



SCHOOL OF EDUCATION AND
COUNSELING PSYCHOLOGY

Department of Education

Master of Arts in Teaching + Teaching Credential program

EDUC 296 (3 units)

Assessing Secondary Student Learning

Fall 2015

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Course Meeting Dates: Thursdays Sept. 24 – Dec. 3 (7:00-10:00 p.m.) ESJ campus

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

MS/SS Teaching Credential Program Learning Goals (PLGs) represent our commitment to the individuals who earn their MS/SS credential at Santa Clara University. The MS/SS faculty focus on ensuring each of you will begin your 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 on page 8 of the Teacher Candidate Handbook, Pre-Service Pathway.)

Course Description

Designed to help credential candidates understand, integrate, and skillfully apply standards governing educational assessment in culturally and linguistically diverse secondary classrooms. Emphasis is placed on building quality into assessment, on successfully matching important learning outcomes with the items and tasks used to measure them, and on using assessment data to inform teaching practice. This course also addresses assessment of the academic content mastery of English learners and of students who are significantly above or below grade level expectations.

Course Objectives

1. Understand the relationship between learning and assessment decisions.
2. Develop assessment tools that will assist in making educational decisions.
3. Administer, score and interpret the results of a wide variety of assessment tools. **(TPE 3)**
4. Use the results of assessment in planning, teaching, developing curriculum, and making decisions regarding school improvement. **(TPE 8)**
5. Develop a valid grading system. **(TPE 3)**
6. Communicate the results of assessment to students, parents, other educators and lay audiences. **(TPEs 6b & 6c)**
7. Understand and demonstrate the use of Response to Intervention.
8. Recognize the unethical, illegal and otherwise inappropriate uses of assessment. **(TPE 12)**
9. Identify assessment procedures appropriate for English Language Learners.
10. Identify proper procedures for referring students for special services.

Required Text(s) & Readings

Basterra, M. (2011) "Cognition, Culture, Language, and Assessment: How to Select Culturally Valid Assessments in the Classroom" in Basterra, M., Trumbull, E. & Solano-Flores, G., eds., *Cultural Validity in Assessment: Addressing Linguistic and Cultural Diversity*. NY: Routledge. (Chapter 4 pp.72-95).

Brown, P., Roediger III, H., and McDaniel, M. "Make it Stick" in *Make it Stick: The Science of Successful Learning*. Cambridge, MA: Harvard University Press. Pp.200-253.

- Cauley, K. & McMillan, J. (2010) "Formative Assessment Techniques to Support Student Motivation and Achievement" *Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 83(1), 1-6.
- Center for Innovation in Teaching and Learning (n.d.) *Improving Your Test Questions*. University of Illinois at Urbana-Champaign. Available at: http://cte.illinois.edu/testing/exam/test_ques.html
- Chappuis, S. & Stiggins, R. (2002) "Classroom Assessment for Learning" *Educational Leadership*, 60(1), 40-43.
- Guskey, T. (2007) "Using Assessments to Improve Teaching and Learning" in Reeves, D., ed. *Ahead of the Curve: The Power of Assessment to Transform Teaching and Learning*. Bloomington, IN: Solution Tree. Pp.15-29.
- Mason, D., Moulton, M., Russell, D. and Wilmot, D. (2009) *Three Facets of Formative Assessment: How to Revolutionize (and actually use) Locally Developed Tests*. Santa Clara County Office of Education.
- Morgan, J., Brown, N., Hsiao, Y., Howerter, C., Juniel, P., Sedano, L. and Castillo, W. (2014) "Unwrapping Academic Standards to Increase the Achievement of Students with Disabilities" *Intervention in School and Clinic*, 49(3), 131-141.
- Stiggins, R. (2002) "Assessment Crisis: The Absence of Assessment FOR Learning" *Phi Delta Kappan*, 83(10), 758-765.
- Tomlinson, C. & McTighe, J. (2006) "Considering Evidence of Learning in Diverse Classrooms" in *Integrating Differentiated Instruction & Understanding by Design: Connecting Content and Kids*. Alexandria, VA: ASCD. Pp.59-82.

Recommended Readings

- Chappuis, J. (2014) "Thoughtful Assessment with the Learner in Mind" *Educational Leadership*, 71(6), 20-26.
- Dunlosky, J. (2013) "Strengthening the Student Toolbox: Study Strategies to Boost Learning" *American Educator*, 37(3), 12-21.
- Fichtner, D., Peitzman, F. and Sasser, L. (1994) "What's Fair? Assessing Subject Matter Knowledge of LEP Students in Sheltered Classrooms" in Peitzman, F. & Gadda, G., eds. *With Different Eyes: Insights into Teaching Language Minority Students Across the Disciplines*. White Plains, NY: Longman. Pp.114-123.
- Howard, T. (2003) "Culturally Relevant Pedagogy: Ingredients for Critical Teacher Reflection" *Theory into Practice*, 42(3), 195-202.
- Kopriva, R. & Sexton, U. (2011) "Using Appropriate Assessment Processes: How to Get Accurate Information about the Academic Knowledge and Skills of English Language Learners" in Basterra, M., Trumbull, E. & Solano-Flores, G., eds., *Cultural Validity in Assessment: Addressing Linguistic and Cultural Diversity*. NY: Routledge. (Chapter 5 pp.96-114).
- Stiggins, R. & Chappuis, J. (2012) *An Introduction to Student-Involved Assessment for Learning*, 6th ed. Boston, MA: Pearson.

- Stiggins, R. & Chappuis, J. (2012) “Classroom Assessment for Student Success” in *An Introduction to Student-Involved Assessment for Learning, 6th ed.* Boston, MA: Pearson. Pp.3-22.
- Stiggins, R. & Chappuis, J. (2005) “Using Student-Involved Classroom Assessment to Close Achievement Gaps” *Theory into Practice, 44*(1), 11-18.
- Tomlinson, C. (2010) “Learning to Love Assessment” in Canestrari, A. & Marlowe, B., eds. *Educational Foundations: An Anthology of Critical Readings, 2nd ed.* Thousand Oaks, CA: SAGE. Pp.187-194.
- Tomlinson, C. & McTighe, J. (2006) “Grading and Reporting Achievement” in *Integrating DI & UbD: Connecting Content and Kids.* Alexandria, VA: ASCD. Pp.128-140.

Course Requirements/Assignments

Final grades are based on 100 points, following the outline of assignments below:

- ☞ Preparation (10) – having studied the reading material, come to class ready for discussion with questions and comments, completed any homework prompts assigned; this portion of the grade will be self-evaluated: email instructor with self-evaluation prior to the last class.
- ☞ Participation (20) – active, engaged contribution to class discussions; attentive listening; see also Responsible Use of Technology (statement below).
- ☞ Literature Circles (10) – prepare a handout on the reading(s) assigned and serve as a discussion leader for 1 session; see guidelines below.
- ☞ Activity Responses (20) – a series of reflection exercises will be provided throughout the course, including selected homework and in-class prompts. These are to be collected in a Portfolio and submitted on the date assigned.
- ☞ Assessment Package (40) – as the signature assignment for this course, you will compose an assessment package that includes Learning Standards / Goals, Methods, and a Grading / Measurement Plan. Submit with your Portfolio. Details and a scoring guide will be provided.
- ☞ Attendance: 2 points will be deducted from your final grade for each absence. No more than 2 absences will be permitted. Please contact me if you will be absent so I can make any necessary accommodations. Assignments missed due to absences cannot be made up.

Responsible Use of Technology:

While class is in session, you should be fully engaged in the activity or discussion that is occurring or has been assigned. This includes productive contributions to discussion and attentive listening to peers. The instructor will inform students of any time that it is appropriate to use forms of technology during class; otherwise, these should be put away until break time. The instructor reserves the right to ask you to close your laptop and/or put away any other form of technology at his/her discretion; when this occurs, please respond quickly and without protest to avoid further disruption of the class’s learning. The instructor also reserves the right to ignore inappropriate use of technology in class and simply deduct points from your participation grade.

Literature Circles (LC)

Each student will be responsible for leading a Literature Circle on the assigned reading(s). Literature Circle leaders should come to class prepared with a handout for each member of their group that addresses each of the components explained below. Parameters for the process of leading the circle will be explained in class.

- ☞ Definition of terms. List all the words of which you are unsure and define them in your own words (include examples where appropriate).
- ☞ Author's message. To zero in on the topic for discussion, write down your version of the author's main message. Include at least 1 quote that was memorable for you and explain why or how you might use it during discussion in the circle.
- ☞ Integration of material with other knowledge. Make connections of the learning in the assignment to ideas/concepts acquired in previous meetings or other learning situations. How do these ideas parallel or contradict other theories, readings, or experiences?
- ☞ Application of the material. Make an effort to assess the applications and implications of the material to learning settings. How might these notions help shape your pedagogy or research?
- ☞ Questions to consider. Pose several pertinent, insightful questions that dig into the content of the author's message and/or that will challenge classmates to explore the ideas further.

Course Outline & Class Schedule

session	topic / activities	reading(s)	assignments
1 Th 9/24	Course introduction. Professional standards	TPEs; Continuum	
2 Th 10/1	Assessment terms and principles	Guskey	
3 Th 10/8	Assessment <i>of and for</i> learning	Stiggins; Chappuis & Stiggins	LC1
4 Th 10/15	Differentiating assessments & 'Understanding by Design'	Tomlinson & McTighe	LC2
5 Th 10/22	Unwrapping standards & designing objectives	Morgan et al.	LC3
6 Th 10/29	[online session] Test item construction	Mason et al.; CITL	Assessment package draft
7 Th 11/5	Culture and language; Equity and validity	Basterra	LC4
8 Th 11/12	Assessment & motivation	Cauley & McMillan	LC5
9 Th 11/19	Assessment & study strategies	Brown et al.	LC6
10 Th 11/26	[online session] / Holiday		Activity Responses
11 Th 12/3	Assessment Package posters / presentations.	<i>TBA</i>	Course evaluations Portfolios due.

LC# = literature circle – to be assigned

The course outline is subject to change based on the needs and interests of the class as determined by the instructor.

Assessments & Grading Criteria

1. All written and oral assignments must reflect graduate-level standards.
2. Attendance in all class meetings is expected. If you are going to be absent, please contact me ahead of time. Be sure to get all missed work and be prepared for the next class.
3. All assignments are expected on their due dates and by the delivery method stated (i.e. as hardcopies in class or by email / attachment), unless other arrangements have been made.
4. Letter grades are assigned on the scale below based upon a possible total of 100 points.

A	95-100	C+	77-79
A-	90-94	C	74-76
B+	87-89	C-	70-73
B	84-86	D+	67-69

Additional Information

Disability Accommodations Procedure

To request academic accommodations for a disability, students must be registered with Disabilities Resources, located in Benson, room 216. If you would like to register with Disabilities Resources, please visit their office or call at (408) 554-4109. You will need to register and provide professional documentation of a disability prior to receiving academic accommodations.

Academic Integrity

The University is committed to academic excellence and integrity. Students are expected to do their own work and to cite any sources they use. A student who is guilty of dishonest acts in an examination, paper, or other required work for a course, or who assists others in such acts, will receive a grade of F for the course. In addition, a student guilty of dishonest acts will be immediately dismissed from the University. Students that violate copyright laws, including those covering the copying of software programs, or who knowingly alter official academic records from this or any other institution, are subject to disciplinary action (ECP Graduate Bulletin, 2013-2014

<http://www.scu.edu/ecp/studentlife/bulletin/upload/Graduate-Bulletin-2013-14-01-27-14-Final-with-cover.pdf>).