



SCHOOL OF EDUCATION AND  
COUNSELING PSYCHOLOGY

**Department of Education  
MATTC Program  
EDUC 296 (2 units)  
ASSESSING SECONDARY STUDENT LEARNING  
Fall 2017**

*Professor:* Dr. Margaret M. Lucero  
*Office:* Guadalupe Hall #252  
*Office Hours:* T 2-4 PM  
*Email:* mlucero@scu.edu

*Course Meeting:* M 5-7 PM  
*Classroom:* Guadalupe Hall #201  
*Phone:* (408) 551-3129  
*Skype:* margaretlucero

**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 you're your lesson objectives and provide information about what your students have learned. Overall, this course will help you to

understand the principles of assessments, 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. At the end of this course, you will be able to develop, administer, and score a range of sound 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>		
		<b>DG #</b>	<b>PLG #</b>	<b>TPE #</b>
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 assessment tools that will assist in making instructional decisions.	1, 2, 5	1, 2, 3, 4, 5	1.4, 4.1, 4.3, 5.1, 5.2, 5.3
3	Using the results of assessment in planning, teaching, developing curriculum, and making decisions regarding school improvement.	1, 2, 5	1, 2, 3, 4, 5, 6	1.4, 4.1, 4.3, 5.1, 5.2, 5.3
4	Developing a valid grading system.	1, 2	1, 2, 5, 6	1.5, 6.1
5	Communicating the results of assessment to students, parents, other educators, and lay audiences.	4, 5	4, 6	5.4, 5.5
6	Recognizing the unethical, illegal, and otherwise inappropriate uses of assessment.	4	6	6.5
7	Identifying assessment procedures appropriate for English Language Learners (ELLs) and other special populations.	1, 3	1, 2, 3, 4, 5	4.1, 4.3, 5.6, 5.7, 5.8
* <b>DG</b> =Department Goals; <b>PLG</b> =Program Learning Goal; <b>TPE</b> =Teaching Performance Expectation Standard				

### Recommended Course Materials

Note: Required readings are selections from the asterisked texts that are posted as PDFs on Camino.

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

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

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

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

Brown, J.S., Collins, A., & Newman, S.E. (1989). Cognitive apprenticeship: Teaching the crafts of reading, writing, and mathematics. *Knowing, learning, and instruction: Essays in honor of Robert Glaser*. Hillsdale, NJ: Lawrence Erlbaum.

Daugherty, J.L., Custer, R.L., & Dixon, R.A. (2012). Mapping concepts for learning and assessment. *Technology and Engineering Teacher*, 71(8), 10-14.

(\*) 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.

National Research Council. (2001). *Knowing what students know: The science and design of educational assessment*. Committee on the Foundations of Assessment, Board on Testing and Assessment, Center for Education. J.W. Pellegrino, N. Chudowsky, & R. Glaser (Eds.), Washington, DC: National Academies Press.

(\*) 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* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Pearson.

Wiliam, D. (2011). *Embedded formative assessment*. Bloomington, IN: Solution Tree Press.

### Course Requirements/Assignments

There are three major course components to EDUC 296:

	Course Requirements/Assignments	Percentage of Grade	TPE Assessed
1	Readings and Resources Tasks	30	1.4, 4.1, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7
2	Contributions and Participation within the Classroom Community	25	1.4, 4.1, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7
3	Assessment Package	45	1.4, 4.1, 4.3, 5.1, 5.2, 5.3, 5.6, 5.7

### **Readings and Resources Tasks**

(30% 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 hard copy of your completed tasks to class. These tasks may include reviewing documents 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.

### **Contributions and Participation**

(25% 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!

### **Signature Assignment—Assessment Package**

(45% 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 and posted on Camino. *See attached Appendix for the specific details and rubric regarding this assignment.*

#### I. Learning Standards, Goals, & Objectives

1. 1-3 appropriate state and/or national standards
2. “Big” ideas and essential questions for the unit
3. 5-7 prioritized daily learning objectives/targets directly linked to the standards (including “unwrapping”) and big ideas/essential questions
4. Learning objectives/targets are written as measurable outcomes, containing verbs appropriate to the assessment type, and reflecting skill level in the standards

#### II. Methods

1. Statement of overall approach to assessment plan: design, components and timeline
2. Descriptions and rationales for at least two assessment methods/components of overall plan
3. Descriptions of student expectations for each assessment method/component

4. Statement of actions taken to ensure validity and reliability of summative and standardized types of assessment

### 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 for how non-graded forms of assessment will inform instruction

### IV. Self-Assessment

1. Self-evaluation with written explanation of ratings using *Assessment Package Self-Assessment*, which will be posted on Camino.

### **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.*** Regular attendance at all class meetings is a requirement in this program. Ten points will be deducted from your final grade for the course for each class session you missed. Each of you will be granted one Emergency Release (ER) per course. Your ER excuses you from one class session with (at most) half the grade penalty (loss of 2-5 points instead of 10). To use your ER you must notify me by email or phone BEFORE class. Save your ER for medical issues, family demands, car trouble, etc.

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.

Because so much of the course content is learned through participation in class activities and other experiences, it is not possible to make up for missing a class session. However, there are ways you can engage with the content, join the conversation, and try to fill the knowledge gaps that are the result of your absence. If you must miss a class session, do the following things:

1. Complete and submit on time all assignments due for the class session.
2. Download and review the PowerPoint presentation and any handouts and discussion notes from class (all posted on Camino).
3. Talk with your classmates to get their sense of the main “takeaways” of the session.

***Punctuality.*** Coming to class (and returning from breaks) on time is another course requirement. Your first late arrival will be excused; your second late arrival will cause 1 point to be deducted from your final course grade; your third late arrival will cause an additional 4 points to be deducted. More than three late arrivals indicate a serious problem; this situation will be dealt with at my discretion.

**Note: Points lost due to absences and/or lack of punctuality are deducted from your final grade. A student with excellent grades on assignments and other aspects of professional conduct can earn a lower course grade as a result of excessive absence or chronic lateness.**

*Attendance and punctuality are the only policies with the immediate potential to impact your course grades. However, your instructors gather data documenting your adherence to the remaining policies listed here through ongoing observation and documentation. These data are a primary factor in our program's assessment of your mastery of TPE 6- "Developing as a Professional Educator"*

**Responsible use of technology.** As we read and study in this course, 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 is 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. Instructors reserve the right to ask you to close your laptop or put away some other form of technology at their discretion; when/if this occurs, please respond quickly and without protest to avoid further disruption of the class's learning. Instructors also reserve the right to ignore your inappropriate use of technology in class and simply deduct points from your final grade. If you would like more detailed clarification about the expectations regarding appropriate and inappropriate in-class technology use, please feel free to contact me for further information.

**Academic integrity.** Santa Clara University insists on honesty and integrity from all members of its community; see <https://www.scu.edu/academic-integrity/> for details. 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 (SECP Graduate Bulletin, 2017-2018 <https://www.scu.edu/media/ecp-media/-/ecp-media-2018/pdfs/Final---SECP-17-18.pdf>).

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

### Assessments & 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.
- Attendance and participation in all class meetings is required. If you are going to be absent from class, you must email or call me to inform me of your absence. You will still be responsible for any missed content.
- Final letter grades are assigned on the standard scale based upon a possible total of 100 points (once cumulative course points are converted).

<b>A</b>	94-100	<b>C+</b>	77-79
<b>A-</b>	90-93	<b>C</b>	74-76
<b>B+</b>	87-89	<b>C-</b>	70-73

<b>B</b>	84-86	<b>D+</b>	67-69
<b>B-</b>	80-83	<b>D</b>	63-66

- Assignments done in pairs, both partners will receive the same grade, unless otherwise stated.
- Final grades will reflect students’ contributions (e.g., attendance, class discussions, quality of presentation, ability to lead discussion groups, completion and quality of course assignments), critical thinking and ability/degree to which student integrates theory, research and practice.
- All assignments are expected on their due dates in the room where our class meets. I cannot be responsible for papers submitted at other times or in other formats. Unless we have made special arrangements beforehand, late assignments will be docked 3 points for each day past the due date that they are submitted.

**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 Canvas.

**Department of Education and University 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.

**Disability Accommodations** If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, <http://www.scu.edu/disabilities> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. Students who have medical needs related to pregnancy may also be eligible for accommodations.

While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information, you may contact Disabilities Resources at 408-554-4109.

**Accommodations for Pregnancy and Parenting** In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medically related needs. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.

**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 (22 Benson Center) offers a variety of services, such as peer tutoring. For more details, please visit: <http://www.scu.edu/provost/writingcenter/>.

**Title IX** Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043 or by email at [bguthrie@scu.edu](mailto:bguthrie@scu.edu). Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint <https://www.scu.edu/hr/quick-links/ethicspoint/>

**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, if you inform me of an issue of harassment, sexual violence, or discrimination, I will keep the information as private as I can, but 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).

If you would like to reach out directly to the Student Care Team for assistance, you can contact them at <https://www.scu.edu/osl/culture-of-care/care-teams/>. If you would like to talk to the Office of EEO and Title IX directly, they can be reached at 408-554-3043 or by email at [bguthrie@scu.edu](mailto:bguthrie@scu.edu). Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint: <https://www.scu.edu/hr/quick-links/ethicspoint/> Additionally, you can report incidents or complaints to the Office of Student Life (OSL), Campus Safety Services, and local law enforcement. For confidential support, contact the Counseling and Psychological Services office (CAPS), the YWCA, or a member of the clergy (for example, a priest or minister).

Finally, please be aware that if, for some reason, our interaction involves a disruptive behavior, a concern about your safety or the safety of others, or potential violation of University policy, I will inform the Office of Student Life. The purpose of this is to keep OSL apprised of incidents of concern, and to ensure that students can receive or stay connected to the academic support and student wellness services they need.



## 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 (SEE APPLICABLE ASSIGNMENT SHEETS FOR DETAILS)
<b>Sept.18</b> Class #1	<ul style="list-style-type: none"> <li>• Course overview</li> <li>• Setting the context—Introduction to assessment and educational achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Introductory Survey</li> </ul>
<b>Sept.25</b> Class #2	<ul style="list-style-type: none"> <li>• Introduction to Assessment Package</li> <li>• Backward design</li> <li>• Developing learning targets/objectives for Assessment Package and classroom instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Read selection from Wiggins &amp; McTighe (2005)—<i>Understanding by Design</i></li> </ul>
<b>Oct. 2</b> Class #3	<ul style="list-style-type: none"> <li>• The case for formative assessment and its differentiation</li> <li>• Knowing when to use appropriate formative assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Read article from Black &amp; Wiliam (1998)—<i>Inside the Black Box: Raising Standards Through Classroom Assessment</i></li> <li>• Bring draft of Assessment Package’s Learning Standards, Goals, and Objectives Table (from Section I) for peer review</li> </ul>
<b>Oct. 9</b> Class #4	<ul style="list-style-type: none"> <li>• Types of summative assessments</li> <li>• Issues with summative assessment</li> <li>• Preparing summative assessment items</li> </ul>	<ul style="list-style-type: none"> <li>• Read article from Ingram &amp; Nelson (2006)—<i>Using Discussions of Multiple Choice Questions to Help Students Identify Misconceptions and Reconstruct Their Understanding</i></li> </ul>
<b>Oct. 16</b> Class #5	<ul style="list-style-type: none"> <li>• Authentic assessment and assessment options</li> <li>• Analysis of student work</li> <li>• Developing rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Read article from Montgomery (2000)—<i>Classroom Rubrics: Systematizing What Teachers Do Naturally</i></li> <li>• Bring set of student artifacts</li> </ul>
<b>Oct. 23</b> Class #6	<ul style="list-style-type: none"> <li>• Grading strategies and marking student achievement</li> <li>• Providing constructive critique and descriptive feedback</li> </ul>	
<b>Oct. 30</b> Class #7	<ul style="list-style-type: none"> <li>• Incorporating and accommodating diversity during assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Read section (pp. 17-23) from Alvarez, Ananda, Walqui, Sato, &amp; Rabinowitz (2014)—<i>Focusing Formative Assessment on the Needs of English Language Learners</i></li> <li>• Bring draft of Assessment Package’s Methods Table (from Section II) for peer review</li> </ul>
<b>Nov. 6</b>	<ul style="list-style-type: none"> <li>• Student involvement in assessment</li> </ul>	

Class #8	<ul style="list-style-type: none"> <li>• Using data with students</li> <li>• Providing opportunities for student reflection</li> </ul>	
Nov. 13 Class #9	<ul style="list-style-type: none"> <li>• School-wide accountability and the teacher's role</li> <li>• Reporting student achievement</li> <li>• Collaboration with assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Read article from Volante &amp; Beckett (2011)—Formative Assessment and the Contemporary Classroom: Synergies and Tensions Between Research and Practice</li> </ul>
Nov. 20	<i>NO CLASS—Thanksgiving holiday week</i>	
Nov. 27 Class #10	<ul style="list-style-type: none"> <li>• Guidelines for improved and powerful sustainability with assessment</li> <li>• Assessment package small group presentations</li> <li>• Course synthesis</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment package presentation</li> <li>• <b><i>Final Assessment Package DUE by 11:59 PM on Mon., 12/4</i></b></li> </ul>

## APPENDIX

### ASSESSING SECONDARY STUDENT LEARNING ASSESSMENT PACKAGE DESCRIPTION

This project offers you the opportunity to practice conceptualizing and planning the assessments for students within a 2-3-week unit of study. This project builds allows you to demonstrate the ongoing development of your capabilities in relation to the California Teaching Performance Expectations (TPEs).

Various project parts may be due at various points throughout the quarter. Unless alternative arrangements have been made with Dr. L's permission, please make sure these parts are ready at the beginning of class.

#### NOTE:

- **You will present your Assessment Package to a group of your peers at our final class meeting on Mon., 11/27.**
- **The final completed Assessment Package is due by 11:59 PM on Mon., 12/4.**

The finished project you submit must:

- Be in either an electronic or hard copy format with clearly marked headings/sections for each major section of the project.
- Contain all the materials specified for each section.

Reminders:

- Read the requirements for each section carefully and don't wait until the last moment to begin working on this project.
- Define any specific terms you think might be unfamiliar to us and avoid using acronyms or abbreviations unless you're sure we'll know what you mean.
- Assemble your work in a neat, simple way and do not put any pages or papers into clear plastic report covers or sheet protectors (if turning in a hard copy), as I will write comments directly on your work.

## Section I. LEARNING STANDARDS, GOALS, & OBJECTIVES

Using the shown table as a template, this section of the Assessment Package should include the following components:

- A. Academic Learning Standards, Big Ideas, and Essential Questions for an Instructional Unit**  
 This section includes 1-3 enduring student understandings (in terms of Big Ideas and Essential Questions) for the UNIT, linked to the standards. Rather than focusing on a single lesson, consider what you want students to be able to do by the end of multiple lessons. Having a sense of where you want your students to *eventually* get helps you make decisions as you plan particular lessons and in the moment as you are teaching.
- B. “Unwrapping” of Standards**  
 The table will also include how you went about “unwrapping” (in terms of content and skills) the relevant standards in order to draft your daily learning targets/objectives.
- C. Daily Learning Targets/Objectives**  
 Lastly, the table will include 5-7 daily learning targets/objectives that are: 1) written using an *ABC(D)* format; 2) contain verbs appropriate to the assessment type; and 3) contain verbs that reflect skill level (i.e., reference Bloom’s Taxonomy, Costa’s Levels, Facets of Understanding) found in state/national standards. Make sure your daily learning targets/objectives are related to your Big Ideas and Essential Questions and matched to the appropriate standard.

COURSE NAME:				
GRADE LEVEL:				
UNIT TOPIC:				
CA Content/Common Core Standard(s)	Relevant National Standards (e.g., <i>Next Generation Science Standards</i> )	Unwrapping State/Common Core Standard(s)	Big Ideas and Corresponding Essential Questions	Daily Learning Targets/Objectives Using <i>ABC(D)</i> Format
World Language Content Standards Content Stage 1 1.1 Students address discrete elements of daily life, including: a. Greetings and introductions  Communication Stage 1 1.0 Students use formulaic language (learned words, signs [ASL], and phrases). 1.1 Students engage in oral, written, or signed (ASL) conversations.	N/A	Content: <ul style="list-style-type: none"> <li>• Daily life elements</li> <li>• Greetings and introductions</li> <li>• Formulaic language (words and phrases)</li> <li>• Conversations (oral, written)</li> </ul> Skills: <ul style="list-style-type: none"> <li>• Address</li> <li>• Use</li> <li>• Engage</li> </ul>	Big Idea: Communicating about one’s family is a way to connect with people from other cultures and learn about one’s own culture.  Essential Question: What can we learn about ourselves by learning about others?	<ul style="list-style-type: none"> <li>• Students will be able to introduce themselves and greet others in the target language.</li> <li>• Students will be able to individually identify vocabulary and phrases to greet others and introduce themselves in written form with (100%) accuracy.</li> <li>• With a partner, students will be able to use greeting vocabulary to greet and introduce themselves orally with 85% accuracy.</li> </ul>

## Section II. METHODS

This section of your Assessment Package should include the following components:

**A. Narrative for Overall Assessment Approach**

You will begin with a short narrative that describes your overall approach to assessment for your selected unit. What personal philosophies and/or major learning theories are guiding your approach to assessment for your chosen instructional unit?

**B. Description of Each Major Assessment Method/Component and Alignment with Unit’s Big Ideas and Essential Questions**

Taking into account Section I’s Big Ideas and Essential Questions and daily learning objectives/targets, what sorts of assessments will your unit offer? As teachers aiming for differentiation, you will want to present a variety of assessment types. While there is no limit as to how many major methods/components to include within your unit, be mindful of how different forms of assessment can be categorized. Use the table below to describe your unit’s major assessment methods/components and explain how each method/component maps onto your unit’s Big Ideas and Essential Questions. Please include examples of student handouts, assignment descriptions, etc. and reference them as necessary in your table.

UNIT’S BIG IDEAS:			
UNIT’S ESSENTIAL QUESTIONS:			
Method/Component	Description	Explanation for How Method/Component Applies to Unit’s Big Idea(s)	Explanation for How Method/Component Applies to Unit’s Essential Question(s)
Conversation exchanges	Interactions among small groups of students which allow them to practice phrases and conversation starters in the target language; includes a positive attitude and willingness to pose questions, helping/interacting with peers, and participating in classroom discussions		
Student handouts centered on greetings, daily and familial life	May include workbook group activities and worksheets in different formats (e.g., short answer, true/false, etc.—see attached handouts) and/or written assignments that are to be completed individually		

**C. Frequency, Rationale, and Expectations for Each Assessment Method/Component**

Using the table template shown below, describe how often each method/component of your assessment plan will be used within the timeframe of your unit. In addition, you will describe your rationale for the proposed frequency of each assessment method/component. Next, describe your criteria for different levels of student performance using the categories of *Approaching Expectations*, *Meeting Expectations*, and *Exceeding Expectations*. You are welcome to reference

and include any examples of rubrics that are appropriate. Lastly, if applicable, describe the measures you are taking to ensure the validity and reliability of any summative and standardized forms of assessment (i.e., tests).

<b>Method/Component</b>	<b>Frequency</b>	<b>Rationale</b>	<b>Criteria for Student Expectations</b>	<b>Measures to Ensure Validity and Reliability (if applicable)</b>
Conversation exchanges	Daily	<ul style="list-style-type: none"> <li>• Allows me to determine if the students understand the material immediately</li> <li>• Provides students with the chance to hear from their peers, which helps with all students' continuous understanding of material</li> </ul>	<i>Approaching Expectations:</i>  <i>Meeting Expectations:</i>  <i>Exceeding Expectations:</i>	
Student handouts centered on greetings, daily and familial life	Daily	<ul style="list-style-type: none"> <li>• Gives students the opportunity to practice the material learned each day (daily learning objectives)</li> <li>• Allows me to determine how well students are learning the material and if a concept needs to be re-visited</li> </ul>	<i>Approaching Expectations:</i>  <i>Meeting Expectations:</i>  <i>Exceeding Expectations:</i>	

**Section III. GRADING/MEASUREMENT PLAN**

In this section you will provide the details and rationale as to how each of your assessment methods/components from Section II will be factored into a student’s final grade, along with an explanation as to how other forms of non-graded assessment (e.g., daily checks for understanding, like “thumbs up/down”) will inform instruction. This section has the following requirements:

**A. Each Assessment Method/Component’s Broader Assessment Category and Description of Assignment Weights**

Using the table template shown below, describe how each assessment method/component of your unit factors into broader assessment categories and your students’ final grade *for a grading period*.

<b>Method/Component from Section II</b>	<b>Broader Assessment Category</b>	<b>Broader Assessment Category’s Weight of Final Grade</b>	<b>Explanation for Method/Component’s Fit Within Broader Assessment Category and Assessment Category’s Weight</b>
Conversation exchanges	Participation	10%	Conversation exchanges are a continuous and low-stakes way for me to see if students are actively engaging with the unit’s concepts. Since students have many different dispositions and come from a variety of backgrounds, one cannot expect every single student to participate in every single lesson of the unit. As long as students are completing this component on a regular basis, they will receive 10% from this part of the total grade breakdown.
Student handouts centered on greetings, daily and familial life	Classwork/Homework		

**B. Description of Non-Graded Forms of Assessment and How They Inform Instruction**

Part B allows you to describe and address any other forms of assessment that may not necessarily be part of your formal grading plan, but still provide valuable information to you as a teacher. Use the table below to describe these forms of non-graded assessment and how they may inform your classroom instruction during the course of your unit.

<b>Form of Assessment</b>	<b>Description</b>	<b>Explanation of How Assessment Informs Instruction</b>

**C. Overall Reflection of Assessment Methods/Components and Grading Plan**

For Part C, write a short narrative that allows you to reflect on your overall assessment methods/components, grading plan, and potential use of non-graded forms of assessment. This narrative is intended to be more holistic and summative in nature. Think critically about your proposed assessment methods/components, especially with regard to their origin. That is, where do your assessment components originate? Are they based on what you have typically observed from other teachers in your content area? Also consider what you might change in the future.

Might you adjust the different weights of major assessment categories? Why would you do so and how would you adjust them? Are you thinking about including other components as part of your assessment? Why or why not?

**Section IV: SELF-ASSESS**

This section of the Assessment Package should include the following material:

**A. Assessment Package Self-Assessment**

Using the table below, assess your performance in relation to each of the Assessment Package’s different criteria. Circle or highlight your rating for each of the criteria and in the space at the end of the table, please provide an explanation for your overall score.

EDUC 296 Assessment Package Scoring Guide					
Criteria	Ratings				Pts
Standards (1-3), Big Ideas, and Essential Questions are appropriate for a unit of instruction.	Exemplary N/A	Proficient 5 pts	Emerging 2 pts	Missing 0 pts	5 pts
Each standard is unwrapped and forms the basis for daily learning objectives/targets.	Exemplary N/A	Proficient 5 pts	Emerging 2 pts	Missing 0 pts	5 pts
Learning Objectives/Targets: 1) are written as student outcomes (specific & measurable) in <i>ABC(D)</i> format, 2) contain verbs appropriate to the type of assessment, and 3) contain verbs that reflect skill level in the standards (i.e., making use of Bloom's level, Facets of Understanding, etc.).	Exemplary 8 pts	Proficient 6 pts	Emerging 4 pts	Missing 0 pts	8 pts
Narrative of overall assessment approach explains how approach is guided by personal philosophies and/or relevant learning theory.	Exemplary 10 pts	Proficient 9 pts	Emerging 6 pts	Missing 0 pts	10 pts
Description of diverse methods/components and their alignment to unit’s Big Ideas and Essential Questions is explained (may include any examples of student handouts, assignments developed).	Exemplary 15 pts	Proficient 13 pts	Emerging 9 pts	Missing 0 pts	15 pts
Frequency and rationale for each assessment method/component is stated.	Exemplary 8 pts	Proficient 6 pts	Emerging 4 pts	Missing 0 pts	8 pts
Each assessment method/component’s criteria for different levels of student performance are stated, along with any actions (as needed for summative and standardized forms of assessment) taken to ensure validity and reliability.	Exemplary 15 pts	Proficient 13 pts	Emerging 9 pts	Missing 0 pts	15 pts
Each assessment method/component’s assignment to a broader assessment category is stated and explained, along with each broader assessment category’s weight.	Exemplary 15 pts	Proficient 13 pts	Emerging 9 pts	Missing 0 pts	15 pts
Other non-graded forms of assessment are stated and described. Each form includes an explanation of how it can potentially inform instruction.	Exemplary 10 pts	Proficient 8 pts	Emerging 6 pts	Missing 0 pts	10 pts
Reflection describes what teaching candidate thinks of his/her overall proposed assessment plan, in terms of its origins and potential and rationale for future adjustments.	Exemplary 9 pts	Proficient 7 pts	Emerging 5 pts	Missing 0 pts	9 pts
<b>Total Possible Points: 100</b>					
<b>Explanation for Overall Score:</b>					



**EDUC 296 – Fall 2017**  
**Assessing Secondary Student Learning**  
**Assessment Package Rubric**

	<b>Missing Requirements</b>	<b>Emerging Performance</b>	<b>Proficient Performance</b>	<b>Exemplary Performance</b>
<b>Section I</b>				
<b>Standards, Big Ideas, &amp; Essential Questions</b>	Standards/Big Ideas/Essential Questions are not mentioned. Chosen unit is not related to standards.  <i>0 pts.</i>	Standards are referenced and are somewhat related to Big Ideas and Essential Questions of the unit. Big Ideas and Essential Questions demonstrate lack of connectedness to each other.  <i>2 pts.</i>	Standards are referenced and clearly influence Big Ideas and Essential Questions of the unit; all three elements are clearly connected.  <i>5 pts.</i>	
<b>“Unwrapping” of Standards</b>	Incomplete unwrapping of each standard is evident. Connection to daily learning target(s)/objective(s) is unclear.  <i>0 pts.</i>	Partial unwrapping of standard(s) in terms of vocabulary, skills, and type of understanding (or level of thinking). Somewhat clear as to how unwrapping leads to daily learning target(s)/objective(s).  <i>2 pts.</i>	Each standard is unwrapped in terms of relevant vocabulary, skills, and type of understanding (or level of thinking). Unwrapping logically leads to daily learning target(s)/objective(s).  <i>5 pts.</i>	
<b>Daily Academic Learning Targets or Objectives</b>	Daily academic learning objectives are missing, unclear, or unrelated to standards.  <i>0 pts.</i>	Daily academic learning objectives do not provide a clear and measurable sense of what students will know and be able to do as a result of various lessons mostly because they lack the ABC(D) format. Few objectives are connected to relevant standards.  <i>4 pts.</i>	Daily academic learning objectives provide a general and measurable sense of what students will know and be able to do as a result of various lessons. Most objectives are prioritized from standards and written in ABC(D) format. States an appropriate number of objectives, which contain verbs that reflect skill level in the standards (i.e., making use of Bloom’s Level, Facets of Understanding, etc.).  <i>6 pts.</i>	Demonstrates proficiency and all objectives exhibit ABC(D) format. All objectives are prioritized and closely related to standards.  <i>8 pts.</i>
<b>Section II</b>				
<b>Narrative of Assessment Approach</b>	Narrative describing overall assessment plan is missing.	Narrative describing overall assessment plan is included but lacks attention in providing an overview of assessment plan and how plan is	Section begins with overall assessment plan that is written in narrative format and describes approach to assessment for chosen unit and how plan is related to	Demonstrates proficiency and the narrative that describes overall assessment plan is well-developed. Explanation of how plan is related to personal approach to assessment

	<i>0 pts.</i>	related to personal approach to assessment. <i>6 pts.</i>	personal approach to assessment. <i>9 pts.</i>	reflects depth of thought and conviction. <i>10 pts.</i>
<b>Description of Assessment Methods/Components</b>	Methods/components that are part of assessment plan are incomplete and/or not described. <i>0 pts.</i>	Methods/components that are part of assessment plan are not clearly described. <i>9 pts.</i>	Specific assessment methods/components are named and clearly described. Examples of student handouts, assessments that are developed, etc. are also included. <i>13 pts.</i>	Demonstrates proficiency and methods/components include multiple, varied forms of assessment that permit multiple approaches to solutions. <i>15 pts.</i>
<b>Description of Assessment Methods/Components and Alignment to Big Ideas and Essential Questions</b>	Descriptions for each assessment method/component are missing. Explanations for how each method/component maps onto the unit's Big Ideas and Essential Questions are also missing. <i>0 pts.</i>	Descriptions for each assessment method/component are vague and leave reader with many questions. Explanations for how each method/component maps onto the unit's Big Ideas and Essential Questions are also vague and surface-level. <i>9 pts.</i>	Descriptions for each assessment method/component are stated and complete. Explanations for how each method/component maps onto the unit's Big Ideas and Essential Questions are thoughtful and demonstrate connectedness. If applicable, examples of student handouts, assignment descriptions are referenced and included. <i>13 pts.</i>	Descriptions for each assessment method/component are stated, complete, and reflect careful consideration of personal overall assessment approach. Explanations for how each method/component maps onto the unit's Big Ideas and Essential Questions are thoughtful and demonstrate connectedness. If applicable, examples of student handouts, assignment descriptions, etc. are referenced, included, and well-developed. <i>15 pts.</i>
<b>Frequency and Rationale</b>	Frequency for assessment methods/components is missing. Rationales for proposed frequency of each assessment method/component are also missing. <i>0 pts.</i>	Frequency for some assessment methods/components is stated. Rationales for proposed frequency of some assessment methods/components are stated. <i>4 pts.</i>	Frequency for each assessment method/component is stated. Rationales for proposed frequency of each assessment method/component are stated. <i>6 pts.</i>	Frequency for each assessment method/component is stated and appropriate for the respective method/component. Rationales for proposed frequency of each assessment method/component are stated and reflect thoughtful consideration of personal assessment approach and realistic fit within instructional unit. <i>8 pts.</i>
<b>Expectations, Validity, and Reliability</b>	Performance criteria are missing and measures to ensure validity and reliability are not included for summative/standardized assessments.	Each assessment method/component includes general criteria that describe what successful performance looks like. Plan includes surface-level discussion of how each	Each assessment method/component's criteria for different levels of student performance are stated. Plan includes action for addressing validity and reliability of summative/standardized	Each assessment method/component's criteria for different levels of student performance are clearly stated, along with any actions (as needed for summative and standardized forms of assessment) taken to

		summative/standardized assessment is valid and reliable.	assessments. Relevant rubrics are referenced and included.	ensure validity and reliability. Relevant rubrics are referenced, included, and well-developed.
	<i>0 pts.</i>	<i>9 pts.</i>	<i>13 pts.</i>	<i>15 pts.</i>
<b>Section III</b>				
<b>Assessment Categories and Weights</b>	Broader assessment categories have not been identified, nor have the weights for such categories.	Only some assessment methods/components are included in a broader assessment category and/or only some categories are assigned a weight (specific percentage of an overall grade). Explanations for how methods/components fit within the chosen categories and the categories' weights are unclear or incomplete.	Each assessment method/component is included in a broader assessment category and each category is assigned a weight (specific percentage of an overall grade). Clear explanations for each method/component's fit within its chosen category and the category's weight are included.	Each assessment method/component is included in a broader assessment category and each category is assigned a weight (specific percentage of an overall grade). Explanations for each method/component's fit within its chosen category and the category's weight are clear, thoughtful, and logical.
	<i>0 pts.</i>	<i>9 pts.</i>	<i>13 pts.</i>	<i>15 pts.</i>
<b>Non-Graded Forms of Assessment</b>	Non-graded forms of assessment and their descriptions are missing.	Non-graded forms of assessment are listed. Assessments do not inform instruction, or explanations are incomplete.	Non-graded forms of assessment are listed and described. Explanations of how each non-graded assessment informs instruction are included.	Non-graded forms of assessment are listed and clearly described. Clear explanations of how each non-graded assessment informs instruction are included.
	<i>0 pts.</i>	<i>6 pts.</i>	<i>8 pts.</i>	<i>10 pts.</i>
<b>Reflection of Assessment Components &amp; Grading Plan</b>	Narrative reflection is missing or is only a summary of the assessment plan.	Narrative reflection is included but minimally discusses plan's origins and/or possible revisions for future consideration.	Narrative includes reflection on overall assessment plan in regard to its origins and possible revisions for future consideration.	Demonstrates proficiency and reflects depth of thought based on personal philosophy toward teaching, content area, and assessment within content area.
	<i>0 pt.</i>	<i>5 pts.</i>	<i>7 pts.</i>	<i>9 pts.</i>

**TOTAL:** \_\_\_\_\_/115 pts.

**Comments:**