CURR 5073: Assessment and Accountability

I. **Course Description**
(3 cr.) Designed for evaluating learning systems with emphasis on constructing measures to evaluate progress and outcomes in social, affective, and cognitive assessment.

II. **Rationale**
The ULM Interactive Model to Prepare Learning Facilitators provides the framework supporting the School of Education professional programs. This course is offered to candidates in advanced programs. Content related to the ULM conceptual framework, InTASC, and CAEP standards permeates the course and is specifically reflected in the activities and assessment embedded in it.

III. **Course Objectives, Outcomes, and Standards**:

Objectives This course is designed to enable candidates to:	Assessment (VIII below)	InTASC Standards	CAEP Standards	Mastery Level	Danielson/ Compass
1. Identify, formulate, reference and sequence goals, content standards, curriculum objectives, and specific lesson objectives.	A.1.a,b,c	2, 7	1.4	Ma	1a,1c,1e
2. Gather and assess information to diagnose student achievement and student needs.	A.1.b,c	1	1.2	Ma	1b,1d,3d
3. Apply theoretical concepts of human learning to instructional design.	A.1.b,c	1, 7	1.1	Ma	1b,1c,4e
4. Develop instructional plans that emphasize thinking skills based on sound principles of human learning related to achievement standards.	A.2.a,b	7	1.4	Ma	1a,1c,1b,1e
5. Understand the basic principles and attributes of sound classroom assessment.	A.1.a,c	6	1.2	Ma	1f,3d
6. Develop classroom assessments appropriate for achievement targets.	A.1.a,b,c	6	1.2	Ma	1a,1f
7. Understand the role of data, feedback, and assessment in accountability.	A.1.b,c	6, 9	1.2	Ma	1f,3d,4a,4f
8. Understand how to monitor students' understanding through a variety of means and to adjust instruction accordingly.	A.1.b,c	1, 6, 7	1.2	Ma	1b,3d,3e
9. Implement a variety of assessment strategies to measure teaching impact on P-12 students.	A.1.b,c A.2.b	6	1.2	Ma	3d,4b
10. Utilize technology in developing plans and assessments.	A.1.b,c A.2.a,b	6, 7	1.5	Ma	1c,1d,1f

IV. **Primary Empirical Base**: The primary empirical base for this course includes research that supports educational measurement (e.g., Aiken, 1998; Carey, 1992; Gagne, 1995; Gagne, Briggs, & Wager, 1992; Popham, 2000; Sadler, 1998; Stiggens, 1997; Wiersma & Jung, 1911).

V. **Resources and Materials**: There is no official textbook for this course. Supplemental publications to be utilized in this course include:
- Louisiana State Content Standards, Benchmarks, and Grade-Level Expectations
  (www.lcet.doe.state.la.us/conn2/indes.asp?U-standards_main.asp)

- Common Core State Standards
  (http://www.corestandards.org/)
- Kathy Schrock's Guide for Educators
  (http://www.school.discovery.com/schrockguide/assess/html)
- Practical Assessment, Research, and Evaluation
  (http://www.ericae.net/pare/)

VI. **_Course Topics_**: The major topics to be considered are:

A. Evaluation, Measurement, and Testing B. Classroom Tests C. Alternative Assessment D. Louisiana School and District Accountability System E. Louisiana's COMPASS Assessment System (Value-Added and Non-Tested Grades and Subjects) F. Rubrics and Scoring Guides G. Standard-based Education and Assessment H. Validity and Reliability I. Affective Assessment J. Performance Assessment

VII. **_Instructional Methods and Activities_**: Methods and activities for instruction include:

A. _Traditional Experiences_: 1. Lecture 2. Professional Reading 3. Discussion 4. Electronic Communications
5. Utilization of Internet Resources

B. _Clinical Experiences_: 1. Development of Performance Outcomes 2. Construction of Test Items for Measuring Performance Outcomes 3. Identification of Instructional Needs and Strategies 4. Verification of Rubrics and Scoring Guides

C. _Field-based Experiences:_   1. Unit Plans 2. Evaluations of Assessments 3. Test and Item Analysis

VIII. **_Assessment and Grading Policy_**: (See Course Schedule at the end of this syllabus for details on assignment and assessment deadlines and point values)

A**. Methods:**
1. Traditional Assessments: a. Knowledge and Application Exams   b. Homework Assignments
2. Performance Assessment: a. Assessment of Field Activities Related to Assessment   b. Analysis and Interpretation of Test Data   c. Professional Discourse (Forums)

B. **Grading Scale:**
   100-90% (89.5) = A   89-80% (79.5) = B   79-70% (69.5) = C   69-60% (59.5) = D   Less than 60% = F

> *NOTE: You must end the semester with a final average of 80% or higher and an average of 2.00 or higher on the signature assessment and student dispositions to pass this course.

C. **Attendance Expectations:** Based on the online delivery of this course, **s**tudents are expected to keep up with all course assignment deadlines and log into Moodle and ULM regularly to keep up with announcements and course expectations.

D. **TurnItIn:** All signature pieces and other significant program assignments may require submission in Moodle via Turnitin.

E. **LiveText:** Only the signature piece must be uploaded to LiveText in order to receive a final grade for the course. If you do not upload your signature piece assignment to LiveText by the deadline for submission of grades, you will receive an "incomplete" until such time as you are able to do so.

LiveText is offering a two-year membership that includes Field Experience. The updated link to purchase this special ULM two-year membership ishttps://www.livetext.com/misk5/c1/purchase/special/ULM-fem-2yr.

F. **Course Communication**
1) **Email:** The email address designated in Moodle (username@warhawks.ulm.edu) will be used for all email correspondence. It is your responsibility to check Moodle and your email account regularly for information regarding this course. ULM requires that all university course-related business be conducted via your ULM e-mail account.

2) **Communication with instructor:** Questions related to **course content and/or procedures** are encouraged and should be email to the course instructor. Barring unforeseen emergencies, the instructor will respond

within 24 hours, Monday through Friday, to all email submitted. An alternative option is to text your questions and/or concerns.

G. The ULM Student Policy Manual can be found at: http://catalog.ulm.edu/index.php?catoid=30

H. Make-up Policy: All work completed for this course is online and project- or participation-based. Deadlines for all assignments in the Course Schedule can be found in this syllabus. Late work without a University-approved excuse (see Student Policy Manual) will be subject to the Late Work Policy as stated below.

I. Late Work Policy: Late assignments will be accepted at the discretion of the instructor with up to 5% deducted per day after the deadline and a zero after one week past the deadline.

J. Online Course ethics:
  a. *Academic Integrity:* As a student in the online environment, the major responsibility for learning rests with you. Collaborative opportunities are offered in this course, but the expectation with exams is that the work is done independently.
  b. *Plagiarism*: All student assignments are expected to be original work by the student. Sources must be cited if information is taken directly from another source. Work copied or borrowed will receive a zero.
  c. *Online Etiquette:* All online communications are expected to be well thought out and respectfully delivered. Unlike spoken conversation, the written word remains!

IX. Student Services: The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions.

Contact information for important ULM student services:
* Student Success Center   http://ulm.edu/studentsuccess/
* Counseling Center   www.ulm.edu/counselingcenter
* Library   www.ulm.edu/library
* Computing Center Help Desk www.ulm.edu/computingcenter/helpdesk

Special Accommodations for Students with Disabilities: Current policies on serving students with disabilities can be obtained at for the ULM website: www.ulm.edu/counselingcenter

If you need accommodation because of a known or suspected disability, you should contact the director for disabled student services at:
Voice phone: 318-342-5220
Fax: 318-342-5228
Walk In: ULM Counseling Center, 1140 University Avenue (this building and room are handicapped accessible).

Mental Wellness on the ULM Campus:

If you are having any emotional, behavioral, or social problems and would like to talk with a caring, concerned professional, please call one of the following numbers:

- ULM Counseling Center; 1140 University Avenue; 318-342-5220
- Marriage & Family Therapy and Counseling Clinic, Strauss Hall 112; 318-342-5678

Remember that all services are offered free to students, and all are strictly confidential.

Sexual Harassment or Gender-Based Discrimination: Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including federal loans and grants. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. If you encounter sexual harassment or gender-based discrimination, please contact the Title IX Coordinator at 318-342-1004; you may also file a complaint online, 24 hours a day, at: www.ulm.edu/titleix.

Statement on COVID-19 Protocols (all classes)

Thank you for setting a great example. Your commitment to following the mask mandate and social distancing guidelines has played a significant role in the reduction of the spread of the COVID virus at ULM.

Due to present circumstances, ULM students, employees, and guests should continue to follow current CDC guidelines by requiring masking and social distancing in all classrooms and buildings throughout campus. Everyone is encouraged to take advantage of frequent hand-washing, available hand sanitizer, masks, and testing opportunities.

As this is an ever-changing situation, please continue to monitor university communication. For more information about University policies and procedures regarding the COVID-19 pandemic, please visit https://www.ulm.edu/coronavirus/.

Temporary Remote Instruction (for Face-To-Face and Hybrid Courses)

During the semester, class and/or campus operations might be disrupted by an occurrence such as a tornado, fire, or illness outbreak that temporarily prevents in-person instruction. Until in-person instruction is possible, the class may enter a phase of temporary remote instruction (TRI). During this phase, instruction will take place via virtual means, either synchronously or asynchronously. Your instructor will alert you when this happens via e-mail and will include a description of how the course will proceed.

Technical Requirements During TRI (for Face-To-Face Courses)

During a period of temporary remote instruction, the need for the course to continue in a virtual manner means that you will be required to have appropriate equipment, software, and telecommunication access to allow you to participate. This course will require that you have the following, should we have to go into TRI:

- Computer or tablet with internet access (phone access to Zoom meetings is not recommended)
- Audiovisual input and output capabilities for live interaction – you are expected to show video

Technical Requirements (for Hybrid and Online Courses)

The normal delivery method for this course requires instructional materials and interactions remotely. Because of this, all students will be expected to have the appropriate equipment, software, and telecommunication access. For this course, these are:

- Computer or tablet with internet access (phone access to Zoom meetings is not recommended)
- Audiovisual input and output capabilities for live interaction – you are expected to show video

X. *Bibliography*: The knowledge bases that supports course content and procedures include:

A. Educational Frameworks
1. Council for the Accreditation of Educator Preparation (CAEP) Standards – 2013, 2015
2. Common Core State Standards (CCSSO) – 2010
3. The Framework for Teaching (Danielson) – 2013
4. The Interstate Teacher Assessment and Support Consortium (InTASC) Teaching Progressions – 2013
5. Louisiana Teacher Performance Evaluation Rubric (Louisiana Department of Education) - 2013

B. Classic References:
Carey, L. M. (1994). Measuring and evaluating school learning. Boston: Allyn & Bacon.

Eichelberger, R. T. (1989). Disciplined Inquiry: Understanding and doing educational research. New York: Longman.

Gronlund, N. E. (1993). How to make achievement tests and assessments. Boston: Allyn & Bacon.

Payne, D. A. (1992). Measuring and evaluating educational outcomes. New York: Macmillan.

Stiggans, R. J. (1994). Student centered classroom assessment. New York: Macmillan.

Airasian, P. (1997). Classroom assessment (3rd ed.). New York: McGraw-Hill.

C. Contemporary References:
Carlson, J. F., & Waterman, B. B. (2002). Social and personality assessment of school- aged children: Developing interventions for educational and clinical use. Boston, MA: Allyn & Bacon.

Kubiszyn, T., & Borich, G. (2000). Educational testing and measurement. New York: John Wiley & Sons.

Nitko, A. J. (2004). Educational assessment of students (4th ed.). Upper Saddle River, NJ: Pearson Prentice-Hall.

Linn, R. L., & Miller, D. M. (2005). Measurement and assessment in teaching (9th ed.). Boston, MA: Allyn & Bacon.

McMillan, J. H. (2004). Classroom assessment: Principles and practice for effective teaching (3rd ed.). Needham Heights, MA: Allyn & Bacon.

Oosterhof, A. (2003). Developing and using classroom assessments (4th ed.). Upper Saddle River, NJ: Prentice-Hall.

Popham, W. J. (2005). Classroom assessment, what teachers need to know (4th ed.). Boston: Allyn & Bacon.

Tanner, D. E. (2001). Assessing academic achievement. Needham Heights, MA: Allyn & Bacon.

D. Key Journals:
American Educational Research Journal
Educational Evaluation and Policy Analysis
Educational Leadership
Journal of Educational Psychology
Journal of Educational Research
Phi Delta Kappan
Religion and Education
Review of Educational Research

Course Schedule & Policies:

Week	Schedule of Topics and Resources	Assignments*	Forums, Exams, Other
1 1/10-1/16	Overview of Assessment and Accountability, Backward Design, and National Trends	Module 1 Assignment 1 Due 1/16 50 points	+Model 0 and 1 Forums Due 1/14-1/16 25 points x2 = 50 points
2 1/17-1/23	Identifying and Aligning Standards to Student Learning Outcomes	Module 2 Assignment Due 1/23 50 points	Module 2 Forum Due 1/21-1/23 25 points

3 1/24-1/30	Planning, Preparing, and Administering Classroom Assessments	Module 3 Assignment Due 1/30 50 points	Module 3 Forum Due 1/28-1/30 25 points
4 1/31-2/6	*Midterm Test Week*		Online Midterm Exam Date TBA 100 points
5 2/7-2/13	Summative Assessment for the Classroom and Standardized Testing	Module 5 Assignment Due 2/15 *Tuesday of Week 6* 50 points	Module 5 Forum Due 2/11-2.13 25 points
6 2/14-2/20	Formative Assessment During the Learning Process	Module 6 Assignment Due 2/20 50 points	Module 6 Forum Due 2/18-2/20 25 points
7 2/21-2/27	Using Assessment Analysis to Monitor Student Progress and Teacher Progress toward Accountability Standards	Module 7 Assignment Due 2/27 50 points	Module 7 Forum Due 2/25-2/27 25 points
2/28-3/6	Mardi Gras Break and Course Wrap Up Work on Signature Assessment		
8 3/7-3/11**	*Final Evaluation – Signature Assessment Week*	Signature Assessment Due 3/11 – 200 points *Submission required on Moodle and LiveText for a passing grade to be posted for this course.*	

*NOTE: Some Moodle assignments and/or quizzes may be added or revised during the course. Weekly assignments will be made visible on Moodle no later than the Sunday prior to each due date.

+Forum posts and replies are due by 11:45 p.m. on posted due dates. In most cases, original posts are due by 11:45 p.m. on Fridays of each week and replies are due by 11:45 p.m. on Sunday of each week.

Point Summary: 6 Assignments @ 50 points = 300, 7 Forums @ 25 points = 350, 1 Exam = 100, SA = 200 points

Total Possible Points = 850