



**Department of Education
MATTC Program
EDUC 265/296 (3 units)
Assessing Elementary/Secondary Student Learning
Fall 2023**

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Course Meeting: Thursdays, 5:00 pm – 8:00 pm
Classroom: Online
Office Hours: On Zoom by appointment

Mission and Goals of the Department of Education

Rooted in the Jesuit tradition at Santa Clara University, the mission of the Department of Education is to prepare professionals of competence, conscience, and compassion who will promote the common good as they transform lives, schools, and communities. Our core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration guide both theory and practice.

Faculty, staff, and students in the Department of Education:

1. Make student learning our central focus
2. Engage continuously in reflective and scholarly practice
3. Value diversity
4. Become leaders who model ethical conduct and a commitment to social justice
5. Seek collaboration with others in reaching these goals

MS/SS Teaching Credential Program Learning Goals (PLGs)

The PLGs represent our commitment to individuals who earn their MS/SS credential at Santa Clara University. The MS/SS faculty focus on ensuring each student will begin their teaching career ready to:

1. Maximize learning for every student.
2. Teach for student understanding.
3. Make evidence-based instructional decisions informed by student assessment data.
4. Improve your practice through critical reflection and collaboration.
5. Create productive, supportive learning environments.
6. Apply ethical principles to your professional decision-making.

The PLGs guide our program. Therefore, all MS/SS teaching credential program course objectives are cross-referenced with the PLGs. (A fully elaborated version of the MS/SS PLGs can be found in the Teacher Candidate Handbook, Pre-Service Pathway.)

Course Description

This course is designed to help you understand, integrate, and skillfully apply the principles of assessment. You will be taught how to develop assessments that align well with your lesson objectives and provide information about what your students have learned in terms of academic knowledge and social skills. Overall, this course will help you to understand the principles of assessment, construct valid assessments of student learning, recognize the strengths and limitations of various assessment types, and learn about the legal and ethical implications in the use of assessment data, particularly in the determination of special education eligibility and the monitoring of services and areas for growth

identified in IEPs. At the end of this course, you will be able to develop, administer, score, and report a range of culturally and linguistically responsive diagnostic, formative and summative assessments that will help all your students learn.

Course Objectives

This course will create opportunities to develop students' knowledge of or skills with...		<i>Standard/Goals Addressed</i>			
		DG #	PLG #	TPE #	MMSN TPE#
1	Understanding the relationship between learning and assessment decisions.	1	1, 2	4.3, 5.1	
2	Developing, administering, scoring, and interpreting the results of a wide variety of assessments (formal, informal, diagnostic, formative, and summative) that will assist in making instructional decisions for all students, including those with IEPs.	1, 2, 5	1, 2, 3, 4, 5	1.4, 3.2, 3.5, 3.6, 4.1, 4.3, 4.4, 5.1, 5.2, 5.3	5.1, 5.2
3	Administering assessments according to the established protocols and with appropriate accommodations (e.g., use of AAC) to facilitate the participation of students with exceptionalities.	1, 2, 5	1, 2, 3, 4, 5	1.4, 4.1, 4.3	2.6, 5.2, 5.4
4	Using the results of assessment in planning, teaching, developing curriculum, teaching social skills, determining eligibility for special education, evaluating learning interventions for students with exceptionalities, and making decisions regarding school improvement.	1, 2, 5	1, 2, 3, 4, 5, 6	1.4, 2.5, 4.1, 4.3, 4.3, 5.1, 5.2, 5.3, 6.1	2.6, 5.1, 5.2
5	Developing a valid grading system that includes rubrics.	1, 2	1, 2, 5, 6	1.4	
6	Communicating the results of assessment to students, parents, other educators, and lay audiences in person-centered, strengths-based, and culturally responsive ways.	4, 5	4, 6	5.4, 5.5	2, 4.5
7	Recognizing the unethical, illegal, and otherwise inappropriate uses of assessment, particularly by demonstrating knowledge of the legal requirements for administering and documenting assessments for students with IEPs.	4	6	6.5	3
8	Identifying assessment procedures appropriate for English Language Learners (ELLs), with special attention to appropriate assessment and identification of students whose cultural, ethnic,	1, 3	1, 2, 3, 4, 5	4.1, 4.3, 5.6, 5.7, 5.8	5.6

	gender, or linguistic differences may be misidentified as manifestations of a disability.				
*DG=Department Goals; PLG=Program Learning Goal; TPE=Teaching Performance Expectation Standard					

Required Course Materials

Note: Required readings will be posted on Camino as a link or PDF document.

Recommended Course Materials

These two books are recommended if you would like a text.

Kritikos, E., McLoughlin, J.A., & Lewis, R.B. (2017). *Assessing students with special needs* (8th ed.). Prentice Hall.

Wormeli, R. (2018). *Fair isn't always equal: Assessment and grading in the differentiated classroom* (2nd ed.). Stenhouse Publishers.

The following articles will be referenced during the course.

Ainsworth, L., & Viegut, D.J. (2006). *Common formative assessments: How to connect standards-based instruction and assessment*. Corwin Press.

Alvarez, L., Ananda, S., Walqui, A., Sato, E., & Rabinowitz, S. (2014). *Focusing formative assessment on the needs of English language learners*. WestEd.

Berger, R., Rugen, L., & Woodfin, L. (2014). *Leaders of their own learning: Transforming schools through student-engaged assessment*. Wiley & Sons.

Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80, 139-148.

Ingram, E.L., & Nelson, C.E. (2006). Using discussions of multiple-choice questions to help students identify misconceptions and reconstruct their understanding. *The American Biology Teacher*, 68(5), 275-279.

Montgomery, K. (2000). Classroom rubrics: Systematizing what teachers do naturally. *The Clearing House*, 73(6), 324-328.

Volante, L., & Beckett, D. (2011). Formative assessment and the contemporary classroom: Synergies and tensions between research and practice. *Canadian Journal of Education*, 34(2), 239-255.

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Pearson.

William, D. (2011). *Embedded formative assessment*. Solution Tree Press.

Course Requirements/Assignments

There are three major course components to EDUC 296:

	Course Requirements/Assignments	Percentage of Grade	UTPE Assessed
1	Readings and Learning Tasks	35%	1.4, 4.1, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7
2	Class Attendance & Participation	30%	1.4, 4.1, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7
3	Assessment Package	35%	1.4, 4.1, 4.3, 5.1, 5.2, 5.3, 5.6, 5.7

Readings and Learning Tasks

(35% of course grade)

You are expected to prepare for each class session by critically reading all of the required readings, completing all assigned tasks, and (when required) bringing a copy of your completed tasks to class. These tasks may include reviewing documents and/or videos posted on Camino, accessing, and analyzing assessment items available online, practicing skills learned in class, strengthening the skills required for assignments, and so on. Please refer to any assignment handouts that may be posted on Camino for additional details. Since many of these assignments will form the basis of in-class activities, they must be completed **before** class.

Class Attendance & Participation

(30% of course grade)

Your participation in our class activities and discussions is important not only for your own learning but also the learning of others. Sharing your ideas and questions with the group, as well as responding to those of your classmates, are critical to our work together. As a teacher, you need to do more than understand your own thinking—you have to be able to track others' thinking, figure out what others are saying, and determine whether and how they make sense. In this class, the “others” will be your classmates, but in the field and in the future, they will be your students, and sometimes your fellow teachers. Therefore, listening to and interacting with others in this class will explicitly help you develop dispositions and skills that matter for teaching. Professionally engaging with your classmates is crucial -- As a teacher, you will need to talk with students, families, colleagues, administrators, etc., so practice with supportive peers!

Assessment Package

(35% of course grade)

The main course objective is for you to learn how to develop, administer, and score a range of sound formative and summative assessments that will help your students learn. Towards that goal, you will develop an assessment package that contains the three elements listed below. You will also present an overview of your assessment package to your peers at our last class meeting. Additional details about this assignment will be discussed in class throughout the quarter and posted on Camino.

I. Learning Standards, Goals, Objectives, and Focal Students

1. 1-3 appropriate state and/or national standards
2. Big ideas and essential questions for the unit
3. 5-7 prioritized learning goals directly linked to the unit’s standards, big ideas, and essential questions
4. Learning goals are written as measurable outcomes, containing verbs appropriate to the assessment type, and reflecting skill level in the standards
5. Select two students, one emergent bilingual student and one student with exceptional learning needs. Write a brief overview of the strengths, abilities, and areas for growth for both students. Share the learning goals and services listed in their IEPs (if they have one).

II. Assessment Methods

1. Statement of overall approach to assessment plan: design, methods, and timeline. Include UDL strategies you will implement.
2. Descriptions and rationales for at least three assessment methods of overall plan (informal, formal, and student self-assessment, etc.) and the assessment accommodations for each focal student, with special attention to how these accommodations meet the unique social and learning needs of the focal students.
3. Descriptions of student expectations for each assessment method

III. Grading/Measurement Plan

1. Scoring criteria for graded assignments
2. Explanation of relative assignment weights
3. Rationale for weighting plan for all graded elements
4. Explanations of how forms of assessment will inform instruction for the whole class
5. Explanations of how forms of assessment will inform instruction and/or interventions for focal students
6. Explanation of how assessment data and feedback will be shared with students, parents/guardians, and colleagues/para instructors.

Grading Criteria

- All written and oral assignments must reflect graduate-level standards. As a future teacher, you must be able to model communication skills for your students.
- Letter grades are assigned on the following percentage scale:

A	94-100%	C+	77-79%
A-	90-93%	C	74-76%
B+	87-89%	C-	70-73%
B	84-86%	D+	67-69%
B-	80-83%	D	63-66%

- For assignments done in pairs or small groups, each student will receive the same grade, unless otherwise stated.
- All assignments are expected on their due dates. Unless we have made special arrangements beforehand, late assignments may be docked points for each day past the due date that they are submitted.

Professional Conduct and Performance Policies

If I have reason to feel you are not meeting all the expectations spelled out below, I will contact you privately to discuss the issue, to clarify the expectations as needed, and to offer my support in helping you reach those expectations. If I do not contact you with a concern, you can assume you are satisfying these requirements. However, if you would like specific feedback on your professional conduct during the quarter, you are welcome to contact me at any time and I will be glad to share my assessment with you.

Attendance. Being present in class, being on time to class, and participating in class is vital to your learning and to the learning of others. For that reason, please make arrangements to attend and be on time for all classes as scheduled for the quarter. You are required to sign in for class by responding to each session's opening prompt using the Zoom chat feature and completing an exit question at the end of each class. Your typed response in the chat and completion of the exit question will ensure that you receive credit for the class sessions that you attend and in which you participate. Extenuating circumstances may result in the need for a class absence or tardiness. Each student will be granted one emergency absence per course, excusing you from one class session with (at most) half the grade penalty. To use your excused absence, please notify me by email or phone before class. If there is an emergency and it is not possible to contact me prior to class, you are responsible for contacting me within 24 hours by email or phone to let me know why you were absent from class. Please be sure to review any course materials in the Module on Camino for the missed class date. Excessive tardiness may also result in a grade penalty (loss of points) as it may affect class participation.

Students will not be penalized for absences due to the observance of religious holidays that fall on our scheduled class day; please give me advance notice of these absences so I can make the necessary accommodations. All other absences are unexcused and will affect your grade.

Responsible use of Technology. Everyone's learning is enhanced by the quantity and quality of the interactions in the learning environment. Hence, your participation in whole class discussions, group work and pair group are essential for the success of this course. While a class is in session, you should not engage in any activity not directly related to what is taking place in the classroom. All students are expected to adhere to the Online MATTC Course Etiquette agreements: (1) Attend class on a laptop/desktop computer in a stable location that supports learning, (2) Keep your camera on, (3) Maximize engagement by participating verbally in discussions, and (4) Minimize distractions by keeping unrelated windows closed on your computer.

Academic Integrity. Academic integrity is part of your intellectual, ethical, and professional development. Students are expected to do their own work and to cite any sources they use. If you have questions about what is appropriate on any assignment, please let me know before you hand in work. For more resources about ensuring academic integrity in your work, visit www.scu.edu/academic-integrity.

Communication. Email and our Camino website will be our primary means of communication outside of class. **Please check your SCU email account and Camino messages daily to ensure you maintain a connection with your classmates and me.**

Course Management System—Camino

To access course materials and participate in on-line activities, please be sure to review Camino. Reminders, tools, readings, and assignment descriptions will be made available through this on-line course management system. Your SCU username and password gets you access to Camino.

Department of Education and University Policies & Resources

Academic Action Plan Students who are struggling to meet course expectations will be placed on an Academic Action Plan (AAP). The purpose of the AAP is to document the areas of difficulty, the support to be provided, and the time frame in which the student must improve performance. More information about the AAP is available in the MATTC Handbook.

Incomplete Grades Under certain extenuating circumstances, a student may request an Incomplete. See the [School of Education and Counseling Psychology Bulletin](#) for details. If you have any concerns about your ability to fulfill the course requirements by the due dates, contact me right away to explain your situation.

Writing Support The HUB Writing Center offers a variety of services, such as peer tutoring. For more details, please visit: <http://www.scu.edu/provost/writingcenter/>.

Accessible Education If you have a documented disability for which accommodations may be required in this class, please contact the Office of Accessible Education (oea@scu.edu, <http://www.scu.edu/oea>) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE, please be sure to request your accommodations through your myOAE portal and discuss them with me during my office hours within the first two weeks of class.

To ensure fairness and consistency, individual faculty members are required to receive verification from the Office of Accessible Education before providing accommodations. OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assistive technology. Students with approved accommodations of time-and-a-half should talk with me as soon as possible. The Office of Accessible Education must be contacted in advance (at least two weeks' notice recommended) to schedule proctored examinations or to arrange other accommodations.

In light of shifting health advisories related to COVID-19, exams may be administered online. Students with approved testing accommodations should contact me (at least two weeks' notice recommended) prior to an exam date to notify me of their intent to use their testing accommodations on the upcoming exam to ensure their accommodations are effectively implemented.

Accommodations for Pregnancy and Parenting Santa Clara University does not discriminate against any student on the basis of pregnancy or related medical conditions. Absences due to medical conditions relating to pregnancy and childbirth will be excused for as long as deemed medically necessary by a student's doctor, and students will be given the opportunity to make up missed work. Students needing accommodations can often arrange accommodations by working directly with their instructors, supervisors, or departments. Students needing accommodations can also seek assistance with accommodations from the Office of Office of Accessible Education (OAE) or from the Office of Equal Opportunity and Title IX Office. The following link provides information for students and faculty regarding pregnancy rights. <https://www.scu.edu/title-ix/resources/pregnancy/pregnancy>.

Discrimination, Harassment and Sexual Misconduct (Title IX) Santa Clara University is committed to providing all students with a safe learning environment free of all forms of discrimination, sexual harassment, and sexual violence.

Please know that as a faculty member, California law SB 493 requires me to report any information brought to my attention about incidents of sexual harassment or misconduct to the SCU [Equal Opportunity and Title IX Office](#) (408) 551-3043. This includes, but is not limited to, disclosures in writing assignments, class discussions, and one-on-one conversations.

Should you need support, SCU has dedicated staff trained to assist you in navigating campus resources, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and filing a formal complaint with the University or with law enforcement. Please see the [Student Resources](#) page for more information about reporting options and resources.

If you or someone you know has experienced sexual harassment or sexual violence and wishes to speak to a **confidential** resource who is not required to report, please contact one of the following SCU resources for support:

- Bree Van Ness, [Assistant Director for Student Survivor Advocacy and Campus Support](#), SCU Wellness Center, 852 Market St, (408) 551-3307, bvanness@scu.edu
- [SCU Wellness Center](#)
- [CAPS](#)
- Any individual (clergy, counselors) acting in a professional capacity for which confidentiality is mandated by law

I am happy to help connect you with any of these resources.

Reporting Practices While I want you to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that there are some reporting requirements that are part of my job at Santa Clara University. For example, as described above, if you inform me of an issue of sexual harassment or misconduct, I am required to bring it to the attention of the institution's EEO and Title IX Coordinator. If you inform me that you are struggling with an issue that may be resulting in, or caused by, traumatic or unusual stress, I will likely inform the campus Student Care Team (SCU CARE).

Safety Measures In order to meet our learning objectives, we will adhere to the highest standards for safety and mutual respect. I expect everyone to adhere to current university mask mandates at all times; to make their best attempt to make themselves heard when asking questions or contributing to discussions; and refrain from eating or drinking in class. It is expected that everyone will follow university guidelines about health and public safety measures outlined on the [Prepared SCU website](#).

Diversity, Inclusion, and Wellness It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

This course affirms people of all gender expressions and gender identities. If you go by a different name than what is on the class roster, please let me know. Using correct gender pronouns is important to me, so I encourage you to share your pronouns with me and correct me if I make a mistake. If you have any questions or concerns, please do not hesitate to contact me. For more on personal pronouns see www.mypronouns.org.

Do your best in this class (and all of your classes), but also be kind to yourself and others. Get plenty of sleep, drink lots of water, move, get outside, and pay attention to beauty that isn't coming to you on a screen. Eat good food; enjoy friends and family; look for opportunities to connect with others in new

ways; pray, meditate, or otherwise attend to your spirit. Ask for help when you need it. A lot of people, including me, are here to support you. These resources may be especially helpful:

<https://www.scu.edu/wellness/>

The Wellness center provides resources to aid and promote student well-being. It is home to three student groups: the Peer Health Educators, the Violence Prevention Educators, and the Collegiate Recovery Program.

<https://www.scu.edu/cowell/counseling-and-psychological-services-caps/>

Santa Clara students are provided counseling sessions at no cost with Counseling and Psychological Services. See website for details and eligibility.

<https://www.scu.edu/osl/culture-of-care/>

If you are concerned for the mental or physical welfare of one of your peers, the Compassionate and Responsive Educators website provides resources for recognizing and helping someone in distress.

Learning Online

Zoom information is posted on Camino.

Use of Classroom Recordings All online class meetings will be recorded and made available on Camino. As is stated in the Student Conduct Code: "...Dissemination or sharing of any classroom recording without the permission of the instructor would be considered "misuse" and, therefore, prohibited. Violations of these policies may result in disciplinary action by the University. At the instructor's discretion, violations may also have an adverse effect on the student's grade."

Copyright Statement Materials in this course are protected by United States copyright laws. I am the copyright holder of the materials I create, including notes, handouts, slides, and videos. You may make copies of course materials for your own use and you may share the materials with other students enrolled in this course. You may not publicly distribute the course materials without my written permission.

Technology Support SCU can provide you with technology assistance, and you can also reach out to our providers directly for questions. For Camino (SCU's branded instance of Canvas) support, contact caminosupport@scu.edu or call 408-551-3572. You can also use the help button within the Camino platform (on the left-hand navigation) for 24/7 support via chat or phone with our vendor.

For Zoom assistance, contact Media Services at mediaservices@scu.edu or 408-554-4520. You can also get 24/7 support from Zoom by calling 1-888-799-8854.

For SCU network and computing support, contact the SCU Technology Help Desk at techdesk@scu.edu or 408-554-5700. They can provide support for MySCU Portal, Duo, ecampus, hardware and software issues, and more.

EDUC 296 Course Outline & Class Schedule

Subject to change. Changes will be communicated via in-class announcement, Camino, and/or email.

DATE & CLASS SESSION	TOPICS	TASKS/ASSIGNMENTS DUE (CHECK CAMINO FOR MORE DETAILS)
Session 1 Sept. 18-24	<ul style="list-style-type: none"> ● Course overview ● Setting the context—Introduction to assessment and educational achievement 	<ul style="list-style-type: none"> ● Introductory Survey ● Watch ESSA Video ● Read and Annotate NEA Article
Session 2 Sept 25-Oct 1	<ul style="list-style-type: none"> ● Introduction to Course Signature Assignment ● Backward design 	<ul style="list-style-type: none"> ● Read Wormeli, Chapters 3 & 4
Session 3 Oct 2-8	<ul style="list-style-type: none"> ● The case for formative assessment and its differentiation ● Knowing when to use appropriate formative assessment ● Diagnostic assessment 	<ul style="list-style-type: none"> ● Read Kritikos et al., Chapters 2, 6
Session 4 Oct 9-15	<ul style="list-style-type: none"> ● Types of summative assessments ● Issues with summative assessment ● Preparing summative assessment items ● Accommodating summative assessment 	<ul style="list-style-type: none"> ● Read Wormeli, Chapter 10 ● Read Kritikos et al., Chapter 4
Session 5 Oct 16-22	<ul style="list-style-type: none"> ● Authentic assessment and assessment options ● Analysis of student work ● Developing rubrics 	<ul style="list-style-type: none"> ● Read Wormeli, Chapters 9, 11-12
Session 6 October 23-29	<ul style="list-style-type: none"> ● Grading strategies and marking student achievement ● Providing constructive critique and descriptive feedback ● Reporting student learning in person-centered family-centered, and strengths-based ways 	<ul style="list-style-type: none"> ● Read Wormeli, Chapters 17-19 ● Read Kritikos et al., Chapter 3
Session 7 Oct 30-Nov 5	<ul style="list-style-type: none"> ● Assessing social skills ● Assessing students for potential exceptionalities ● Criteria for selecting most appropriate assessments ● Assessment accommodations for students across subject areas and on standardized testing 	<ul style="list-style-type: none"> ● Read Kritikos et al., Chapters 4, 5, 10
Session 8 Nov 6-12	<ul style="list-style-type: none"> ● Student involvement in assessment; self-assessment and peer feedback ● Providing opportunities for student reflection ● Using student portfolios 	<ul style="list-style-type: none"> ● Read Wormeli, Chapter 5

<p>Session 9 Nov 13-19</p>	<ul style="list-style-type: none"> ● Differentiated, and culturally and linguistically responsive assessment ● Assessing culturally and linguistically diverse students for potential learning exceptionalities ● Legal requirements for assessing students with IEPs 	<ul style="list-style-type: none"> ● Read Wormeli, Chapters 8 & 16 ● Read Kritikos et al., Chapter 12
<p>Session 10 Nov 27-Dec 3</p>	<ul style="list-style-type: none"> ● Guidelines for improved and powerful sustainability with assessment ● Assessment package small group presentations ● Course synthesis 	<ul style="list-style-type: none"> ● Read Wormeli, Chapters 2 & 20 ● Assessment Package presentation
<p>December 4th</p>		<ul style="list-style-type: none"> ● <i>Final Assessment Package DUE by 11:59 PM on Thursday, 12/4</i>