical principles of assessment and grading.	Quizzes Final exam Homework/classwork

US4. Assessment E3. The teacher candidate effectively and ethically communicates assessment information to learners, parents, guardians, colleagues, and administrators.	SLO8-F. Ethically communicate assessment results.	Final exam Homework/classwork Quizzes