



Trends in Assessment and Educational Issues
Education EDUC 450 Spring 2020
11-11:50 am Tuesday and Thursday
EML 324 at NDSU
2 Credits

Instructor Information

Name: Dr. Alan Olson

Office location: McFarland 326B at VCSU and EML 207 at NDSU

Office hours: VCSU MWF 8 am – Noon; NDSU TR EML 207 9 am – 10:50 am and 12:50 pm – 1:50 pm. Please communicate with the instructor as other times can be arranged for an appointment.

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Course Description

EDUC 450. Trends in Assessment and Educational Issues. 2 Credits. A study of current issues and trends with an emphasis on assessment. The course focuses on formative and summative evaluation processes, comprehensive assessment strategies to measure student learning, holistic plans to determine student grades, state and national assessments, use of assessment data to determine curricular decisions and current issues with a significant impact on education. Typically Offered: Fall, Spring, Summer.

Course Prerequisites

There are no prerequisites for this course.

Course alignment in the Professional Education Sequence Curriculum

VCSU School of Education aligns course curriculum with ND State Standards, InTASC Standards, Program Learning Outcomes, and the Teaching for Learning Capstone (TLC) unit. The course purpose is to discuss and learn about current issues and trends in the field of education with a focus on assessment for learning.

Standard	Code	Assessment
InTASC Standard	InTASC #6 Assessment	TLC unit project Content exam
Program Learning Outcome (PLO)	PLAN (PLO)	Plan assessments for TLC unit project
Teaching for Learning Content (TLC)	PLAN (TLC)	Plan assessments for TLC unit project
Candidates plan instruction including goals, materials, learning activities and assessments.	Elementary Education 50015.3c	TLC unit project
Candidates administer formative and summative assessments regularly to determine students' competencies and learning needs.	Elementary Education 50015.3a	Standards-based grading project
Candidates use assessment results to improve instruction and monitor learning.	Elementary Education 50015.3b	Standards-based grading project
Candidates provide constructive feedback to guide children's learning, increase motivation, and improve student engagement.	Elementary Education 50015.4d	Standards-based grading project

Required Student Resources

Text: Seven Strategies of Assessment for Learning, 2nd edition: Pearson Assessment Training Institute

Author: Jan Chappius

ISBN-13: 978-0-13-336644-0

Learning Targets and Assessments

EDUC 450 students will be completing assessments, projects, and performances while learning through:

1. developing a philosophy of teaching paper that includes utilizing assessments for learning. (Assessment: formative assessment practices through peer feedback, self-assessment, and instructor feedback for the written draft. Finally, a summative assessment for the philosophy of teaching paper.)
2. researching and reflecting on current issues in education and topic. (Assessment: formative feedback on the writing of the first written article summary and summative scores on the final article summaries)
3. researching and discussing current educational issues in small groups and lead class discussion on a current issue topic (Assessments: co-teaching leadership of a current issue assessed using a rubric developed by the co-teachers.)
4. developing a post-assessment aligned with the learning targets for a unit or learning segment; creating a pre-assessment and two formative assessments for learning that also align with the learning targets and post-assessment. (Assessment: TLC assessment learning project; Elementary Education 50015.3c and InTASC #6)
5. creating a standards-based assessment with simulated student feedback and grading practices (Assessment: standards-based grading project; Elementary Standards 50015.3a, 50015.3b, and 50015.4d)

Assessments for learning targets 6-13 will be discussed in class and assessed formatively in the pre-assessment and course assignments. These learning targets will also be assessed in projects, the midterm exam and summative final exam. The instructor expects students will be able to accomplish these learning targets. The wording is presented from the student perspective in the format of I CAN ...

6. explain how to use assessments to monitor learning, improve instruction, and encourage students to apply growth mindset practices. (Assessment: seven strategies of assessment for learning application essay; Elementary Education 50015.3b)
7. describe important components of formative assessments and the descriptive feedback necessary for teacher effectiveness and student learning in the classroom. (Assessment: midterm exam and descriptive feedback assignment; Elementary Education 50015.4d)
8. identify various assessment strategies, when the assessments could be administered, how the assessments should be given, what to do with the data to improve instruction and student learning. (Assessment: final exam; Elementary Education 50015.4d)
9. contrast the differences between summative assessments OF learning and formative assessments FOR learning. (Assessment: midterm and final exam; InTASC #6)
10. identify types of rubrics, basic statistical terms, and data literacy terms valuable for educators entering the profession. (Assessment: midterm and final exam; InTASC #6)
11. identify assessments and types of data used (1) at district level to drive curriculum and professional development, and (2) by teachers in the classroom to inform instruction. (Assessment: final exam; InTASC #6)
11. create assessments for the classroom that connect to desired learning targets. (Assessment: standards-based grading project; Elementary Education 50015.3a)
12. interpret standardized test results and educational statistical terms used with to explain how the test results can be used to make decisions about curriculum and instructional strategies (Assessment: final exam; Elementary Education 50015.3b)
13. use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (Assessment: TLC project; InTASC #6)

Course Evaluation Procedures and Grading Criteria

EDUC 450 will be assessed based on discussions, assignments, reflections, formative and summative assessment projects, course specific projects, a midterm and a final examination. Feedback and grades will be completed within two weeks of the assignment due date and posted in Blackboard. Assignments will typically be uploaded to Blackboard.

Attendance Policy and Late Work

According to Valley City State University Policy [V.530.08](#) attendance is required in courses. Students who know they are going to be absent from a course session, should contact Dr. Olson as soon as possible. Late work will receive a 10% reduction per class period. Communication is important to avoid point deductions and to avoid scores of zero for incomplete work. The instructor does not want to give any scores of zero, but will do so if a student's work is not completed within the time frames of the course.

Participation

Participation occurs through consistent, punctual, prepared, and interested attendance. Students are expected to engage in critical dialogue about the current issue and assessment discussions. Absences must be discussed with the instructor in advance or the student may miss assignments that have point value toward the final grade for the course.

Final Exam

Final Exams are required per [V406.01.02](#) policy. Students are expected to attend course exams at the times scheduled on the official exam schedule. Exceptions to this policy may be granted for documented university activities or personal emergencies on a case-by-case basis. If a student needs to be absent for a final exam, form AA-36 on the policy website must be submitted.

Grading Scale

Total points accumulated will determine the final grade.

94-100%	A
87-93%	B
80-86%	C
73-79%	D
Below 72%	F

Valley City State University Policies

Academic Integrity

According to VCSU Policy [V.530.01](#) "Academic integrity in students is recognized as a fundamental objective of higher education". Student who violate VCSU's academic integrity policy are reported to the Vice President of Academic Affairs.

Support Services through Valley City State University

Americans with Disabilities Act for Students

Valley City State University will provide reasonable accommodations, promote an inclusive campus environment, and encourage student independence. Reasonable accommodations are afforded to eligible students and are individualized to address specific functional limitations based on the documentation provided by a certified/licensed professional. To request accommodations, contact [Disability Support Services](#).

Library

The School of Education embraces the use of research in teaching and learning. VCSU's [Library](#) has an extensive resources for K-12 curriculum, both online and on library shelves.

Course Schedule

The topics are subject to change based on learners, weather, and other components that are unable to be identified before the semester begins. To encourage engagement and feedback, we will begin and often complete assignments IN the class period. Please notice IN written in parentheses in the right hand column.

Week	Dates	Topics, Readings, Assignments	Assignment (IN – completed in class)
1	January 14 January 16	Pre-Assessment and Syllabus Pre-test Feedback, Learning Targets and Chapter 1	Pre-assessment(IN), Read Chapter 1 Self-assessment activity(IN)
2	January 21 January 23	Seven Strategies of Assessment, Chapter 1 Share Current Issue in small groups	Current Issue Sample and Rubrics(IN) Submit 1 st article summary, Read Chapter 2
3	January 28 January 30	Seven Strategies of Assessment, Chapter 2 Data Literacy and Rick Stiggins discussion	Activity (IN) ,View Stiggins video Activity(IN), Read Chapter 3
4	February 4 February 6	Seven Strategies of Assessment, Chapter 3 Share Current Issue in small groups	4 th grade feedback activity Submit 2 nd article summary
5	February 11 February 13	Philosophy of teaching, ethics, rubrics, samples, scoring Seven Strategies of Assessment, Chapter 4	Assessment activity(IN), Read Chapter 4 Activity(IN)
6	February 18 February 20	Share Current Issue in small groups Seven Strategies of Assessment, Chapters 5-6	Submit 3 rd article summary, Read CH 5&6 Chapters 5&6 Activity (IN)
7	February 25 February 27	Reading standardized test results and basic stats PowerSchool – EDUTECH/SLDS guest speaker	Assessment activity(IN) Submit reflection on PowerSchool
8	March 3 March 5	Philosophy self-assessment and peer feedback Review and formative midterm self-assessment	Philosophy draft ready for peer review(IN) Assessment activity(IN)
9	March 10 March 12	Strategy 7 and additional review Midterm exam	Submit philosophy drafts to instructor Midterm completed during class
10	March 24 March 26	Midterm exams and philosophy papers returned Constructing assessments	Set up formative assessment sharing(IN) Assessment activity(IN)
11	March 31 April 2	Formative assessment presentations Standards-based grading	Assessment activity(IN) Assessment activity(IN));Submit philosophy paper – final draft
12	April 7 April 9	Standards-based grading TLC and Current Issue discussion time	Assessment activity(IN) Activity(IN); Standards-based grading due
13	April 14 April 16	Data Literacy and EDUC 450 Glossary Presentations on Current Issue Topics	Assessment activity(IN) Activity(IN); presentation and rubric due one day before group's presentation
14	April 21 April 23	Presentations on Current Issue Topics Presentations on Current Issue Topics	Activity(IN); presentation and rubric due one day before group's presentation Activity(IN); presentation and rubric due one day before group's presentation
15	April 28 April 30	Discuss Take Home Essays and Review for Final Share TLC projects in class	Take Home Essays assigned TLC projects are due
16	May 5 May 7	Final Current Issue Discussion Final Examination	Activity(IN) Final Exam in class; Take Home Essays due