

EDUC 4317, Assessment & Interpretation for Secondary Teachers

Fall 2020

Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

August 24th – December 11th

This is a 100% asynchronous online course and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

INSTRUCTOR AND CONTACT INFORMATION

Professor: Jason Miller, Ph.D.

Office: TBD

Phone: TBD

Email: j.miller@tamuct.edu

Office Hours

-- Office hours will be held on an appointment basis. Please contact me to schedule dates and times.

Student-instructor interaction

-- Normally, I will be checking my email from between 7:00am – 5:00pm, Monday – Friday. These hours may be extended at varies times during the semester.

-- I will be meeting for short (5-10 minute) check-ins with each student on a bi-weekly basis. These will be informal check-ins to provide feedback on the course and assignments, meet the needs of each student, and help each student throughout the course.

WARRIOR SHIELD

Emergency Warning System for Texas A&M University-Central Texas

Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [<https://portal.publicsafetycloud.net/Account/Login>] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COVID-19 SAFETY MEASURES

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.
- Face Coverings— Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.
 - o If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day’s class remotely for all students.
- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.
- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

COURSE INFORMATION

Course Overview and description

This course is for students seeking a secondary certification to examine technology driven design and implementation of data-driven instruction to include the implementation of effective assessments, student data collection, analysis, interpretation, and communication aligned to learning goals for a diverse student population. Admittance into the Teacher Education Program. Field Experience required. Field Experience Fee: \$25.

Course Objective or Goal

The objective of this course is for the secondary preservice teachers to be able to demonstrate the ability to effectively collect, analyze, and communicate student data for continuous improvement in teaching and learning for diverse students.

Student Learning Outcomes

1. The student will implement strategies to communicate timely, high-quality feedback
2. The student will utilize effective questioning strategies to lead student discussion
3. The student will design and implement appropriate assessment strategies based on characteristics and needs of all students
4. The student will differentiate and apply formal and informal methods of assessment

5. The student will demonstrate how to align assessment to learning goals
6. The student will explain how to involve all students in self-assessment activities
7. The student will demonstrate how to interpret student data and adjust instruction
8. The student will identify how to use technology to communicate, collect, and organize data

Competency Goals Statements (certification or standards)

-- Please see the PPR EC-12 Standards at the following website:

<https://tea.texas.gov/sites/default/files/PPr%20EC-12%20Standards.pdf>

Required Reading and Textbook(s)

This is a Writing Instructive (WI) course so writing will be an integral part of my instruction and our interactions. Writing will also be a fundamental way that I measure student mastery of course content. WI means that you will have several opportunities to work on improving your writing skills.

Here are the six requirements for WI courses:

1. A range of writing assignments
2. Syllabus indicates writing is integral part of course mastery
3. Explains nature of WI courses
4. Ties writing to SLOs
5. Expected turnaround time for feedback (be explicit)
6. Includes at least one assignment involving revision; OR all assignments are sequenced in such a way that students can improve quality of submissions

Writing Instructive courses vary across programs, just as writing adopts diverse forms and functions across different disciplines. In a WI course, writing facilitates learning; as such, a number of written assignments have been incorporated to allow students to learn both the subject matter of the course and discipline-specific ways of reasoning and writing.

WI Course Requirements

- This course has a range of writing assignments worth a significant part of the final grade.
- Writing assignments are an integral part of measuring the mastery of the content in a course.
- All written assignments are tied to specific course objectives and outcomes.
- You will receive feedback on submitted writing assignments.
- You will be required to revise three assignments (unit plan outline, lesson plan, and assessment portfolio) to improve your understanding of what it means to be a reflective practitioner and to gain an understanding of implementing assessment in the classroom.

Required Readings

Chapuis, J. & Stiggins, R. (2016). Introduction to Student-Involved Assessment FOR Learning, An with MyLab Education with Enhanced Pearson eText -- Access Card Package, 7th Edition. Pearson ISBN: 9780133436518

Heritage, M. (2007). Formative Assessment: What do Teachers Need to Know and Do?. *Phi Delta Kappan*. Available in Canvas.

Texas Essential Knowledge and Skills (TEKS):

<https://tea.texas.gov/academics/curriculum-standards/teks/texas-essential-knowledge-and-skills>

College and Career Readiness Standards (CCRS):

<http://www.highered.texas.gov/institutional-resources-programs/public-community-technical-state-colleges/texas-college-and-career-readiness-standards/>

Pedagogy and Professional Responsibilities EC-12 Exam

http://www.tx.nesinc.com/Content/StudyGuide/TX_SG_about_160.asp

COURSE REQUIREMENTS

* See assignment handouts for specific rubric and conversion details.

Assessment	Points	SLO
1. Reflective Document/Pedagogy and Professional Responsibilities EC-12 items/Discussion posts	30	1, 2, 3, 4, 5
2. Unit Outline/Lesson Plan/Classroom Discussion Rubric (Midterm)	20	1, 2, 3, 4, 5
3. Teacher excel activity	5	7, 8
4. Student excel activity	5	7, 8
5. Feedback Activity	5	1
6. STARR activity	5	3, 7, 8
7. Assessment Portfolio (Final Project)	30	1, 2, 3, 4, 5, 6, 7, 8
Total	100	

Grading Criteria Rubric and Conversion

See assignment handouts for specific rubric and conversion details.

93 – 100 = A

90 – 92 = A-

87 – 89 = B+

83 – 86 = B

80 – 82 = B-

77 – 79 = C+

73 – 76 = C

70 – 72 = C-

60 – 69 = D

59 < = F

Posting of Grades

All grades will be posted within one week of the due date.

Grading Policies

-- All assignments are due by 11:59 pm on the Sunday at the end of the week in question. For example, the first assignments for the course, 1 reflection in your google document, is posted as due in week 2 (8/31-9/6). This assignment must be submitted in Canvas by 11:59 pm on Sunday 9/6.

-- All discussion posts will be due on the Friday of the week in question.

-- All instructor recordings will be uploaded on the Monday of the week in question.

-- The student will lose 5% of the total grade for the assignment for each week the assignment is late.

COURSE OUTLINE AND CALENDAR

Week	Date/Due	Content
1	8/24-8/30	<p>Topic</p> <p>-- Course Introduction</p> <p>Activity:</p> <p>-- Scavenger Hunt: complete</p> <p>-- Develop bi-weekly check-in meeting time.</p> <p>Recording:</p> <p>-- Introduction</p> <p>Discussion:</p> <p>-- Post three questions. One regarding TEKS, one regarding CCRS, and one regarding PPR.</p> <p>Reflective Doc:</p> <p>-- What are the TEKS? What is the purpose of the TEKS? What are the CCRS? What is the purpose of the CCRS? What do you notice about the TEKS and the CCRS that is specific to your content area?</p> <p>Readings Due:</p> <p>Texas Essential Knowledge and Skills (TEKS):</p> <p>https://tea.texas.gov/academics/curriculum-standards/teks/texas-essential-knowledge-and-skills</p> <p>College and Career Readiness Standards (CCRS):</p> <p>http://www.highered.texas.gov/institutional-resources-programs/public-community-technical-state-colleges/texas-college-and-career-readiness-standards/</p> <p>Pedagogy and Professional Responsibilities EC-12 Exam</p> <p>http://www.tx.nesinc.com/Content/StudyGuide/TX_SG_about_160.asp</p> <p>Assignments Due:</p> <p>-- Write in reflective doc.</p> <p>-- Submit scavenger hunt</p>
2	8/31-9/6	<p>Topic:</p> <p>-- Introduction to Assessment</p> <p>Activity:</p> <p>-- PPR items</p> <p>Recording:</p>

	<p>Recording uploaded: Monday 8/31 by 11:59 pm</p> <p>Discussion Due: Friday 9/4 by 11:59 pm</p> <p>Assignments Due: Sunday 9/6 by 11:59 pm</p>	<p>-- My take-a-ways from chapter 1 and summary of activity</p> <p>Discussion:</p> <p>-- Write down 3 take-a-ways from chapter 1 and 3 questions about the information in chapter 1.</p> <p>Reflective Doc:</p> <p>-- After reading the section “The Teacher’s Classroom Assessment Responsibilities,” write a short reflection explaining how the three responsibilities described match your own prior understanding of what a teacher’s assessment responsibilities are. How does what you’ve read compare to what you thought before taking this class?</p> <p>-- Think of an assessment experience from your personal educational past that was a good experience for you. What made it a productive experience? What emotional and learning impact did it have for you? Now think of one that was a negative experience for you. What made it a counter-productive experience? What emotional and learning impact did it have for you? What was a significant difference between the two experiences? How does that difference relate to the Keys to Quality Assessment described in this chapter?</p> <p>-- During your K-12 schooling experience, did your teachers engage you in activities that are described in this chapter as student-involved? If so, what did they do? What impact did the experience have on you? If they did not, where in your schooling might your involvement in assessment have helped you?</p> <p>Readings Due:</p> <p>Textbook (Chappuis & Stiggins): Chapter 1: Classroom Assessment for Student Success pp. 1-19</p> <p>Assignments Due:</p> <p>-- Work on PPR items</p> <p>-- Write in reflective doc.</p>
3	<p>9/7-9/13</p> <p>Recording uploaded: Monday 9/7 by 11:59 pm</p> <p>Discussion Due: Friday 9/11 by 11:59 pm</p> <p>Assignments Due: Sunday</p>	<p>Topic:</p> <p>-- Formative and Summative Assessment</p> <p>Activity:</p> <p>-- Design a formative and summative assessment using the TEKS and CCRS in your content area.</p> <p>Recording:</p> <p>-- Overview of formative and summative assessment and summary of activity.</p> <p>Discussion:</p> <p>-- Write down 3 comments and 3 questions regarding formative and summative assessments.</p>

	<p>9/13 by 11:59 pm</p>	<p>Reflective Doc:</p> <ul style="list-style-type: none"> -- Read one of the “From the Classroom” entries in Chapter 2 and compare it to your experience as a student. How is it similar? What differences do you notice? What conclusions about the benefits of formative assessment might you draw? -- Describe “on-the-fly assessment”, “planned-for interaction”, and curriculum-embedded assessments”. What are they and what are their purpose? Provide one example of each of them you did not read in the text. (Heritage, 2007) <p>Readings:</p> <p>Textbook (Chappuis & Stiggins): Chapter 2: Why We Assess pp. 19-41 Heritage (2007), “Formative Assessment”</p> <p>Assignments Due:</p> <ul style="list-style-type: none"> -- Write in reflective doc. -- Submit PPR items for revisions
<p>4</p>	<p>9/14-9/20</p> <p>Labor Day: 9/7</p> <p>Recording uploaded: Monday 9/14 by 11:59 pm</p> <p>Discussion Due: Friday 9/18 by 11:59 pm</p> <p>Assignments Due: Sunday 9/20 by 11:59 pm</p>	<p>Topic:</p> <ul style="list-style-type: none"> -- Learning Targets <p>Activity:</p> <ul style="list-style-type: none"> -- Begin the construction of your Unit Plan Outline and Lesson Plan. Decide on the TEKS and CCRS that will drive your Unit Plan Outline and Lesson Plan. Also, use these TEKS and CCRS to create learning targets for your Unit Plan Outline and Lesson Plan. (see handout for more information). -- Familiarize yourself with the following lesson plan materials: <ul style="list-style-type: none"> -- 5e Lesson Plan Template -- Backwards Planning Template -- Danielson Framework Lesson Plan -- Madeline Hunter Lesson Plan <p>Recording:</p> <ul style="list-style-type: none"> -- Summary of learning targets and summary of activity <p>Discussion:</p> <ul style="list-style-type: none"> -- Write down 3 comments and 3 questions regarding learning targets. <p>Reflective Doc:</p> <ul style="list-style-type: none"> -- Select a complex content standard from a subject and level you are preparing to teach. Verify that the content standard is sufficiently complex to warrant deconstructing. Identify its ultimate target type and then deconstruct it into its underpinning learning targets. Use the following as a guide:

		<p>1. What knowledge will students need to have to be successful?</p> <p>2. What patterns of reasoning, if any, will students need to master to be successful?</p> <p>3. What performance skills, if any, will students need to master to be successful?</p> <p>4. What products, if any, will they need to learn to create to be successful?</p> <p>Readings:</p> <p>Textbook (Chappuis & Stiggins): Chapter 3: What We Assess: Clear Learning Targets pp.41-79</p> <p>Assignments Due:</p> <p>-- Write in reflective doc.</p> <p>-- Submit your unit plan outline and lesson plan’s standards and objectives for feedback.</p> <p>-- Submit revisions of PPR items</p>
5	<p>9/21-9/27</p> <p>Recording uploaded: Monday 9/21 by 11:59 pm</p> <p>Discussion Due: Friday 9/25 by 11:59 pm</p> <p>Assignments Due: Sunday 9/27 by 11:59 pm</p>	<p>Topic:</p> <p>-- Developing classroom assessments</p> <p>Activity:</p> <p>-- For your Unit Plan Outline and your Lesson Plan create a blueprint for an assessment you might use.</p> <p>1. Decide whether the assessment information will be used summatively or formatively</p> <p>2. List the learning targets that will be the focus of instruction. Classify each target. Determine which assessment method(s) you will use.</p> <p>3. Select or modify one of the assessment blueprints illustrated in this chapter. Write your learning targets on the assessment blueprint you have selected or modified.</p> <p>4. Identify an appropriate sample size for each learning target following the considerations in chapter 4.</p> <p>Recording:</p> <p>-- Summary of classroom assessments and summary of activity</p> <p>Discussion:</p> <p>-- Write down 3 comments and 3 questions regarding developing classroom assessments.</p> <p>Reflective Doc:</p> <p>-- Using the assessment blue print you created for the activity portion of this lesson. Choose one or more of the ideas describe in chapter 4 for using an assessment blueprint with students. Write yourself instructions for what you would do. And then, describe the effects on student motivation and achievement that you believe will result from engaging in the activity.</p>

		<p>Readings: Textbook (Chappuis & Stiggins): Chapter 4: Designing Quality Classroom Assessments pp. 79-111</p> <p>Assignments Due: --Write in reflective doc. -- Submit unit plan outline and lesson plan for feedback</p>
6	<p>9/28-10/4</p> <p>Recording uploaded: Monday 9/28 by 11:59 pm</p> <p>Discussion Due: Friday 10/2 by 11:59 pm</p> <p>Assignments Due: Sunday 10/4 by 11:59 pm</p>	<p>Topic: -- Selected Response Assessment</p> <p>Activity: -- Using your Unit Plan Outline and your Lesson Plan</p> <ol style="list-style-type: none"> 1. Create an assessment blueprint of the learning targets that can be measured by selected response methodology. Use one of the blueprint formats shown in chapter 5. 2. Identify the content to be tested by writing propositions for each learning target, following the guidelines in chapter 5. 3. Determine which item format you will use for each proposition. Refer to figure 5.9, “comparison of selected response item formats,” for guidance. 4. Create your test items following the guidelines for writing quality items explained in chapter 5. 5. Assemble the test and write the directions. 6. Review and critique the test for quality and revise it as needed. 7. If you created the test for formative use, use the blueprint to create a second version of it for summative use. If you created the test for summative use, use the blueprint to create a second version of it for formative use. <p>Recording: -- Summary of selected response assessments and summary of activity</p> <p>Discussion: -- Write down 3 comments and 3 questions regarding selected response assessments.</p> <p>Reflective Doc: -- Using a copy of a selected response test do the following:</p> <ol style="list-style-type: none"> 1. Create an assessment blueprint for it by identifying the learning target each item assesses and indicating how many points each learning target is awarded. 2. Transform each test item into its underlying proposition. 3. Judge the quality of each item and the quality of the test as a whole, using the guidelines for item writing explained in chapter 5.

		<p>4. Write a summary of the assessment's strengths and weaknesses, if any.</p> <p>Readings: Textbook (Chappuis & Stiggins): Chapter 5: Selected Response Assessment pp. 111-147</p> <p>Assignments Due: -- Write in reflective doc. -- Submit your assessment blue print for both the unit plan outline and lesson plan for feedback.</p>
7	<p>10/5-10/11</p> <p>Recording uploaded: Monday 10/5 by 11:59 pm</p> <p>Discussion Due: Friday 10/9 by 11:59 pm</p> <p>Assignments Due: Sunday 10/11 by 11:59 pm</p>	<p>Topic: -- Written response assessment</p> <p>Activity: -- Using your Unit Plan Outline and Lesson Plan.</p> <ol style="list-style-type: none"> 1. Create an assessment blueprint for the learning targets that can be measured by written response methodology. 2. Determine whether you will create a short-answer or extended response item for each learning target; then create the item following the guidelines in chapter 6 3. Determine which scoring guide option is best suited to each item; then create the scoring guides following the guidelines in this chapter. 4. Review and critique the items and scoring guides for quality and revise them as needed. <p>Recording: -- Summary of written response assessment and summary of activity</p> <p>Discussion: -- Write down 3 comments and 3 questions regarding written response assessments.</p> <p>Reflective Doc: -- Conduct activity 6.2 on p. 178 in (Chappuis & Stiggins).</p> <p>Readings: Textbook (Chappuis & Stiggins): Chapter 6: Written Response Assessment pp.147-181</p> <p>Assignments Due: -- Write in reflective doc. -- Submit your selected response assessments for both your unit plan outline and lesson plan for feedback.</p>
8	10/12-10/18	<p>Topic: -- Performance Assessment</p>

	<p>Recording uploaded: Monday 10/12 by 11:59 pm</p> <p>Discussion Due: Friday 10/16 by 11:59 pm</p> <p>Assignments Due: Sunday 10/18 by 11:59 pm</p>	<p>Activity: -- Conduct activity 7.5 on p. 227 in (Chappuis & Stiggins).</p> <p>Recording: -- Summary of Performance Assessment and summary of activity</p> <p>Discussion: -- Write down 3 comments and 3 questions regarding performance assessments.</p> <p>Reflective Doc: -- Using your Unit Plan Outline and Lesson Plan.</p> <ol style="list-style-type: none"> 1. Identify a learning target that can be assessed with performance assessment methodology (if you do not have one, create one). 2. Select one or more of the ideas from the seven strategies of assessment for learning applied to performance assessment described in chapter 7. 3. Write yourself instructions for what you would do. 4. Describe the effects on student motivation and achievement that you believe will result from engaging in the activity. <p>Readings: Textbook (Chappuis & Stiggins): Chapter 7: Performance Assessment pp. 181-229</p> <p>Assignments Due: -- Write in reflective doc. -- Submit your written response assessments for both your unit plan outline and lesson plan for feedback -- Submit your assessment portfolio for feedback.</p>
9	<p>10/19-10/25</p> <p>Recording uploaded: Monday 10/19 by 11:59 pm</p> <p>Discussion Due: Friday 10/23 by 11:59 pm</p> <p>Assignments Due: Sunday 10/25 by 11:59 pm</p>	<p>Topic: -- Personal Communication as Assessment</p> <p>Activity: -- Using your Unit Plan Outline and Lesson Plan.</p> <ol style="list-style-type: none"> 1. Identify the learning targets that define the group discussion expectations for students in the grade or subject you are preparing to teach. 2. Develop your own rubric for class/group discussion skills using the process described in chapter 7. 3. Evaluate your rubric for quality using the Rubric for Rubrics (found in chapter 7). <p>Recording: -- Summary of personal communication as assessment and summary of activity</p>

		<p>Discussion:</p> <p>-- Write down 3 comments and 3 questions regarding personal communication as assessment</p> <p>Reflective Doc:</p> <p>-- How can you use questioning strategies to gather diagnostic information and deepen students' content understanding and reasoning proficiencies? Provide 2 examples.</p> <p>Readings:</p> <p>Textbook (Chappuis & Stiggins): Chapter 8: Personal Communication as Assessment pp. 229-258</p> <p>Assignments Due:</p> <p>-- Write in reflective doc.</p> <p>-- Submit your performance assessment for both your unit plan outline and lesson plan for feedback.</p>
10	<p>10/26-11/1</p> <p>Recording uploaded: Monday 10/26 by 11:59 pm</p> <p>Discussion Due: Friday 10/30 by 11:59 pm</p> <p>Assignments Due: Sunday 11/1 by 11:59 pm</p>	<p>Topic:</p> <p>-- Record Keeping</p> <p>Activity:</p> <p>-- Teacher excel activity (see handout for more instructions).</p> <p>Recording:</p> <p>-- Summary of record keeping and intro to excel activity and summary of activity</p> <p>Discussion:</p> <p>-- Write down 3 comments and 3 questions regarding record keeping</p> <p>Reflective Doc:</p> <p>-- Read the "From the Classroom" entry in Chapter 9 and compare it to your experience as a student.</p> <ol style="list-style-type: none"> 1. How is it similar? 2. What differences do you notice? 3. What conclusions might you draw about the benefits of tracking formative assessment results separately from summative assessment results? <p>Readings:</p> <p>Textbook (Chappuis & Stiggins): Chapter 9: Record Keeping: It's More Than Paperwork pp. 258-274</p> <p>Assignments Due:</p> <p>-- Write in reflective doc.</p> <p>-- Submit your classroom discussion rubric.</p>

<p>11</p>	<p>11/2-11/8</p> <p>Recording uploaded: Monday 11/2 by 11:59 pm</p> <p>Discussion Due: Friday 11/6 by 11:59 pm</p> <p>Assignments Due: Sunday 11/8 by 11:59 pm</p>	<p>Topic:</p> <p>-- Students' collecting and reflecting on evidence</p> <p>Activity:</p> <p>-- Student excel activity (see handout)</p> <p>Recording:</p> <p>-- Summary of topic and summary of activity</p> <p>Discussion:</p> <p>-- Write down 3 comments and 3 questions regarding collecting and reflecting on evidence to improve instruction.</p> <p>Reflective Doc:</p> <p>-- Read one of the "From the Classroom" entries in Chapter 10 and compare it to your experience as a student.</p> <ol style="list-style-type: none"> 1. How is it similar? 2. What differences do you notice? 3. What conclusions might you draw about the benefits of students tracking and reflecting on their learning? <p>Readings:</p> <p>Textbook (Chappuis & Stiggins): Chapter 10: Students Collecting and Reflecting on Evidence of their Learning pp. 274-294</p> <p>Assignments Due:</p> <p>-- Write in reflective doc.</p> <p>-- Submit teacher excel activity</p>
<p>12</p>	<p>11/9-11/15</p> <p>Veteran's Day: 11/11</p> <p>Recording uploaded: Monday 11/9 by 11:59 pm</p> <p>Discussion Due: Friday 11/13 by 11:59 pm</p> <p>Assignments Due: Sunday 11/15 by 11:59 pm</p>	<p>Topic:</p> <p>-- Report Card Grading</p> <p>Activity:</p> <p>-- Achievement and demographic data activity (see handout)</p> <p>Recording:</p> <p>-- Summary of report card grading and summary of activity</p> <p>Discussion:</p> <p>--Write down 3 comments and 3 questions regarding report card grading.</p> <p>Reflective Doc:</p> <p>-- After reading the section "What is the Purpose for Grades?" Write a short explanation of each of the three purposes described. Then explain in your own words why grades should only be used to communicate.</p> <p>Readings:</p>

		<p>Textbook (Chappuis & Stiggins): Chapter 11: Report Card Grading: Summarizing Achievement at a Point in Time pp. 294-324</p> <p>Assignments Due:</p> <p>-- Write in reflective doc.</p> <p>-- Student excel activity</p>
13	<p>11/16-11/22</p> <p>Recording uploaded: Monday 11/16 by 11:59 pm</p> <p>Discussion Due: Friday 11/20 by 11:59 pm</p> <p>Assignments Due: Sunday 11/22 by 11:59 pm</p>	<p>Topic:</p> <p>-- Effective Communication with Conferences</p> <p>Activity:</p> <p>-- Group discussions with effective questioning strategies (see handout).</p> <p>Recording:</p> <p>-- Summary of topic and summary of activity</p> <p>Discussion:</p> <p>Write down 3 comments and 3 questions regarding effective communication with conferences</p> <p>Reflective Doc:</p> <p>-- Read the "From the Classroom" entry in Chapter 12 and compare it to your experience in grades K through 12.</p> <ol style="list-style-type: none"> 1. How is it similar? 2. What differences do you notice? 3. What conclusions about eh benefits of student participation in conferences might you draw? <p>Readings:</p> <p>Textbook (Chappuis & Stiggins): Chapter 12: Effective Communication with Conferences pp. 324-346</p> <p>Assignments Due:</p> <p>-- Write in reflective doc.</p> <p>-- Submit your assessment portfolio for feedback.</p>
14	<p>11/23-11/29</p> <p>Thanksgiving: 11/26-11/27</p> <p>Recording uploaded: Monday 11/23 by 11:59 pm</p>	<p>Topic:</p> <p>-- Student dispositions and providing feedback</p> <p>Activity:</p> <p>-- Feedback Activity</p> <p>Recording:</p> <p>-- Summary of providing meaningful and effective feedback and summary of activity.</p> <p>Discussion:</p>

	<p>Discussion Due: Friday 11/27 by 11:59 pm</p> <p>Assignments Due: Sunday 11/29 by 11:59 pm</p>	<p>-- Write down 3 comments and 3 questions regarding student dispositions and providing feedback</p> <p>Reflective Doc:</p> <p>-- How can understanding student dispositions aid the teacher in the classroom?</p> <p>-- Why is it important to provide feedback rather than edits?</p> <p>Readings:</p> <p>Textbook (Chappuis & Stiggins): Appendix A: Assessing Dispositions pp. 346-355</p> <p>Assignments Due:</p> <p>-- Write in reflective doc.</p> <p>-- Submit final unit plan outline and lesson plan.</p>
15	<p>11/30-12/6</p> <p>Recording uploaded: Monday 11/30 by 11:59 pm</p> <p>Discussion Due: Friday 12/4 by 11:59 pm</p> <p>Assignments Due: Sunday 12/6 by 11:59 pm</p>	<p>Topic:</p> <p>-- Understanding Standardized Tests</p> <p>Activity:</p> <p>-- STARR activity: using student data to inform instruction</p> <p>Recording:</p> <p>-- Summary of standardized tests and summary of activity</p> <p>Discussion:</p> <p>-- Write down 3 comments and 3 questions regarding standardized tests</p> <p>Reflective Doc:</p> <p>-- How can standardized assessment data inform a teacher's instruction? Provide an example.</p> <p>Readings:</p> <p>Textbook (Chappuis & Stiggins): Appendix B: Understanding Standardized Tests pp. 355-366</p> <p>Assignments Due:</p> <p>-- Write in reflective doc.</p> <p>-- Submit Feedback Activity</p>
16	<p>12/7-12/15</p> <p>Fall Semester Ends: 12/11</p> <p>Recording uploaded: Monday 11/30 by 11:59 pm</p>	<p>Topic: Thanks for a Great Semester!</p> <p>Activity: PPR items</p> <p>Recording: PPR items and close out the semester</p> <p>Discussion: PPR items and close out the semester</p> <p>Reflective Doc: Course feedback</p> <p>Readings: None</p>

	Assignments Due: Sunday 12/15 by 11:59 pm	Assignments Due: -- Write in reflective doc. -- PPR items -- Submit STARR activity -- Submit Assessment Portfolio (see handout)
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Important University Dates

See academic calendar for important university dates: <https://www.tamuct.edu/registrar/academic-calendar.html>

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructor Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

Other Technology Support

For log-in problems, students should contact Help Desk Central

24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%2Fstart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, working with others in an unauthorized manner, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be referred to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](#), [<https://www.tamuct.edu/student-affairs/student-conduct.html>].

If you know of potential honor violations by other students, you may [submit a report](#), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](#) Canvas page (log-in required) [<https://tamuct.instructure.com/courses/717>]

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors will return at the Tutoring Center in Warrior Hall, Suite 111 in the Fall 2020. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center

The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Fall 2020 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

For Fall 2020, all reference service will be conducted virtually. Please go to our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index] to access our virtual reference help and our current hours.

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make

a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

Copyright Notice

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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