



Course Name: EDUC 4495 – Assessment and Evaluation **Semester: Fall 2019**
 Of Student Learning In the Culturally & Linguistically Diverse Classroom
Credit Hours: 3 **Course, Time, and Place:**

Instructor Information:

<u>Instructor:</u> Dr. Sandra Rodriguez	<u>Communication Information:</u> Sandra.rodriguez@nmmc.edu	<u>Office Hours:</u> Tuesday: 1:00- 5:00 Wednesday: 9:00- 12:00
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Required Text:

Stiggins, R. (2017). *The Perfect Assessment System*. Alexandria, VA: ASCD
 ISBN # **978-1-4166-2381-6**

Required Materials or Readings: Blackboard/must have access to Internet and Zoom

E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

Attendance: Attendance is required for all class sessions. Since this is an online class, attendance will be measured in discussion posts to classmates and completing assignments on time. Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

Catalog Course Description:

A focus on formal and informal assessment measures are explored. Students will develop an understanding of the legal requirements regarding equity in administering assessments to students with special needs or English Language Learners. A study on the importance of data collection and analysis to guide classroom instruction and measure student learning is explored. *Prerequisite:* DTE permission. (3, 3T+0L).

Course Objectives:

1. Develop an understanding of assessments to obtain useful information for student learning
2. Develop an understanding of assessment techniques that will assist students in reflecting on their own learning
3. Develop an understanding of the relationship between assessment and curriculum development
4. Develop an understanding of potential linguistic and cultural biases of assessment instruments.
5. Develop an understanding of how to communicate assessment results effectively with students, parents, teachers, and support personnel about strengths and areas that need improvement.

NM Teacher Competencies (InTASC), College of Education’s Conceptual Framework, and the NNMC Student Learning Outcomes.

New Mexico Entry Level Teacher Competencies (InTASC):

F. Assessment:

F.1 The teacher understands and uses multiple measures of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

F.2a, F.2.b, F.2.c, F.2.d, F.2.e, F.2.f, F.2.g, F.2.h, F.2.i, F.2.j, F.2.k, F.2.l F.2.m, F.2.n, F.2.o, F.2.p, F.2.r, F.2.s, F.2.t, F.2.u, F.2.v

G. Planning for Instruction:



G.1 The teacher plans the instruction

that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. **G.2.a, G.2.b, G.2.c, G.2.d, G.2.e, G.2.f, G.2.g, G.2. h, G.2.i, G.2.j, G.2.k, G.2.l, G.2.m, G.2.n, G.2.o, G.2.p, G.2.q**

I. Professional learning and ethical practice:

- I.1** The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
I.2a, I.2.b, I.2.c, I.2.d, I.2.e, I.2.f, I.2.g, I.2.h, I.2.i, I.2.j, I.2.k, I.2.l I.2.m, I.2.n, I.2.

COE's Conceptual Framework - The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

Knowledge Principle-

3. Teaching: the teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
4. Learning: the teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.
5. Assessment: the teacher candidate effectively utilizes student assessment techniques and procedures.
7. Diversity: the teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.
8. Professionalism: the teacher candidate demonstrates a willingness to examine and implement change as appropriate.

Skills-

2. Utilization of Planning and Assessment tools

Dispositions-

1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

NNMC Student Learning Outcomes

1. Ability to communicate clearly and effectively
2. Ability to think critically through analytical, inventive and creative means
3. Demonstrate commitment to address cultural, social, and ethical responsibilities

Assignment/Assessment	Course Outcome	Knowledge, Skill or Disposition NNMC SLO	Points Value
Blackboard participation	1, 2, 3, 4, 5, 6	K7, 8, S2, D3 SLO1, 2	5@ 5 pts =25
Reflective Journal	4, 5,6	K7, 8, S2, D3 SLO 1, 2	1@ 15 pts =15



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Quiz #1- 10 pts. Quiz # 2- 5 pts. Quiz #3 – 10 pts.	1, 2, 3, 4, 5, 6	K7, 8, S2, D3 SLO2	3@ pts =25
Mid-term- Project- Achievement Standards and Assessments- a Perfect Alignment	2, 3, 4	K7, 8, S2, D3 SLO 2	1@ 15 =15
Final -Power point- An Effective Assessment System for My Classroom	1, 2, 3, 4, 5, 6	K7, 8, S2, D3 SLO1, 2, 3, 4	1@ 20 pts =20
Total Points Possible			100

Assignment Descriptions/ Alignment:

Course Dates, Topics, Assignments: Saturdays

Date	Course Topic Weekly Objective	Readings	Assignments/ Due Date
Week #1 08/17-08/24	Welcome- Introduction, course syllabus, assignments, Bb expectations	Review Syllabus and Blackboard	DUE 08/23/2020 Discussion Board
Week #2 08/24-08/30	Students will explore and define their understanding of the state of assessments in schools today by reading assigned chapter and engaging in a discussion with peers	Read Foreword Read Ch. 1, Confronting Our Assessment Crisis: It's Time to Start Over	DUE 08/30/2020 Self-Reflections- Assessment in Context – Attaching the Classroom to the Real World #1 Discussion Board
Week #3 08/30-09/06	Students will explore and define their understanding of the state of assessments in schools today by reading assigned chapter and engaging in a discussion with peers Applying Assessment in the Classroom to Meet Student Needs - Language barriers - Students with exceptional needs	Read Ch. 1, Confronting Our Assessment Crisis: It's Time to Start Over Video examples o Of elementary and secondary classroom applications of formative and summative assessment Discussion	DUE 09/06/2020 #2 Discussion Board
Week #4 09/07-09/13	Students will analyze the key components of an assessment by reading assigned chapter	Read Ch. 2, A New School Mission Brings New Assessment Demands	DUE 09/13/2020
Week #5 09/14-09/20	Students will engage in applying inference techniques to define key components in a quality assessment	Read Ch. 3, Overview of the Perfect Assessment Culture and System YouTube- Rick Stiggins – Part 1	DUE 09/20/2020 #1 Quiz- Definition of Terms
Week #6 09/21-09/27	Students will identify and clarify why we assess and how to guard against biases in assessments by critically reading the assigned chapter	Read Ch. 4, Assessments That Serve All Users and Uses YouTube- Rick Stiggins – Part 2	DUE 09/27/2020 #3 Discussion Board
Week #7 09/28-10/04	Students will identify and clarify why we assess and how to guard against biases in assessments by critically	Read Ch. 5 Start with Clear and Appropriate Learning Targets	DUE 10/04/2020 #4 Discussion



	reading the assigned chapter, reflecting on content, asking clarifying questions and engaging in discussion with peers		
Week #8 10/05-10/11	Students will evaluate their understanding of how to identify and align learning targets and assessment measures by completing a mid-term exam		DUE 10/11/2020 Mid-term-Project-Achievement Standards and Assessments- a Perfect Alignment
FALL BREAK- 10/12/2020 – 10/18/2020			
Week #9 10/19/-10/25	Students will identify and clarify why we assess and how to guard against biases in assessments by critically reading the assigned chapter and engaging in discussion with peers	Read Ch. 5 Start with Clear and Appropriate Learning Targets	DUE 10/25/2020 #5 Discussion
Week #10 10/26-11/01	Students will analyze the quality of assessments by critically reading the assigned chapter and reflecting on learning	Read Ch. 6, High-Quality Assessments are Required Throughout the System	DUE 11/01/2020
Week #11 11/02-11/08	Students will evaluate their understanding of best practice for communicating assessment results that serve diverse purposes by completing a quiz	Read Ch. 7, Effective Communication of Assessment Results	DUE 11/08/2020 #2 Reverse Quiz
Week #12 11/09-11/15	Formative Assessment Students will examine the links between productive assessments and student motivation by critically reflecting on the readings and writing a reflective analysis of their understanding	Read Ch. 8, Using Assessment to Motivate All Students	DUE 11/15/2020 #3 Quiz
Week #13 11/16-11/22	Students will examine the links between productive assessments and student motivation	Read Ch. 9, The Costs and Benefits of Perfection	DUE 11/22/2020 #1 Reflective Journal
Week #14 11/23-11/29	Students will demonstrate their understanding of the key components of an effective assessment by designing a classroom assessment system		DUE 11/29/2020 Final _Power point- An Effective Assessment System for My Classroom
Week #15 11/30-12/6	Students will demonstrate their understanding of the key components of an effective assessment by designing a classroom assessment system		DUE 12/6/2020 Final _Power point- An Effective Assessment System for My Classroom
Week #16 12/7/-12/11	Students will demonstrate their understanding of the key components of an effective assessment by designing a classroom assessment system	Tying it all together- Evaluating the learning process	DUE 12/11/2020 Discussion Board



Grading

A+ 4.33 Outstanding

A 4.00 Outstanding
B+ 3.33 Above Average
C+ 2.33 Average, Passing
D+ 1.33 Below Passing
F 0.00 Not Passing

A- 3.67 Outstanding
B 3.00 Above Average
C 2.00 Average, Passing
D 1.00 Below Passing

B- 2.67 Above Average
C- 1.67 Average, Passing
D- 0.67 Below Passing

Late Work: Your work is due on the date indicated on the syllabus. Any exceptions are at the discretion of the professor and must be agreed to in advance.

Students with Disabilities: Northern New Mexico College recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in this class. Please contact Verna Trujillo, Coordinator of Accessibility and Resource Center at 505-7472152 or v.trujillo@nmmc.edu to inquire about appropriate accommodations. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

NNMC Incomplete Policy: The grade of 'I' is given for course work that could not be completed due to circumstances beyond the student's control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with your instructor. Once an Incomplete is given, it is the STUDENT'S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the 'I' automatically becomes an 'F' when the deadline passes.

Academic Ethics: Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person's work as one's own without proper acknowledgment. Examples include but are limited to 1) submitting as one's work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author's ideas as though they were your own original ideas, or 3) using work by another student with your name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student's attention. If the problem is not resolved to the instructor's satisfaction, the incident will be reported to the Dean for follow-up action.

Students are responsible for referring to the Student Handbook for specific policies and procedures.

