

**San José State University**  
**Connie L. Lurie College of Education/Secondary Education Dept.**  
**EDSC 182, Assessment and Evaluation in Secondary Schools, Sections 1 and 2,**  
**Spring 2015**

**Course and Contact Information**

<b>Instructor:</b>	Brent Duckor, Ph.D.
<b>Office Location:</b>	Sweeney Hall 436
<b>Telephone:</b>	(408) (924-3342)
<b>Email:</b>	Brent.Duckor@sjsu.edu
<b>Office Hours:</b>	By appointment
<b>Class Days/Time:</b>	Section 1 meets Wednesdays from 4:00-6:45pm; Section 2 meets Thursdays from 7:00-9:45pm
<b>Classroom:</b>	Sweeney Hall, room 212
<b>Prerequisites:</b>	Completion of subject area methods course and Phase I Student Teaching. Concurrent enrollment in Phase II/III student teaching preferred.

**Canvas and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU to learn of any updates.

**Course Description**

Assessment of student learning is an art and a science. We will focus on the latter aspect by learning how experts do the work of assessment and evaluation in their classrooms. Research shows that experts have distinct ways approaching assessment questions, issues, and problems. Experts in assessment are guided by “Habits of Mind” that allow them to focus on solving practical problems of classroom assessment in principled ways. This course offers a glimpse of how the classroom teacher can acquire skills that allow for sophisticated and nuanced ways of assessing student learning.

We aim to make our own assessment practice exemplary among our colleagues. In the current education climate of standards and accountability, it is more important than ever that teachers be well prepared and well informed about their own and others’ assessment practices. More importantly, it is critical that K-12 teachers be able to address common misconceptions and misuses of assessment tools and data.

Toward these ends, this course prepares single subject credential candidates to design, interpret, critique and use a variety of assessment and evaluation tools and practices in their subject area teaching. Adopting a constructivist stance, the course utilizes a “building blocks” approach to acquiring skills and knowledge in the field of classroom assessment. A cornerstone of the course is the signature exhibition, a comprehensive video lesson analysis and commentary that focuses on formative assessment moves, drawn from a teaching event in

your Phase II teaching classroom.

The academic expectations and culture of our 182 classroom will invite us to use our five “Habits of Mind”: to make *connections*, see other *perspectives*, evaluate *evidence*, determine the *relevance* of concepts and practice, and use *conjecture* to ask “what if” throughout the course. To the extent possible, this course is designed to model classroom assessment “best practices” in K-12 teaching and learning communities. We will work together to see how different approaches to assessment and evaluation can be enacted and critiqued in our own learning community at SJSU.

By using our own university classroom as a learning lab, we will see how formative assessment strategies and data in particular can be used to better engage and support the learner, sequence and scaffold particular classroom activities, design and modify lesson plans and curricular units, as well as to reflect on modes of instructional delivery.

### **Course Learning Outcomes (CLO)**

Course Learning Outcomes and standards draw upon multiple authorities in the area of classroom assessment practice. These include the work of experts at the National Research Council (2001), the Center for the Assessment and Evaluation of Student Learning (CAESL), and the Berkeley Evaluation and Assessment Research (BEAR) Center.

Every attempt has been made to align these Course Learning Outcomes with the California Standards for the Teaching Profession (Assessing Students for Learning, 5.1-5.7) and Teacher Performance Expectations (TPEs) the California Commission on Teacher Credentialing as legislated by SB2042.

Major components of this course are designed to support and augment your preparation for the Performance Assessment of California Teachers (PACT), in particular the assessment, planning and instructional narrative tasks.

Upon successful complete of this course, students will be able to:

1. To articulate the logic of formative assessment and how formative assessment is integral to teachers’ planning, instructing, and reflecting cycles
2. To analyze how they integrated formative assessment with their students’ needs (academic language, socio-emotional, cultural, etc.) in a video-taped lesson of their teaching
3. To show how formative assessment can help with posing questions, probing on responses, widening the sample, tagging responses, identifying outcomes/bins, and adjusting instruction.

### **Required Texts/Readings**

#### **Text**

A copy of grade level content standards (e.g. Common Core, NGSS, etc.) in your subject area. These documents can be accessed at the California State Department of Education ([www.cde.ca.gov](http://www.cde.ca.gov))

#### **Other Readings**

Supplemental *weekly readings* will be distributed *via Canvas*.

## Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. EDSC 182 is a 3-unit course. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Instruction will be conducted through: in-class lectures; guest speakers and student presentation panels, small group- and whole class-focused discussions; experiential learning exercises; group exercises; video/PowerPoint presentations/online activities; and assessment activities.

### Assignments

There will be weekly assignments and assignments designed to support students through effective completion of their Signature Course Assignment. The weekly assignments include a) required reading (on Canvas), b) discussion board responses to reading (on Canvas), and c) in-class quickwrites and exit slips.

The weighting of course assignments is as follows: students' reading, quickwrite, and exit slip responses together will be weighted 30%; video analysis and commentary will be weighted 40%; and the presentation will be weighted 30%.

### Signature Course Assignment: Professional Learning Community (PLC) Presentation Simulation and Video Lesson Analysis

This assignment will provide evidence that you are meeting Course Learning Outcomes 1-3. Opportunities for formative feedback will be given.

#### Background Information/Context:

This exhibition requires you to think through the “Big Picture” of formative assessment design utilizing the 7 moves framework.

Your goal is to model for a professional learning community (PLC) how to conduct a self-directed “formative assessment lesson study.” Your audience will consist of a panel of faculty, staff and administration.

By focusing on the “life” of a particular move in your classroom—as part of the planning, instructing, and reflecting cycle—you can show us how formative assessment can help with i.e., posing questions, probing on responses, widening the sample, tagging responses, identifying outcomes/bins, and adjusting instruction.

Of course, we will be interested in how you integrate formative assessment with students' needs (e.g. academic language, socio-emotional, cultural, etc.) in a video-taped lesson.

#### Task/artifacts:

There are three major components of the assignment:

1. Video annotation and coding;
2. Audio transcription and analysis; and
3. Oral presentation of findings and recommendations

#### Other requirements/supports/accommodations:

The video must be drawn from your Phase II teaching placement and/or portion of your PACT instructional segment (e.g., 10 minute clip).

Your final presentation must *use* the 182 course readings, lectures, notes from in class activities, and your own experiences as means for explaining your growth as a formative assessor in the Phase II classroom.

A rubric, coding matrix, and task prompts will be provided to guide this exhibition.

Video exemplars will also be available via *Canvas* on the “Formative Assessment in Action” modules.

### **Tentative Course Calendar (on next page)**

Course calendar is subject to change with fair notice.

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

<b>Pacing/ Class Dates</b>	<b>Themes/Questions</b>	<b>Readings</b>
<b>Week 0</b> Tu: 1/20 Wed: 1/21 Th: 1/22	No class	Syllabus (Required)  <i>Duckor &amp; Perlstein-Assessing Habits of Mind (Recommended)</i>
<b>Week 1</b> Tu: 1/27 Wed: 1/28 Th: 1/29	On the Assessment Crisis: Why formatively assess? For whose good? For what good?	<i>Stiggins-Unfulfilled Promise of Classroom Assessment (Required)</i>
<b>Week 2</b> Tu: 2/3 Wed: 2/4 Th: 2/5	On Priming: Who is your audience and what do they want?	<i>Duckor-Seven Moves (Required)</i>
<b>Week 3</b> Tu: 2/10 Wed: 2/11 Th: 2/12	On Posing: Which questions to ask, when, how often and why?	<i>Shepard-Linking Formative Assessment to Scaffolding (Required)</i>
<b>Week 4</b> Tu: 2/17 Wed: 2/18 Th: 2/19	On Posing: Which questions can be backwards mapped onto which learning targets?	<i>Black Harrison &amp; Lee-Working Inside the Black Box (Required)</i>
<b>Week 5</b> Tu: 2/24 Wed: 2/25 Th: 2/26	On Pausing: Who needs ‘wait time’ and why?	<i>Leahy Lyon Thompson Wiliam-Classroom Assessment Minute by Minute (Required)</i>
<b>Week 6</b> Tu: 3/3 Wed: 3/4 Th: 3/5	On Probing: Why follow up on initial responses--for what good?	<i>Popham-A Test is a Test-Not (Required)</i>
<b>Week 7</b> Tu: 3/10 Wed: 3/11 Th: 3/12	Meet the formative assessors: Teachers at work	<i>Guskey-Computerized Gradebooks and the Myth of Objectivity (Required)</i>  <i>Roberts Wilson Draney-Assessment Moderation (Recommended)</i>
<b>Week 8</b> Tu: 3/17 Wed: 3/18 Th: 3/19	On Bouncing: Why ‘sample’ and spread it out?	<i>Wiliam-The Right Questions, The Right Way (Required)</i>
<b>Week 9</b> Tu: 3/24 Wed: 3/25 Th: 3/26	Spring Break	
<b>Week 10</b> Tu: 3/31(*) Wed: 4/1 Th: 4/2 * campus holiday	On Tagging: How to capture the ‘data’ and why represent it?  *Please attend other available sections this week	<i>Duckor &amp; Holmberg-Tagging (Required)</i>

<b>Pacing/ Class Dates</b>	<b>Themes/Questions</b>	<b>Readings</b>
<b>Week 11</b> Tu: 4/7 Wed: 4/8 Th: 4/9	On Binning: What to do with all the information?	<i>Guskey</i> -Are Zeros your Ultimate Weapon? (Required)  <i>Winger</i> -Grading to Communicate (Recommended)
<b>Week 12</b> Tu: 4/14 Wed: 4/15 Th: 4/16	Binning Plus: Is it time to change strategy or tactics? When to re-teach and adjust instruction? What does feedback look like?	<i>Heritage</i> -Formative Assessment: What do teachers need to know and do (Required)  <i>Wilson &amp; Sloane</i> -From principles to practice (Recommended)
<b>Week 13</b> Tu: 4/21 Wed: 4/22 Th: 4/23	Independent Study (PACT Prep)	Video segment and learning context form DUE
<b>Week 14</b> Tu: 4/28 Wed: 4/29 Th: 4/30	Other Voices: What do the critics and ‘critical friends’ say about formative assessment?	<i>Coffey</i> -Missing Disciplinary Substance of FA (Required)  <i>Bennett</i> -Formative Assessment a Critical Review (Recommended)
<b>Week 15</b> Tu: 5/5 Wed: 5/6 Th: 5/7	Final Presentations	Signature Assignment DUE
<b>Week 16</b> Tu: 5/12 Wed: 5/13 Th: 5/14	Final Presentations	Signature Assignment DUE

## Grading Policy

1. Student must complete all assignments to receive a grade in this class;
2. All assignments must meet due date unless extension is granted by instructor;
3. All assignments must meet standards of academic and professional quality and follow task guidelines;
4. The quality of work and adherence to these guidelines will be considered in the final grade;
5. An “incomplete” grade will not be given except for serious medical or personal emergency circumstances, which must be communicated to the instructor.

## Weighting of Course Assignments

Reading, Quickwrite & Exit Slip responses	30%
Video Analysis & Commentary	40%
Presentation	30%
Total	100%

## **Final Grades by Points:**

A traditional grading scale is used to assign final grades as follows: A+ = 99-100, A = 94-98.9, A- = 90-93.9, B+ = 88- 89.9, B= 84 – 87.9, B- = 80- 83.9; C+ = 78-79.9, C = 74 - 77.9, C- = 70 – 73.9, D+=69-67, D = 66-63, D- = 62-60, and F = 59-0%

**A passing grade for this course is a B- or higher.**

## **Classroom Protocol**

Your active participation in class is essential to insure maximum benefit for all members of the class. Class will begin and end punctually. Our learning community expects that all will put their cell phones on mute for class time. Our learning community aims to be supportive of growth, authentic, and respectful at all times.

## **University Policies**

### **General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog, at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

### **Consent for Recording of Class and Public Sharing of Instructor Material**

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

### **Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

### **Accommodation to Students' Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

### **Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

### **SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide

variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

### **SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to



scan this code.)

### **SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

## **EDSC 182: Assessment and Evaluation in Secondary Schools—Spring 2015 Course Schedule**

The Final Presentations will be held in SH 212 during weeks 15 and 16 of the course, May 5-14, 2015. The schedule is subject to change with fair notice. Notice will be made through in-class announcement and/or via Canvas email/announcement.

**Course Schedule for EDSC 182: Assessment and Evaluation in Secondary Schools, Spring 2015**

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<b>Week 16</b> Tu: 5/12 Wed: 5/13 Th: 5/14	Final Presentations	Signature Assignment DUE