

COURSE APPROVAL DOCUMENT

Southeast Missouri State University
Department: Elementary, Early, & Special Education
Course No. EL 420
Title of Course: Assessment and Data Analysis
Date: College Council Approval Dec. 9, 2014

Please check: X New Revision

Catalog Description: This course is a practical application of the use of data to design instruction and improve learning. (3 credit hours)

Prerequisite(s): EL 316 Emergent Primary Literacy, EL 317 Intermediate Middle School Literacy, EL 360 Integrated Math, Science, Social Studies and Health Methods

Co-requisites: EL 430 Advanced Field Experience OR EX 309 Exceptional Child Field Experience, EL 354 Meeting the Needs of Struggling Readers

Purposes or Objectives of the Course

Teacher Candidates will

1. explain the purpose of a balanced assessment system (including authentic, formative, performance, and summative assessments).
2. explain how assessment data are used to design instruction, improve student learning, and to achieve maximum student performance.
3. compare and contrast educational assessments used in a balanced assessment system.
4. describe assessment practices appropriate for English Language Learners and students with special needs.
5. use evidence based strategies for administering assessments to meet the needs of individual students.
6. explain and apply ethical and legal implications of confidentiality of student records.
7. describe the focus of a Professional Learning Community to cultivate a collaborative cultural through high-performing teams to improve student achievement and teacher instruction.
8. identify and use evidence-based practices and check for fidelity of implementation.
9. use criteria to identify essential common outcomes for state and national standards across grade levels and content areas.
10. design and use curriculum-based assessments across grade levels and content areas.
11. interpret a variety of assessment data across grade levels and content areas.
12. communicate assessment results to stakeholders (students, families, colleagues, resource teacher and administrators).
13. develop knowledge of and use multiple methods of self and peer assessment strategies to engage learners to set their own learning goals and monitor their progress.
14. demonstrate the use of technology for data collection.

Student Learning Outcomes (Minimum of 3):

Student Learning Outcomes	Assessment
1. Use evidence based strategies for administering assessments to meet the needs of individual students.	MoPTA Task 2/ Rubric
2. Design and use curriculum-based assessments across grade levels and content areas.	Case Study/ Rubric
3. Communicate results to stakeholders (students, families, colleagues, resource teacher and administrators).	Case Study/Rubric

V. Optional department/college requirements: Alignment with MoSPE Quality Indicators and ACEI Educator Preparation Standards

Course Objective	MoSPE QIs	ACEI
1. Explain the purpose of a balanced assessment system (including authentic, formative, performance, and summative assessments).	7.1	1.0
2. Explain how assessment data are used to design instruction, improve student learning, and to achieve maximum student performance.	7.2	4.0
3. Compare and contrast educational assessments used in a balanced assessment system.	7.1	4.0
4. Describe assessment practices appropriate for English Language Learners and students with special needs.	2.4 3.2	3.2
5. Use evidence based strategies for administering assessments to meet the needs of individual students.	2.4 3.2 7.4	1.0
6. Explain and apply ethical and legal implications of confidentiality of student records.	7.5	5.1
7. Describe the focus of a Professional Learning Community to cultivate a collaborative cultural through high-performing teams to improve student achievement and teacher instruction.	7.6 6.1	5.1 5.2
8. Identify and use evidence-based practices and check for fidelity of implementation.	2.5	3.1
9. Use criteria to identify essential common outcomes for state and national standards across grade levels and content areas.	3.1	3.1
10. Design and use curriculum-based assessments across grade levels and content areas.	3.1	4.0
11. Interpret a variety of assessment data across grade levels and content areas.	3.1	4.0
12. Communicate assessment results to stakeholders (students, families, colleagues, resource teacher and administrators).	7.5 6.1	4.0
13. Develop knowledge of and use multiple methods of self and peer assessment strategies to engage learners to set their own learning goals and monitor their progress.	2.2 3.3 7.3	1.0

14. Demonstrate the use of technology for data collection.	4.2 6.4	
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Course Content or Outline (Indicate number of class hours per unit or section):

TOPIC	Clock Hours
Forms of assessment vs. Uses of assessments Criteria for Evaluation of Student Assessment System Validity check; Multiple Sources of Data and Analyzing External Test Data	6 hours
Understanding by Design: District goals & Content Standards Desired Results, Evidence, & Learning Plan	9 hours
Support systems and strategies for administering assessments to English Language Learners and students with learning disabilities Professional Learning Communities & Examining Student Performance Use of technology in collecting and interpreting data Ethical and Legal implications and confidentiality	9 hours
Administering Assessments Scoring, analyzing and reporting results Collaborate and plan instruction	21 hours
Total	45 Hours

Please Attach copy of class syllabus and schedule as an example

Signature: _____ Date: _____

Chair

Signature: _____ Date: _____

Dean

Approved by Academic Council, April 1, 2014 Revision: April 1, 2014

COURSE SYLLABUS

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Co-requisites: EL 430 Advanced Field Experience OR EX 309 Exceptional Child Field Experience, EL 354 Meeting the Needs of Struggling Readers, EL 410 Differentiated Instruction

Purposes or Objectives of the Course

Teacher Candidates will

1. explain the purpose of a balanced assessment system (including authentic, formative, performance, and summative assessments).
2. explain how assessment data are used to design instruction, improve student learning, and to achieve maximum student performance.
3. compare and contrast educational assessments used in a balanced assessment system.
4. describe assessment practices appropriate for English Language Learners and students with special needs.
5. use evidence based strategies for administering assessments to meet the needs of all students.
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Student Learning Outcomes (Minimum of 3):

Student Learning Outcomes	Assessment
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1. Use evidence based strategies for administering assessments to meet the needs of individual students.	MoPTA Task 2/ Rubric
2. Design and use curriculum-based assessments across grade levels and content areas.	Case Study/ Rubric
3. Communicate results to stakeholders (students, families, colleagues, resource teacher and administrators).	Case Study/Rubric

Class Concerns

Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Julie Ray, Chair of the Department of Elementary, Early and Special Education.

Accessibility

Southeast Missouri State University and Disability Support Services remain committed to making every reasonable educational accommodation for students with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various types of disabilities. It is the student's responsibility to contact Disability Support Services to become registered as a student with a disability in order to have accommodations implemented.

Civility

Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as to respect private and public property. In their academic activities, students are expected to maintain high standards of honesty and integrity and abide by the University's Policy on Academic Honesty. Alleged violations of the Code of Student Conduct are adjudicated in accordance with the established procedures of the judicial system.

Academic honesty

Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes:

Plagiarism. In speaking or writing, plagiarism is the act of passing someone else's work off as one's own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one's own. If there is any doubt, the student should consult his/her instructor or any manual of term paper or report writing. Violations of academic honesty include:

1. Presenting the exact words of a source without quotation marks;
2. Using another student's computer source code or algorithm or copying a laboratory report; or
3. Presenting information, judgments, ideas, or facts summarized from a source without giving credit.

Cheating. Cheating includes using or relying on the work of someone else in an inappropriate manner.

It includes, but is not limited to, those activities where a student:

1. Obtains or attempts to obtain unauthorized knowledge of an examination's contents prior to the time of that examination.
2. Copies another student's work or intentionally allows others to copy assignments, examinations, source codes or designs;
3. Works in a group when she/he has been told to work individually;
4. Uses unauthorized reference material during an examination; or
5. Have someone else take an examination or takes the examination for another

Grading scale and policies:

- 90% - 100% A
- 80% - 89% B
- 70% - 79% C
- 60% - 69% D
- Below 60% F

Students must obtain a C or better in this course.

Teacher candidates must earn a cumulative 3.0 GPA in professional education courses for teacher certification.

Class content—outline or schedule

Week	Course Objective	Reading	Course Work	Assignments
1	Basic principles in a balanced assessment system			
2	Using assessments to design instruction for individuals with varying knowledge, skills and abilities, to improve individual student learning			
3-6	Different types of assessments in a balanced assessment system: Observational-based recordings, checklists, rating scales, rubrics, teacher designed tests, performance-based assessments, using technology with a variety of assessments			
7	Self and peer assessment strategies; student goal-setting			
8-9	Standardized assessments: Types of assessments; interpreting results			
9	Assessment practices appropriate for English Language Learners			
10	Assessment practices appropriate for students with special needs in the general classroom			
11	Ethical and legal issues in assessments			
12	Assessments and data as a part of a Professional Learning Community, collaborating in teams			
13	Fidelity of implementation of assessments in			

	the classroom and across grade levels and content areas			
14	Analysis of assessment data aligned with state and national standards across grade levels and content areas			
15-16	Communicating results to stakeholders (students, families, colleagues, resource teacher and administrators).			

Potential Readings and Resources

Bailey, K., Jakicic, C.; (2011) *Common Formative Assessment A Toolkit for Professional Learning Communities at Work*, Solution Tree.

Burke, Kay (2010). *Balanced Assessment From Formative to Summative*. Solution Tree,.

Chappuis, J. (2014). Thoughtful Assessment with the Learner in Mind. *Educational Leadership*, 71(6), 20-26.

Conderman, G. & Hedin, L. (2012). Classroom Assessments That Inform Instruction. *Kappa Delta Pi Record*, 48(4), 162-168

Duckor, B. (2014). Formative Assessment in Seven Good Moves. *Educational Leadership*, 71(6), 28-32.

Herman, J. & Linn, R. (2014). New Assessments, New Rigor. *Educational Leadership*, 71(6), 34-37.

Klinger, D.A., Maggi, S., & D’Angiulli. (2011). School Accountability and Assessment: Should We Put the Roof Up First? *The Educational Forum*, 75(2), 114-128.

Militello, M. & Militello, L. (2013). Fear and Loathing in Elementary School: Lessons from a Third Grader About Better Assessments. *The Educational Forum*, 7(2), 140-150.

Wright, R. J. (2008). *Educational Assessments Tests and Measurements in the Age of Accountability*. SAGE, Publication .

Zierer, K. (2013). What is a Good School? Critical Thoughts About Curriculum Assessments. *The Educational Forum*, 77(3), 336-341.