



SED 510: Assessment in Teaching and Learning
Section: 81B
COURSE SYLLABUS: Spring 2018 DTR

Instructor: Mark J. Reid, Ph.D. – Associate Professor
Office Location: Commerce Campus – Education North 203B
Office Hours: Online or by appointment
Office Phone: 903.886.5181
Office Fax: 903.886.5905
Email Address: mark.reid@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

Classroom Assessment: What Teachers Need to Know (What's New in Ed Psych / Tests & Measurements) 8th Edition, eTextbook

ASIN: B01F7R91HS

Loose-leaf version:

ISBN-10: 0134027299

ISBN-13: 978-0134027296

Note: The 7th Edition of this textbook will also work

Course Description:

Focuses on formal and informal assessment strategies to be used by teachers of secondary students. Topics will include reliability, validity, bias, performance assessment, portfolios, affective assessment, standardized test score interpretation, and formative assessment. Particular attention will be given to practical applications of the assessment of learners within a particular classroom setting and curricular context.

Student Learning Outcomes:

Learning Outcome #1: The learner will be an active and engaged participant in class and in online discussions by analyzing, constructing/creating, and evaluating information presented within the textbook, external readings/resources, student research, and class activities.

Learning Outcome #2: The learner will identify historical landmark events which contributed to the development of today's testing and assessment environment in schools.

Learning Outcome #3: The learner will prepare a paper/project related to assessment as a final capstone activity.

COURSE REQUIREMENTS

Instructional Methods

Students will experience many types of instructional strategies - many of which focus on a student centered approach, for example, Jigsaw. This experience will include discussion on the strategies in terms of how they are being used and how to implement them in the K-12 environment.

Activities/Assessments

Introductory Postings in the Student Lounge	25
Postings in Online Discussion Groups (20 points/chapter x 15)	300
Posted Informative Overview & Questions Creation for Selected Chapter	200
One Page Handout Outlining Selected Chapter	150
Creative Presentation on Selected Text Book Chapter	150
Sibme Video Platform Reflections	200
Written Book Club Questions & Observations	150
Book Club Participation	50
Participation during Class Sessions (50 points x 3)	150
Additional assignments TBD	25 to 100

Note: Additional assignments or revisions to assignments may occur during the semester. Also, late work will not receive credit, however, ALL work must be completed (late or not) in order to receive an "A."

Grading

The final course grade will be determined by adding the points earned and dividing that total by the total possible points. This percentage will be compared to the scale below.

100% - 90% = A
89% - 80% = B
79% - 70% = C
69% - 60% = D
59% or below = F

Instructions for Assignments:

Note: These are examples of the types of assignments, but may change for the final version of the syllabus

Introductory Postings in the Student Lounge (25 points)

During the first week of class students will post an introduction in the Student Lounge on eCollege:

- Describe your current idea of the concept of assessment
- Explain your hands on experience to this point in terms of creating assessment instruments like exams and quizzes or performance assessments
- Portray how you currently do formative assessment in your classroom
- Finally, tell us about a favorite restaurant in the area and what you like to order

Posting of Informative Overview & Questions Creation for Selected Chapter (200 Points)

For your selected chapter you will post a 50 to 75 word summary of the chapter in the thread for that specific chapter of our textbook. Then you will pose questions for your colleagues that are above the knowledge/comprehension level. You must craft enough questions so that each of your colleagues in the class has a unique question to answer. For our class this spring semester 2018, you will have to create a minimum of 16 questions for your chapter. **The overview and questions are due as a posting a minimum of one week prior to the class period of the presentation.**

Postings in Online Discussions on Chapters (300 Points):

For each chapter, you will pick one of the questions asked by a colleague who has become the expert for that chapter. **Your answer to the question will include the text of the original question and your answer to the question.** Please note that you must select a question to answer that has not been claimed/answered by another colleague. For each chapter, you must have at least one respond posting in addition to your answer of the selected question (20 points for each chapter). **Note: your minimum of two postings within a chapter cannot be on the same day to receive full credit for the chapter.**

Be sure to log onto the Discussion multiple times each week so that you can have conversations with your classmates.

Informative Handout on Assessment Chapter (150 points):

Students will create a one-page overview of their assigned chapter to hand out in class on the day of the chapter presentation. Please use 8 ½ x 11 format.

Creative Presentation on Selected Book Chapter (150 Points)

- 10 to 15 minute presentation – focus on main ideas – highly interactive
- No PowerPoint informational slides on textbook material (Flipped Classroom)
- Can use handout as a reference during presentation
- 10 to 15 minute discussion – prepare questions
- 5 minute online assessment on chapter prepared by Dr. Reid

Sibme Video Platform Reflections

- Student accounts created during the first night
- Instructor will create Huddles
- Load Sibme app on phone or tablet
- Video presentation on book chapter
- Video uploads to Sibme platform in My Work Space
- Copy video into Huddle with other presenters from same class period
- Make a minimum of five comments on your own presentation video
- Make a minimum of two comments on colleagues videos

Book Club (50 points for participation – 150 points for questions/observations)

Create a document with five observations and five questions to use in the small group discussion on your chosen book during the last day of class. You will use this document during the discussions and submit the document.

For the book club, you have to select a book from one of the following texts:

Why Don't Students Like School?: A Cognitive Scientist Answers Questions About How the Mind Works and What It Means for the Classroom by Daniel T. Willingham 1st Edition

- ISBN-13: 978-0470591963
- ISBN-10: 047059196X

How We Learn: The Surprising Truth About When, Where, and Why It Happens by Benedict Carey

- ISBN-10: 0812984293
- ISBN-13: 978-0812984293

Small Teaching: Everyday Lessons from the Science of Learning 1st Edition by James M. Lang

- ISBN-13: 978-1118944493
- ISBN-10: 1118944496

TECHNOLOGY REQUIREMENTS

Note: This course is 100% online. Please review the technology requirements carefully. A reliable high speed access to the internet will be necessary to complete this course. Highly recommended that students develop a backup plan for both equipment and internet access -technology issues are not a valid excuse for missing assignment deadlines.

The following information has been provided to assist you in preparing to use technology successfully in this course. In terms of technology eCollege recommends:

- [Windows Users](#)
 - Windows 7, XP or Vista
 - 56K modem or higher
 - Soundcard & Speakers
 - Firefox, Chrome or Microsoft Internet Explorer
- [Mac OS User](#)
 - Mac OS X or higher (in classic mode)
 - 56K modem or higher
 - Soundcard & Speakers
 - [Apple Safari](#)

- Internet access/connection – high speed recommended (not dial-up) - Note: you must be able to access the university library databases
- Word Processor (i.e. MS Word or Word Perfect)

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Use the telephones numbers and email address to communicate with me outside of class sessions.

If you have a webcam and microphone and a free Skype account you can contact me via a video call over the internet – my Skype user name is markjreid. You will need to make an appointment for a Skype session.

COURSE AND UNIVERSITY PROCEDURES/POLICIES
--

Course Specific Procedures:*Academic Honesty Policy*

Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. Plagiarized assignments will receive no credit.

See <http://www.plagiarism.org/> for more details about how to avoid plagiarism.

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

[Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

Attendance Policy:

As per University Policy B-19: Students are expected to be present for all class meetings for any course in which they are enrolled. Students are responsible for learning about and complying with the attendance policy stated in the catalog, Student's Guidebook, and/or faculty syllabus. Students will be allowed to make up missed work if the absence is determined excused by the instructor. **"Faculty members may recommend to the appropriate college dean that a student be dropped from a course when unexcused absences reach approximately 20% of total scheduled class meetings for the term."**

COURSE OUTLINE / CALENDAR

See Course Requirements for a list of course assignments.

Class Sessions:

Reading for the class text will include the chapters listed for each class day.

February 23: Chapter 1

March 9: Chapters 2, 3, 4

March 23: Chapters 5, 6, 7, 8

April 13: Chapters 9, 10, 11, 12, 13

April 27: Chapters 14, 15, 16