



# MIDWESTERN

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## STATE UNIVERSITY

Course Syllabus: Classroom Assessment  
Gordon T. & Ellen West College of Education  
EDUC 3183 Section X20, DX1  
online

### **Contact Information**

Instructor: Dr. Suzanne F. Lindt

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*Instructor will respond to email and voicemail messages by noon each weekday and at least once over weekends and holidays.*

### **Course Description**

This course introduces students to the competencies needed to construct reliable and valid objective classroom assessments. In addition, students will be introduced to formats and options for authentic assessments and the role of technology in designing and analyzing data from various types of assessments. Finally, students will become familiar with the utilization of reliable and valid data obtained from assessments to guide instructional decisions for all students, collectively or individually in the classroom.

### **Textbook & Instructional Materials**

Popham, W. J. (2016). *Classroom Assessment: What Teachers Need to Know* (8<sup>th</sup> ed.). Pearson Education Inc.: Boston. ISBN: 9780134995137

### **Required Technology**

All students must have Internet access and the following technology applications: Google docs, Adobe Reader, Web Cam, Word Processing software. *(If you have a Chromebook, please inform instructor, so he or she can make other arrangements for exams.)*

### **Office Hours**

Monday: 9:00am-10:00am (virtually\* only)

Tuesday: 8:15am-9:15am, 2:00pm-3:00pm

Thursday: 8:15am – 9:15am, 2:00pm-3:00pm (in person and virtually\*)

*\*Link Provided in D2L within "Read Me First" module*

### **Student Handbook**

Refer to: [Student Handbook 2017-18](#)

#### **Academic Misconduct Policy & Procedures**

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Student Handbook 2017-18](#)

### **Course Questions**

During the course, you may have questions about assignments. I will post a video each week to the Newsfeed to explain the assignments for the week, which should answer most of your questions. If you still have questions about assignments or have trouble finding documents needed, the first thing you should do is post your question to the "Class Questions" tab in the discussion board in D2L/Brightspace. It is likely that you are not the only one with the question, so posting it there will allow everyone to get help much more quickly. If you have a personal question regarding grades, please feel free to email, call, or stop by my office hours.

### **Course Objectives/Standards**

Course Objectives	TEXES PPR competencies	Course Assignments
Students will be introduced to and become familiar with strategies that assure alignment of content objectives and appropriate assessment options in the classroom.	10A, 10B	Midterm and Final Exam Activity – Creating objectives for TEKS Assessment portfolio
Students will be introduced to and become familiar with competencies needed to develop various lower-order thinking and higher-order thinking objective items included on standardized tests for all students included (but not limited to): true/false, fill-in-the-blank, matching, multiple choice, short answer and essay items.	10B	Midterm and Final Exam Assessment Portfolio Activity – Article search and analysis

Course Objectives	TEXES PPR competencies	Course Assignments
Students will be introduced to and become familiar with strategies that assure alignment of content objectives and appropriate assessment options in the classroom.	10A, 10B	Midterm and Final Exam  Activity – Creating objectives for TEKS  Assessment portfolio
		Activity – creating different types of assessment types for TEKS
Students will be introduced to and become familiar with authentic assessment options including (but not limited to): project-based learning, portfolios and self-assessments through the use of rubrics, checklists, and other forms of assessment.	10C, 10D, 10E	Midterm and Final Exam  Activity – Creating a Rubric  Assessment Portfolio  Research Report
Students will be introduced to and become familiar with the use of technology to create assessments that can be objective or authentic in nature.	9C, 9G, 10A	Midterm and Final Exam  Assessment Portfolio  Quizzes in class using various types of technology for formative assessment  Research Report
Students will be introduced to and become familiar with the analysis of data obtained from reliable and valid assessments conducted in their classrooms, from research, or from standardized formats in order to make data-driven decisions in their classrooms.	13E, 13F	Midterm and Final Exam  Activity – Improving the Data

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<p>Students will be introduced to and become familiar with strategies that assure alignment of content objectives and appropriate assessment options in the classroom.</p>	<p>10A, 10B</p>	<p>Midterm and Final Exam</p> <p>Activity – Creating objectives for TEKS</p> <p>Assessment portfolio</p>
		<p>Data Literacy Assignment</p> <p>Activity – Research questions</p>

## **Conceptual Framework Overview**

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- Learner Development - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.
- Learning Differences - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Learning Environment - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Content Knowledge - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- Application of Content - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Assessment - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Planning for Instruction - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Instructional Strategies - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- Professional Learning and Ethical Practice - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

## Grading

Assignments	Percent
Exams (2 at 15% each)	30%
Activities (2 at 5% each)	10%
Quizzes (2 at 5% each)	10%
Assessment Portfolio	15%
Discussions (2 at 5% each)	10%
Data Literacy Assignment	15%
Practice Tests (5 at 2% each)	10%
Total Points	100%

Table 2: Total percent for final grade.

Grade	Percent
A	90% or Greater
B	80% to 89.9%
C	70% to 79.9%
D	60% to 69.9%
F	Less than 60%

### Exams

You will have a total of two exams during the course. The exams will be made up of multiple choice questions from the textbook, readings, and course lecture material. The exams will be taken in D2L/Brightspace, and they must be completed by the due date in the syllabus.

### Assessment Portfolio

One of your large assignments for this class is the Assessment Portfolio, which will be completed after learning about different types of assessments. The purpose of this assignment is to provide you with an opportunity to apply each type of assessment learned and to practice creating your own assessment items. In addition, at least two of your created assessments must be completed using some sort of technology assessment (i.e. Kahoot!). It is your responsibility to make sure the links work when submitting the document. This portfolio template, description, and example can be accessed in D2L/Brightspace and must be submitted as a pdf and uploaded by the date due.

### Data Literacy Assignment

The Data Literacy Assignment will be completed following Chapter 13 and will be submitted to TK20 via a link in D2L. This assignment requires you to analyze data from a previous STAAR test, interpret the data, explain what the data means, and offer recommendations for improving students' future scores on a similar test. Because this assignment is one of the Program Requirements,

students who do not complete this assignment in TK20 will receive an Incomplete for the semester.

### **Activities**

You will have a total of two activities to complete for the class that should be submitted to D2L/Brightspace by the date due. These activities will help you to apply the information learned in the course and prepare you for the quizzes and other assignments.

### **Discussions**

We will have two discussions throughout the class. In these discussions, you will answer questions about content from the readings and textbook. Discussion questions are posted in advance, so you can post your response at any time. Responses are due on Thursdays of the week due and are worth 50 points. You must also post two replies in the discussion board by Sunday of the week due for up to 50 points.

### **Quizzes**

We will have two quizzes to complete during the class. The quizzes will cover class content, but they will be timed. Therefore, you need to be prepared before beginning the quizzes.

### **Practice Tests**

We will have six practice tests throughout the course to give you an opportunity to practice the content from the readings and textbook. These quizzes are meant to prepare you for the multiple choice exams in the class. Since they are for practice, they are only worth 2% each. The practice quiz 0 will be self-graded and completed on your own. Practice quizzes 1-5 will utilize technology applications and links will be posted in the weekly folders.

### **Late Work**

Assignments are expected to be turned in by the due date. Ten percent of the total points will be deducted per day late, and any assignment submitted more than one week late will not be accepted. **Arrangements must be made at least two days in advance for any exceptions to be given.** *(If you cannot complete assignments on time or attend class because of COVID exposure or COVID type symptoms, you must inform the instructor before the assignment is due to receive any extension. If you miss class or fail to submit an assignment on time because of COVID, you must submit a doctor's note to the instructor within one week of the assignment due date to receive an extension.)*

### **Written Work**

All written work should be completed in a professional style. Using correct spelling and grammar are important writing skills you must know well because your students will learn from you. Therefore, all written assignments will have

10% -20% of the grade based on spelling and grammar. Expectations are for quality work.

### **Desire-to-Learn (D2L)/Brightspace**

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor. *All assignments must be submitted to D2L/BRIGHTSPACE for this course and should be in a pdf unless otherwise specified in the assignment guidelines.* A minimum of 5% of the total points will be deducted for assignments not submitted through BRIGHTSPACE.

### **Attendance**

Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. Because this is an online class, attendance will be taken by your presence in the online course. By logging onto our class page in D2L/Brightspace at least once per week, your attendance will be counted. If at any time you are unable to log onto the site, please send Dr. Lindt an email.

Professional teachers are dependable, reliable, and responsible. Therefore, candidates are expected to be on time and in attendance at every class, and to stay for the entire class. Tardiness, leaving early, and excessive absences (3) are considered evidence of lack of dependability, and are taken seriously. Candidates will receive a grade of F on the third absence. If a candidate is taking 'blocked' courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from those classes as well.

### **Online Computer Requirements**

Taking this class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online class page can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student



computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

### **Instructor Class Policies**

Students are expected to assist in maintaining a classroom environment which is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction—this includes, but is not limited to, pagers and cell phones. Electronic communications devices will be turned off anytime the class member is in the school building—in our classroom or in a field experience classroom. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class and a Professional Fitness Form will be filed for review with the college. If the instructor must file a Fitness Alert Form for any reason, including failure to demonstrate appropriate teaching dispositions, the student may receive an instructor drop with an "F" for the course.

An instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10 week summer term, or the 11th class day of a 4 or 5 week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.

### **Refund and Repayment Policy**

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

### **Services for Students with Disabilities**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-

4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

## **Teacher Education Program Requirements**

Clinical experiences at the WCOE, including both initial clinical experiences (e.g. classroom observations) and clinical teaching, are an essential part of the professional preparation program. Clinical experiences vary across many WCOE undergraduate programs and are designed and implemented through collaboration with school district and community partners. WCOE teacher candidates gain essential knowledge, skills, and dispositions through observations and teaching opportunities in a wide variety of diverse settings (e.g. urban/rural, SES, special needs, race/ethnicity). WCOE believes in gradual release of responsibilities and exposes and evaluates teacher candidates throughout the program so as to provide them with the best learning experience. Below are the assessments that are used across courses and programs to effectively monitor teacher candidates' progress.

### Dispositions

Candidates in the teacher education program are evaluated on their dispositions towards the 10 InTASC standards three times (beginning, middle, end) during their program in Educational Psychology, Professional Methods Block A, and Clinical Teaching in the following areas:

- Candidates respect learners' differing strengths and needs and are committed to using this information to further each learner's development.
- Candidates believe that all learners can achieve at high levels and persist in helping each learner reach his/her full potential.
- Candidates are committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- Candidates realize that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. He or she keeps abreast of new ideas and understandings in the field.
- Candidates value flexible learning environments that encourage learner exploration, discovery, and expression across content areas.
- Candidates are committed to using multiple types of assessment processes to support, verify, and document learning.

Candidates respect learners' diverse strengths and needs and are committed to using this information to plan effective instruction.

- Candidates are committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
- Candidates take responsibility for student learning and use ongoing analysis and reflection to improve planning and practice.
- Candidates actively share responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

Candidates are evaluated by faculty in those courses at a developing, beginning, and mastery level of competency as determined by the academic committee on program quality. The evaluation is based upon evidence gathered through classroom participation, assignments, observed field experiences and unit planning.

#### Data Literacy Assignment

Teacher candidates are expected to demonstrate the ability to interpret standardized test data and make instructional decisions based on the test data from students. At the conclusion of Classroom Assessment/Assessment in PE, students will develop an understanding of assessment practices that enable them to accurately read and interpret testing data. In addition, teacher candidates will apply concepts learned in the course to explain what the data means and what, if any, interventions should be implemented for targeting specific groups of students. By identifying weak areas of conceptual understanding of their students, teacher candidates can create appropriate instructional strategies that lead to greater student success.

#### Lesson Planning

Teacher candidates must demonstrate the ability to plan, assess, and implement instruction. This begins in the Foundational block where the teacher candidates create and write lessons for effective teaching. Teacher candidates are required to develop lesson plans. The specific format can be adapted, but should always include the objectives (TEKS), procedures, materials/resources, and assessment. Student engagement is a key element in a good lesson with a goal of student learning/success is the ultimate goal.

Candidates must form an assessment strategy to determine the extent to which students are able to master learning of objectives. Candidates also describes the instructional delivery method addressing the following step-by-step procedures:

1. Questions and concerns listed in the directions given to you by your instructor
2. Setting purposes ("Today we will be...I want you to...because you will...")
3. Method(s) for engaging students in the lesson
4. Any questions asked during the lesson should be in bold
5. Higher order thinking reflected in questions
6. Instructional Strategies: Modeling, Discussion, "Hands-on", Inquiry, etc.
7. Grouping: when and how
8. Instruction that addresses learners' needs (ELLs, Special Education, 504, Gifted, Struggling Learner)
9. Closure

After teaching the lesson, candidates are then required to reflect on the lesson delivery, appropriateness of instructional strategies, impact for future planning, and opportunities for collaboration with mentor teacher. The skills acquired during lesson planning provides the foundation and are also built upon for unit planning and other key assessments.

## Unit Plan

Teacher candidate's ability to demonstrate the ability to plan, assess, and implement instruction continues in the professional block with the Unit plan assessment. The unit plan assessment is a modified form of Midwestern Impact on Student Learning (MISL) that requires teacher candidates to plan a unit of teaching. Candidates are required to determine a set of multiple learning objectives aligned to state content standards Texas Essential Knowledge and Skills (TEKS) appropriate to the lesson(s) the candidate is preparing.

## Co-Teaching

West College of Education adopts a co-teaching model for the candidates during their clinical experiences. These strategies include the following:

One Teach, One Observe — One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to have a focus for the observation.

- One Teach, One Assist — One teacher has primary instructional responsibility while the other teacher assists students with their work, monitors behaviors, or corrects assignments.
- Station Teaching — The co-teaching pair divide the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Of-ten an independent station will be used.
- Parallel Teaching — Each teacher instructs half of the students. The two teachers are addressing the same instructional material and present the lesson using the same teaching strategy. The greatest benefit is the reduction of student to teacher ratio.
- Supplemental Teaching — This strategy allows one teacher to work with students at their expected grade level, while the co-teacher works with those students who need the information and/or materials extended or remediated.
- Alternative/Differentiated Teaching — Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students, however the instructional methodology is different.
- Team Teaching — Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a student's perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. (Adapted from Cook & Friend (1995))

## MISL- Midwestern Impact on Student Learning

Successful completion and submission of a MISL portfolio is required during the first six weeks of clinical teaching. Teachers candidates are required to plan, implement, and assess student learning within a unit of study. The Midwestern

Impact on Student Learning (MISL) measures content knowledge, pedagogical knowledge, and effect on student learning in the following areas/domains : Learning Environments; Individual Development and Diversity; Collaboration; Planning Process and Content; Assessment; Strategies and Methods; Reflection; Professional Development; and Communication.

Each of the 10 areas is scored with one of 4 ratings: Exemplary 4, Competent 3, Needs Improvement 2, and Unsatisfactory 1. An overall score of 20 (meets expectations) is required for successful completion of student teaching for all teacher candidates.

The MISL is a record of candidates' ability to carefully consider all contextual factors that influence instruction and to then use those factors to plan and design a unit of instruction, including an assessment plan that can demonstrate changes in student knowledge, skills, or dispositions resulting from instruction. The MISL includes both reflexive (description of instructional decision making during the unit) and reflective components that encourage candidates to plan instruction strategically and to approach teaching in a purposeful, thoughtful, and methodical manner.

### **College Policies**

#### Campus Carry Rules/Policies

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. Refer to: [Campus Carry Rules and Policies](#)

#### Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

#### Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

#### Plagiarism

"By enrolling in this course, the student expressly grants MSU a 'limited right' in all intellectual property created by the student for the purpose of this course. The 'limited right' shall include but shall not be limited to the right to reproduce the

student's work product in order to verify originality, authenticity, and educational purposes." from Student Handbook  
All assignments submitted in BRIGHTSPACE will also be checked through Turn It In for originality. Assignments with more than 50% match will be given a 0.

### **Grade Appeal Process**

Students who wish to appeal a grade should consult the Midwestern State University [Undergraduate Catalog](#)

#### Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

### **References**

Dunlap, K., & Piro, J. S. (2016). Diving into data: Developing the capacity for data literacy in teacher education. *Cogent Education*, 3(1).

Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Popham, W. J. (2016). *Classroom Assessment: What Teachers Need to Know* (8<sup>th</sup> ed.). Pearson Education Inc.: Boston.

Course Schedule EDUC 3183/3203 online

Week	Dates	Activities/Assignments/Exams	Graded Assignment Due Dates
Week 1	1/11-1/17	Course Orientation Quiz Chapter 1: Why know Assessment? Reading (Tomlinson, 2007) <i>Importance of assessment</i> <b>Practice Test 0</b> (Self-Assessment)	1/17
Week 2	1/18-1/24	Chapter 2: What to Assess? <b>Discussion 1</b> - Introduction	1/21*, 1/24
Week 3	1/25-1/31	Chapter 6: Selected-Response Chapter 7: Constructed Response <b>Practice Test 1</b> ; Ch. 2, 6, 7 (Kahoot! online) <b>Quiz 1</b> – Assessment Violations	1/31 1/31
Week 4	2/1-2/7	Chapter 8: Performance Assessment Chapter 9: Portfolio Assessment <b>Activity 1</b> – Rubrics	2/7
Week 5	2/8-2/14	Chapter 10: Affective Assessment <b>Practice Test 2</b> ; Ch. 8-10, readings (Google Form online) <b>Item Practice Bonus Quiz</b>	2/14 2/14
Week 6	2/15-2/21	Reading <i>Technology</i> Assessment Modules <b>Assessment Portfolio</b>	2/21
Week 7	2/22-2/28	Exam 1 Review online <b>Exam 1</b> (LockDown Browser Required)	2/28
Week 8	3/1-3/7	Chapter 3: Reliability Reading - Reliability Chapter 4: Validity Reading – Validity <b>Discussion 2</b> – Reliability and Validity	3/4*, 3/7
Week 9	3/8-3/14	Chapter 5: Fairness <b>Activity 2</b> – Assessment of Bias	3/14
Week 10	3/15-3/21	<b>Practice Test 3</b> ; Ch. 3-5 (Quizizz)	3/22*
Week 11	3/22-3/28	Chapter 11: Teacher’s Assessments <b>Quiz 2</b> – Improving the Data	3/28
Week 12	3/29-4/4	Chapter 12: Formative Assessment Reading – Observation Checklists <b>Practice Test 4</b> ; Ch. 11-12 (Kahoot!)	4/4
Week 13	4/5-4/11	Chapter 13: Standardized Testing	



Week	Dates	Activities/Assignments/Exams	Graded Assignment Due Dates
		Reading (Brimijoin et al., 2003) <i>Using Data for Differentiation</i> <b>Data Literacy Assignment</b>	4/11
Week 14	4/12-4/18	Chapter 14: Test Practices Chapter 15: Evaluation of Instruction	
Week 15	4/19-4/25	Chapter 16: Assessment-Based Grading <b>Practice Test 5</b> ; Ch. 13-16 (Google Form)	4/25
Week 16	4/26-5/2	Exam 2 Review <b>Exam 2</b> (LockDown Browser Required)	4/29 4/29*

\*denotes dates other than Sundays