



EDCI 655: Assessment of Learning and the Learner COURSE SYLLABUS, 2021

INSTRUCTOR INFORMATION

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Communication Response Time: 24 Hours, M-F

COURSE INFORMATION

Textbook(s) Required

Gardner, J. (2012). *Assessment and Learning* (2nd ed.). Los Angeles, CA: Sage. ISBN 978-0-85702-383-4 (pbk); ISBN 978-0-85702-382-7

Feldman, J. (2018). *Grading for Equity: What it is, Why it Matters, and How it can Transform Schools and Classrooms* (First Edition). Corwin Press. ISBN-13: 978-1506391571; ISBN-10: 1506391575

Course Description

This course provides an examination of the uses of assessment practices and strategies to improve student learning. Special emphasis will be placed on authentic assessment practices, standardized tests, and developmental screenings. Additionally, students will become familiar with measures to assess learners with special needs and learners from linguistically and culturally different backgrounds.

Student Learning Outcomes

Students will assess their level of knowledge, understanding, skills and perceptions of assessment at the beginning and at the end of the course.

1. Students will be able to evaluate the importance of grading rubrics to assess student work and to promote learning in the classroom.
2. Students will discuss what classroom teachers need to know about assessment.

The syllabus/schedule are subject to change.

3. Students will discuss the similarities and differences between Assessment FOR Learning and Assessment OF Learning.
4. Students will discuss the connections between Professional Development and Assessment.
5. Students will compare and contrast Formative and Summative Assessment
6. Students will discuss quality assessment practices.
7. Students will discuss the connection between assessment and Intrinsic Motivation.
8. Students will describe the use and purpose of the Buros Mental Measurement Yearbook.
9. Students will showcase skills in choosing an assessment tool and making a case for the purchase of an assessment tool for a school district.
10. The student will discuss central factors to the implementation of formative assessment data to improve learning in the classroom.
11. The student will identify key principles of a learner-centered paradigm of student assessment.
12. Students will identify key elements of reform in the assessment of student learning.
13. Students will discuss similarities and differences in Reliability and Validity.

COURSE REQUIREMENTS

Each student will upload all assignments to online platform:

- ☐ A **pre-course personal statement** and a **post-course personal statement** of what assessment means to you.
- ☐ A review of an **ASCD Monograph on Assessment** (See Course References Below.).
- ☐ A review of tests in print, Buros Mental Measurement Handbook and test critiques for reviews of **Developmental Screening** instruments, **Assessments of student achievement**, instruments used for **Bilingual assessment** or **reading assessment** will be completed. Brief descriptions of the psychometric properties of each instrument will be provided. **Use the template designed for this purpose.**
- ☐ A review of **one** grading rubric for **oral presentations**, **group presentations**, **subject** specific rubrics, or **discussion** rubrics. See [Rubrics, click here](#)
- ☐ A Mid Term Exam and Final Exam will be required.
- ☐ Students will participate in **in-class discussions** related to text chapter topics.
- ☐ Students will use the online platform for accessing resources needed for class and for uploading assignments to be graded and viewed by the class.

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Student Responsibilities or Tips for Success in the Course

Thorough and thoughtful attention to work submitted, presence, preparation and participation in classes are expected by the students enrolled in this class.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Assessments

All assignments are assessment on a traditional grading system.

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

Learning Outcome	Assignment
Knowledge, Understanding Skills in Assessment	Pre/Post Personal Assessments
#2 Review of an ASCD Monograph on Assessment	Class Discussion
#s 9, 10, Students will showcase skills in choosing an assessment tool and making a case for the purchase of an assessment tool for a school district.	Review of an Assessment Tool
#1. Students will be able to evaluate the importance of grading rubrics to assess student work and to promote learning in the classroom.	Class Discussion
#s 3-7, Chapters One through Eight	Mid Term Examination
#s 10, 11, 12, 13, Chapters Nine through Sixteen	Final Examination

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TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

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COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

This is a doctoral course, therefore, professional, thorough and thoughtful work is the expectation.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:
<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx) webpage and [Procedure 13.99.99.R0.01](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx).
<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>
<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf)

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<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Students with Disabilities-- 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- Room 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

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For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

Topics and Content Areas:

- **Assessment for Learning in the Classroom**
- **Professional Learning as a Condition for Assessment for Learning**
- **From Teachers to Schools: Scaling Up Professional Development for Formative Assessment**
- **Alternative Perspectives on Learning Outcomes: Challenges for Assessment**
- **On the Relationship between Assessment for Formative and Summative Purposes**
- **Quality Assessment Practice**
- **Assessment and Learning: The Learner's Perspective**
- **Instrumentalism and Achievement: A Socio-Cultural Understanding of Tensions in Vocational Education**
- **Policy and Practice in Assessment for Learning: The Experience of Selected OECD Countries**
- **The Role of Assessment in Developing Motivation for Learning**
- **Assessment in Harmony with our Understanding of Learning: Problems and Possibilities**
- **Developing a Theory of Formative Assessment**
- **Validity in Formative Assessment**
- **The Reliability of Assessments**
- **Validity, Purpose and the Recycling of Results from Educational Assessments**
- **Assessment for Learning: A Compelling Conceptualization**

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