ST. PETERSBURG COLLEGE

COLLEGE OF EDUCATION

*The mission of the Education Community is to prepare future educators*

*who will promote lifelong learning and empower diverse communities.*

COURSE SYLLABUS

EDF 4444: Assessment in the Curriculum (EPI Course)

*The syllabus course calendar and other attending documents are subject to change during the semester in the event of extenuating circumstances.*

|  |  |
| --- | --- |
| **Course Prefix:** | EDF 4444 |
| **Section #:** | 2774 |
| **Credit Hours:** | Two |
| **Co-requisites:** | None |
| **Pre-requisites:** | Admission to EPI-CT, or ICERT-NO, or RCERT-NO |

|  |  |  |  |
| --- | --- | --- | --- |
| **Day, Time and Campus:** | Online |   | Online |
| **Modality:** | Live Online |
| **Professor:** | Cynthia Freed |
| **Office Hours:** | As needed |   |
| **Office Location:** | Clearwater |  |
| **Office Phone:** | 727-222-1986 |
| **Email Address:** | Freed.cynthia@spcollege.edu |

**ACADEMIC DEPARTMENT: College of Education**

|  |  |
| --- | --- |
| **Acting Dean** | Dr. Tashika Griffith |
| **Office Location & Number:** | Tarpon Springs | BB 101 |

1. **COURSE DESCRIPTION**

This course is designed to develop the necessary skills required by teachers to develop a variety of assessments that will help identify gaps in student learning and measure student learning gains. The course will instruct teacher candidates how to design, select, implement, and interpret assessments for P-12 classrooms. Teacher candidates will learn how to analyze P-12 student assessment data and then communicate the results with parents and caregivers. The use of technology to organize and integrate assessment data will also be addressed.

1. **MAJOR LEARNING OUTCOMES AND COURSE OBJECTIVES**
2. The teacher candidate will use a variety of diagnostic, formative, and summative assessments to monitor P-12 student learning by:
	1. defining common terminology associated with evaluation and assessment in P-12 environments, e.g., norm-referenced, criterion-referenced, portfolios, diagnostic evaluation, formative evaluation, summative evaluation, etc.
	2. explaining the purpose of assessment.
	3. creating diagnostic, formative, and summative assessment tools to identify gaps in P-12 student subject matter knowledge and measure student learning gains.
3. The teacher candidate will analyze and apply data from multiple assessments to diagnose P-12 student learning needs by:
	1. identifying sources of data from a variety of assessments that can be used to diagnose P-12 student
	2. learning needs.
	3. evaluating sample P-12 student data to diagnose student learning needs.
	4. developing sample test items that identify P-12 student learning needs.
	5. using data from a variety of assessments to diagnose P-12 student learning needs.
	6. evaluating various approaches/systems used to track P-12 student achievement.
4. The teacher candidate will demonstrate how to communicate the results of P-12 student outcomes and learning gains with the student and the student’s parent/caregiver by:
	1. determining ways teachers can provide evidence of validity and estimate reliability in assessment.
	2. discussing the teachers’ ethical responsibilities to various P-12 student populations (Limited English Proficiency [LEP], non-Limited English Proficiency [non-LEP], special needs populations) regarding assessment.
	3. explaining the relationship between educational accountability and P-12 student’s scores on standardized achievement tests with a P-12 student and the student’s parent/caregiver.
5. The teacher candidate will apply technology to organize and integrate assessment data by:
	1. identifying appropriate technology tools to organize assessment data and to communicate grades to students and their parents/caregivers.
6. **REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS**
7. **Required Textbooks**

|  |  |
| --- | --- |
| Textbook(s) | Required: Gronlund, N. E. (2013). *Assessment of student achievement* (10th ed.). Pearson. ISBN: 9780132689632 |
| Recommended:  |
| **Anthology Portfolio** | Anthology Portfolio is a requirement for students enrolled in all College of Education bachelor’s degree programs (Secondary Mathematics Education, Middle Grades Mathematics Education, Exceptional Student Education, Elementary Education, Educational Studies) and for all Educator Preparation Institute (EPI) students. |

Students using **eBooks** must have access to the **eBooks** during class sessions.

1. **Supplemental Material**

|  |
| --- |
| Resources: |
| Materials: |
| Library: | <http://www.spcollege.edu/libraries/> |

1. **Technology**

|  |
| --- |
| Technology is an essential tool for receiving and developing instruction. Students are expected to reference MYCOURSES continuously to assure all current content for class has been accessed.  |
| All work must be submitted in an original electronic file format unless otherwise specified. Links to files are not acceptable. |

1. **COURSE REQUIREMENTS & EXPECTATIONS**
2. **School Based Hours (SBH) or Field Experience Hours (FEH) Course Requirements**

This course requires NO hours of observation/participation in an appropriate setting as approved by the Office of School Partnerships.

Any student who is registered for a course with SBH/FEH is required to complete the application in Anthology Portfolio by the due dates specified by the OSP to guarantee placement.

1. **ALL Course Assignments**

|  |  |
| --- | --- |
| **Assignment Title** | **Points** |
| Module 1-7 Labs | 50 pts. |
| **Total Points for Course** | **350 points** |

|  |
| --- |
| ***UCC Assignments:*** *Teacher candidates must demonstrate Uniform Core Curriculum (UCC) competencies and earn a 2 or higher for each indicator on all UCC assignments [FEAP, ESOL, FSAC, Reading Competencies (RC), Other Elements and Florida State Standards (FSS)] in order to successfully pass the course.* *Educational Studies students must earn a 2 or higher on each indicator on all PLO assignments.**If the teacher candidate has not successfully demonstrated the UCC competency as stated above, he/she may have an opportunity (within the term) to work with the instructor to improve the understanding of the concept. The assignment must then be corrected and resubmitted, and will not receive a grade higher than a C.  In the event of cheating or plagiarizing, see BOT Rule 6Hx23-4.72 for consequences.**Students in a degree program must upload into Anthology Portfolio all FEAP, ESOL, PLO, and RC assignments (identified as Critical Reading Tasks) as denoted in the Uniform Core Curriculum Assessments table at the end of the syllabus.* |

*For courses with lesson planning:*

Adapting or modifying a lesson plan from an existing source (i.e., the internet) does not mean “copy and paste.”  It means that, if you use someone else’s intellectual property for this purpose, you may read through the given source for ideas, but then rethink and rewrite the idea in your own words with your own modifications to meet the needs of the assignment.  Anything adapted or used verbatim must be cited with credit given to the author(s).  This includes specific citations on all supplementary materials (i.e., assignment sheets, graphic organizers, checklists) that are not originally your work.  This applies to all COE lesson plans unless the instructor directly specifies otherwise.

1. **Assignment Late Policy**

*You may submit an assignment up to one week after the due date for a reduced letter grade. Assignments submitted after the one week late due date will receive a grade of zero. The late assignment policy may be used on a maximum of three course assignments. After three late submissions, all late submissions will receive a grade of zero.*

1. **SYLLABUS STATEMENTS COMMON TO ALL COE SYLLABI**
2. **COE SYLLABUS STATEMENTS**

<https://docs.google.com/document/d/1VrvFtlW9RPl2YgbSrHdstAkktd-BtneMQuttI5khNzQ/edit?usp=sharing>

1. **SPC Syllabus Statements**

<http://www.spcollege.edu/addendum/>

***Each student must read all topics within this syllabus and the content of the links.  If the student needs clarification on any items in the syllabus or linked statements, he/she should contact the course instructor.***

***If you remain enrolled after the drop date this signifies that you agree to abide fully by the parameters set in this syllabus and any syllabus addendum.***

1. **CALENDAR AND TOPICAL OUTLINE**

No assignments will be accepted after the last date to submit posted on the syllabus/calendar/MyCourses.

| **Date** | **Topic** | **Readings & Assignments** |
| --- | --- | --- |
| **Weeks 1 & 2****Zoom Class Meeting****6pm on January 18, 2024 (Find Link in Course Content)** | Introduction to CourseAssessment & InstructionAnalyzing a Standard | Read: Chapters 1, 2, 3Week 1: Basics of a Standard Lab-Due Jan. 21, 2024Week 2: Validity & Reliability/ Infographic-Due Jan. 28, 2024  |
| **Weeks 3 & 4****Zoom Class Meeting****6pm on Feb. 1, 2024 (Find Link in Course Content)** | Formative & Summative AssessmentsESOL/ESE | Read: Chapters 4-8, 11 & 12Week 3: Item Writing/ Formative & Summative Labs- Due Feb. 4, 2024Week 4: ESOL/ESE Lab-Anthology Upload-Due Feb. 11, 2024 |
| **Weeks 5 & 6****Zoom Class Meeting****6pm on February 15, 2024 (Find Link in Course Content)** |  FASTRubricsPerformance Assessment | Read: Chapters 9 & 10Week 5: Rubrics Lab-Due Feb. 18, 2024Week 6: Performance Assessment Lab-Due Feb. 25, 2024 |
| **Week 7****Zoom Class Meeting****6pm on February 29, 2024 (Find Link in Course Content)** | Interpreting Data | Week 7: Student Assessment Project/Data Analysis Lab- Anthology Upload-March 6, 2024 |

1. **Uniform Core Curriculum/Program Learning Objectives Assignments**

[ UCC Tables for Active Courses.xlsx](https://nam02.safelinks.protection.outlook.com/ap/x-59584e83/?url=https%3A%2F%2Fspcollegeedu-my.sharepoint.com%2F%3Ax%3A%2Fg%2Fpersonal%2Fcaruana_victoria_spcollege_edu%2FEUkz7J7OnDlCn0a88jTI28wBD3Qmg5VG1aGcZwmsdFVh-A&data=05%7C01%7CPoulin.Michael%40spcollege.edu%7Cedbd30db05bc4f4923fa08db83dea498%7C575038c8ac704295810e0df79c005f41%7C0%7C0%7C638248764545562806%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=zFcvWSATQi1KrgclENZG9VRL4qVIh5VwALbCX%2BHeXmg%3D&reserved=0)