| **PROFESSOR:** |   |
| --- | --- |
| **OFFICE LOCATION:** |   |
| **OFFICE HOURS:** |   |
| **PHONE NUMBER:** |   |
| **E-MAIL:** |   |
| **SEMESTER:** |   |
| **DELIVERY METHOD:** |   |

# COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:

## ESE 4323 Educational Assessment (3 Credits)

This course is designed for all students in teacher education and focuses on assessment concepts that are critical for good teaching. The course examines current issues in measurement, analyzes a variety of assessment instruments, and helps learners interpret standardized assessments commonly used in public schools. Teacher candidates will also learn assessment strategies for English language learners (ELL) and students with exceptionalities (ESE).

## PREREQUISITES FOR THIS COURSE:

Admission into the Bachelor of Science Program in Education or special permission from the Dean of the School of Education; Prior to enrolling in any upper level course (course number beginning with a 3 or 4), students must complete the following courses with a grade of “C” or better: ENC 1101 English Composition I, ENC 1102 English Composition II, and three semester hours of college level mathematics; or permission from the appropriate academic dean.

### CO-REQUISITES FOR THIS COURSE:

None

## GENERAL COURSE INFORMATION:

Topic Outline

* Validity
* Reliability
* Cognitive, Affective Psychomotor Assessments
* Bloom’s Taxonomy
* Tables of Specifications
* Non-standardized and Standardized assessments
* Formative and Summative Assessments
* Selection items: Multiple Choice, True/False, Matching
* Supply items: Short answer, Essay
* Rubrics, checklists, rating scales
* Portfolios
* Achievement and Norm-Referenced Tests
* Grading
* FCAT
* NCLB
* Assessment of ELLs and students with exceptionalities

## ALL COURSES AT FLORIDA SOUTHWESTERN STATE COLLEGE CONTRIBUTE TO THE GENERAL EDUCATION PROGRAM BY MEETING ONE OR MORE OF THE FOLLOWING GENERAL EDUCATION COMPETENCIES:

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

1. General Education Competencies and Course Outcomes
2. Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student’s general education along with the general education competency it supports.
* General Education Competency: Communicate
	+ Course Outcomes or Objectives Supporting the General Education Competency Selected:
	+ The teacher candidate will evaluate assessment scenarios and use research to reflect on assessment decisions.
	+ The teacher candidate will design K-12 lesson plans with alignment among objectives, activities, and assessments.
1. Listed here are the course outcomes/objectives assessed in this course which play a supplemental role in contributing to the student’s general education along with the general education competency it supports.
* General Education Competency: Investigate
	+ Course Outcomes or Objectives Supporting the General Education Competency Selected:
	+ The teacher candidate will analyze standardized test assessment data and write a proposal to improve scores of various subgroups (i.e., general population, ELLs, ESE students).
	+ The teacher candidate will research and synthesize findings on improving performance on high stakes tests.
1. Other Course Objectives/Standards
* The teacher candidate will analyze assessment data from various informal and standardized assessment forms and identify individual strengths and weaknesses of various subgroups (i.e. general population, ELLs, ESE students).
* The teacher candidate will design valid and reliable assessment tools to measure achievement of instructional goals.
* The teacher candidate will utilize and evaluate appropriate technology and tools in the learning environment.

**SPECIFIC COURSE COMPETENCIES:**

**Critical Task Assignments and/or Assessments**

At the conclusion of this course, teacher candidates will demonstrate competency in the following Preprofessional Florida Educator Accomplished Practices (FEAPs), Common core Standards, Professional Educator Competencies and Skills, ESOL Performance Standards, ESOL k-12 Competencies, Reading Competencies and elements of the Uniform Core Curriculum.

**FSAC - Florida Subject Area Competencies and Skills**

**FEAP - Florida Educator Accomplished Practices**

**PEC - Professional Education Competencies**

**ESOL T.S. - Florida Teacher Standards for ESOL Endorsement**

**ESOL K-12 - English Speakers of Other Languages K-12 Competencies**

***\**** *The numbers and letters in the graph below correspond to the standards, indicators and competencies found above.*

| COURSE | FSAC | FEAP/PEC | READING | ESOL T.S. | ESOL K-12 |
| --- | --- | --- | --- | --- | --- |
| ESE 4323 Educational Assessment | 1.1, 2.1, 4.1, 4.3, 4.5, 4.6, 5.1, 5.3, 7.3, 20.1, 31.3, 32.1, 32.3 | 1c, 1d, 3i, 5b | 2.A.2, 2.B.2, 2.F.4, 2.F.5, 2.F.6, 3.3, 3.5 | 5.1.a, 5.1.d, 5.3.b, 5.3.e, 5.3.f | 9 |

**RELATIONSHIP OF COURSE TO PROGRAM GOALS AND NATIONAL SPECIALIZED PROGRAM ASSOCIATION STANDARDS:**

This course is part of the Florida SouthWestern State College, Baccalaureate program in Education, for teacher licensure in the State of Florida in the area of Elementary Education K-6, Secondary Biology or Mathematics. This program Complies with the standards for teacher licensure established by the Florida Department of Education and covers the Preprofessional Florida Educator Accomplished Practices, Common core Standards, Professional Educator Competencies and Skills, ESOL Performance Standards, ESOL K -12 Standards, and Reading Competencies.

## DISTRICT-WIDE POLICIES:

### PROGRAMS FOR STUDENTS WITH DISABILITIES

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <https://www.fsw.edu/adaptiveservices>.

### REPORTING TITLE IX VIOLATIONS

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct. Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at equity@fsw.edu. Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online. Additional information and resources can be found on the College’s website at <https://www.fsw.edu/sexualassault>.

## REQUIREMENTS FOR THE STUDENTS:

**Standardized Assessment Data Analysis Project**

Teacher candidates will research assessment data from a Florida classroom. The project will include a review of standardized test scores. From the data, teacher candidates will summarize and analyze results through a narrative and comparative graph. Identify the content areas where students display proficiency and areas in which there is a need for more instruction. Create a lesson plan that addresses the content concerns. The lesson plan should include objectives that directly correlate to the areas of need as well as an assessment to determine the retention of knowledge after remediation. The project will include a cover page, a data page with a one-page analysis, a graph and a lesson plan.

**Lesson Plan: Assessment**

Teacher candidates will design a lesson based on the Common Core Standards. They will identify at least three learning outcomes, one of which will utilize a higher-level thinking skill. The plan will include teaching strategies for each outcome, adaptations for culturally and linguistically diverse students, and students with exceptionalities. The plan will also include a description of how each objective will be assessed. The lesson plan will follow a standard template provided in class.

**Reflective Journal**

Over the course of the term, teacher candidates will select a series of assessment-related activities to be completed and write a reflection on their experience with each. The activities, reflections, and artifacts will be presented to classmates as a digital portfolio.

**Group Assessment Design Project**

Working in groups, teacher candidates will choose a grade appropriate topic from the Common Core Standards; design a mini thematic unit to include Math, Science, and Reading. The unit will conclude with a performance assessment that measures the objectives of all three content areas. A one-page summary will be included explaining the assessment and how it meets the objectives for each lesson. Each project must include adaptations for culturally and linguistically diverse students, and students with exceptionalities.

## ATTENDANCE POLICY:

After missing three hours of class, teacher candidates will not be admitted to class without completing the School of Education Attendance Contract, which should be submitted to the professor. Each absence thereafter will result in a 10% reduction of the overall grade. Issues of appeal will be reviewed by the administrative office in the School of Education.

Teacher candidates are expected to be in class on time. Each tardy will be counted as 30 minutes toward an absence.

## GRADING POLICY:

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

| **Grade Percent** | **Letter Grade** |
| --- | --- |
| 90 - 100 | A |
| 80 - 89 | B |
| 70 - 79 | C |
| 60 - 69 | D |
| Below 60 | F |

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

## REQUIRED COURSE MATERIALS:

(In correct bibliographic format.)

## RESERVED MATERIALS FOR THE COURSE:

Other special learning resources.

## CLASS SCHEDULE:

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

## ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

**Academic Integrity**

Cheating/Plagiarism is defined as the intentional misrepresentation of another person's work as one's own work. Academic Dishonesty includes, but is not limited to, cheating, plagiarism, and fabrication of information. Teacher candidates should refer to the policies of the college in the handbook for further information.

1. **Cheating** – The improper taking or tendering of any information or material, which shall be used to determine academic credit. Taking of information includes, but is not limited to, copying graded homework assignments from another student, working together with another individual(s) on a take home test or homework when not specifically permitted by the professor; looking or attempting to look at text or notes during an examination when not permitted. Tendering of information includes, but is not limited to, giving your work to another student to be used or copied; giving someone answers to exam questions either when the exam is being given or after having taken an exam' giving or selling a term paper or other written materials to another student, sharing information on a graded assignment.
2. **Plagiarism** – The attempt to represent the work of another as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student. Plagiarism includes, but is not limited to, quoting oral or written materials without citation or with improper citation on an exam, term paper, homework, or other written materials or oral presentations. Plagiarism also includes submitting all or part of a previous assignment without documenting it is original work from another course, semester, or assignment, even if it is one’s own work.

The FSW State College academic integrity policy procedures in the student handbook (<http://www.fsw.edu/academics/catalog1516>) will be followed in the event of academic dishonesty.

**APA 6th Edition:** All teacher candidates will be expected to follow the guidelines delineated in the American Psychological Association (APA) Publication Manual (6th Edition) when completing writing tasks. Although not required, it is strongly suggested that candidates have a copy of the manual on hand for reference when writing. Numerous resources are available online. Resources will also be provided by the professor. Points will be deducted for incorrect APA 6th formatting for critical tasks.

**Course Participation:** This course requires active participation. Teacher candidates should be prepared to participate during all class activities and complete quizzes/writing assignments based on weekly readings. Participation points will reflect the quality of weekly participation and quizzes/writing assignments.

**Course Technology:** The FSW Canvas portal is an integral part of the curriculum. Teacher candidates will find course content and information, assignment submission links and grades, and other critical information. All online communication should take place within the portal. If the portal is unfamiliar it would be beneficial to work through the Canvas Student Orientation activities. A link can be found on the course welcome page.

In this day of technology, technical issues are not an excuse for late or lost work. Teacher candidates are encouraged to submit their work prior to deadlines to allow for scheduled technical upgrades, weather problems, or personal technology issues. Back up work to a USB Drive or external hard drive so it can be uploaded from any computer even if primary technology develops a virus, crashes, or other issue. If an assignment needs to be submitted via Livetext and/or Canvas and they not available for some reason, the assignment may be emailed to the professor’s school email so that it is date and time stamped then keep trying to submit via the required portal.

**Critical Task Revision Policy:** Any Critical Task receiving a grade less than 75% must be resubmitted to the professor. ***The Critical Task must be revised and resubmitted within two weeks of the Critical Task being returned to the teacher candidate***. For example, if a Critical Task is returned by the professor to the teacher candidate on October 15th, the Critical Task must be resubmitted by October 29th. Failure to receive a 75% or higher on all assigned Critical Tasks will result in a failing grade for the course regardless of the overall course average. If the two-week revision window expires after the last day of final exams, the professor will issue a grade of “Incomplete” for the course. ***If the Critical Task is not resubmitted within the two-week window, or does not receive a 75% or higher, it will result in a failing grade for the course regardless of the overall course average***. Revising a Critical Task may not necessarily result in a change in the overall course average.

**Late Assignment Policy:** The penalties for late critical task assignments are as follows:

* 1 day late = 10% grade reduction of task
* 2-6 days late = 20% grade reduction of task
* 7+ days late = zero points earned towards course grade

The critical task must still be completed according to the critical task revision policy.

Non-critical tasks will not be accepted late. If a teacher candidate misses the deadline for a non-critical task, zero points will be awarded for the task.

**Personal Technology:** All personal communication technology should be turned off or silenced during instructional time unless it is being used for a class activity or to access course resources. If a teacher candidate must take/make a call during class, please try to minimize disruption as much as possible by stepping outside until business is finished. There should be no text messaging during instructional time within the classroom setting. Some course activities require technology with Flash capability, notice will be given in advance so teacher candidates may come prepared on those days.