



MIDWESTERN STATE UNIVERSITY
A Member of the Texas Tech University System

Course Syllabus: Classroom Assessment
Gordon T. & Ellen West College of Education
EDUC 3183, 3203, 5083 Sections --
Spring 2024, January 16 – May 10

Contact Information

Instructor: Mrs. Angie Bullard Office: Bridwell 210 Office Phone: 940-397-4136 E-mail: angela.bullard@msutexas.edu	Office hours: Tuesday 11:00am-1:00pm Wednesday 11:00-12:00pm Thursday 11:00am-1:00pm *Other times available by request
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Instructor Response Policy

The best way to contact me is through email. I will try my best to answer all emails within 24 hours, however you will definitely get a response within 48 hours (2 business days). Any emails or texts received during weekends will receive a response the following Monday.

Textbook & Instructional Materials

Textbook – Popham, W. J. (2019). Classroom Assessment: What Teachers Need to Know (9 th ed.). Pearson Education Inc.: Boston. ISBN: 987-0135569108

Materials – Online resources, readings, supplementary reading material. Numerous links will be provided within the course.

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.

Study Hours and Tutoring Assistance

The TASP offers a schedule of selected subjects tutoring assistance. Please contact the TASP, (940)397-4684, or visit the ASC homepage for more information. [Tutoring & Academics Supports Programs](#)

Student Handbook

Refer to: [2023-2024 Student Handbook](#)

Student Conduct

Students are expected to uphold and abide by certain standards of conduct that form the basis of the Student Code of Conduct. These standards are embodied within a set of core values that include

integrity, social justice, respect, community, and responsibility. When members of the MSU community fail to exemplify these values, campus conduct proceedings are used to assert and uphold the Student Code of Conduct. The Code of Student Conduct is described in detail in the [student handbook](#). Students should also consult the Rules of Netiquette for more information regarding how to interact within online environment in this [online forum](#) (Encyclopedia Britannica, 2021).

Electronic Network Access

Students using the university network facilities and services will indemnify and hold harmless the university against all actions or claims of infringement of intellectual property rights arising from the use of a network-based service or facility provided by the university. Network access is provided by password control. All passwords are managed and controlled by Information Systems. See [Student Handbook](#) for specific policies on electronic network access.

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 individuals to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. 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 to verify originality, authenticity, and educational purposes. Please check with the [Office of Student Conduct](#)

AI / Chat GPT

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace. Therefore, AI-generated submissions are not permitted and will be treated as plagiarism.

You may type a question into ChatGPT, you may not exactly copy and paste its response, and turn it in as your own. If you use ChatGPT, you must disclose this somewhere in your assignment. If you use ChatGPT or any AI, please use it in ways that are ethical, accurate, and useful.

Instructional Methods & Assessments

This is an asynchronous online course. We do not meet on a particular day or time every week. However, I am available to visit during office hours or you may contact me to set up an appointment at other times or after business hours as needed.

Competency assessments.

- The Posttest and the module tests assess your overall knowledge of the learning outcomes related with content knowledge for this course (*Standard 3*). To emphasize, a score of 80 percent or higher on the Posttest is required to demonstrate competency. You should also score at least 80% in the module tests to move on to the next module. You are allowed to retest the module tests.
- The Quality mini lessons included in each module measure the Mathematics Competency 011. The corresponding template (with instructions) and a rubric are posted in each module for your help.

Student Responsibilities or Tips for Success in the Course

On-line courses are convenient and effective method of learning. However, online courses require organizational skills. The following are some recommendations that will help students be successful in this course (1) Schedule at least 9 hours a week for this course, and (2) Adhere to the due dates. (You may turn in assignments early). (3) Seek clarification for any concern in a timely manner. I wish you success in this course and hope you enjoy the experience of understanding, analyzing, and synthesizing existing research.

Grading/Assessment Table 1: Points allocated to each assignment

Assignments	Percentage
Exams	30%
Practice Tests	15%
Activities	15%
Analyses	5%
Assessment Portfolio	15%
Research Summary	5%
Research Report	5%
Data Literacy Assignment	10%
Total	100%

Late submissions: There will be a 10% reduction in the assignment grade for each day the submission is late.

Table 2: Total points for final grade.

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Below 60%

Quizzes

See each module for details.

Mid-Term and Final Exam

You will have a Mid-Term exam and Final exam that will be worth 30% of your total grade. The exams will be made up of multiple-choice questions based on the textbook, readings, and course lecture material. The tests will be taken online. They will not be made up unless prior arrangements have been made.

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 performance assessment 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 six 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.

Practice Tests

You will take a total of 5 practice tests throughout the semester to assess your knowledge of course readings and the chapters. Practice tests must be taken in class unless otherwise specified in the course schedule. If you miss class when the practice test is given, you cannot make it up.

Analysis 5083

You will have an analysis in which you will look more closely at content covered in the course and conduct an analysis of how the content applies outside the course. After learning about reliability, this assignment will have you compare data from various graders to better determine inter-rater reliability. The assignments should be uploaded to TK20 by the date due. Refer to analysis description and rubric in the week due.

Research Summary/Research Report

To introduce you to assessments in education, you will have an opportunity to select a research topic of your own, create a research question, gather data, analyze the data, and draw a conclusion. You will create a rough draft for peer review and then submit a final paper. All parts of the research process will be provided in a final research report.

Extra Credit

Extra credit may be offered during the semester at specified times. Information will be given to you at least a week in advance. No extra credit assignments will be given or accepted.

Late Work

Work must be turned in when it is due for full credit. Late work will only be accepted if cleared with instructor and due to an emergency. There is a 10% reduction in the grade for each day the assignment is late. Arr

Important Dates

Last day for term schedule changes: 1/19/2024

Deadline to file for graduation: December graduation 2/12/2024

Last Day to drop with a grade of "W:" 4/24/2024 by 4 PM

Refer to: [Drops, Withdrawals & Void](#)

Refer to the [Academic calendar](#) for more details.

Desire-to-Learn (D2L) and Computer Requirements

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.

Please note: This class requires you to have access to a computer (with Internet access) to complete weekly activities, check for class news updates, have access to materials, instructions, resources and to upload your assignments in D2L. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time for submission. Each time you log into D2L is documented. You should open D2L often to reference content, materials, and updates.***

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! 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](#).

Attendance

Students are expected to log into D2L at least 3 times per week. This demonstrates the student is dependable, reliable, and responsible. Students are also expected to participate in all class activities and discussions each week. If a student fails to log in each week, this is considered evidence of a lack of dependability, and is taken seriously. It is the student's responsibility to make up for any missed assignments. Discussion boards (if applicable) cannot be made up. It is important to meet all deadlines as posted online. This is your course; the primary intention should be to successfully complete this class and acquire proficiency in the topics discussed in the course.

In the event that a class member is "absent," for whatever reason, that individual assumes responsibility for contacting the instructor to account for missed work and to turn in work. If a student is unable to participate, they have the responsibility to contact the instructor to turn in assignments. Tentative assignment due dates are listed on the course schedule. While the actual due dates may vary due to the flow of the class, all assignment due dates will be finalized and announced in D2L well in advance of the specific date. Late work, unless arrangements are made by the student and approved in advance by the instructor, will not be accepted for full credit. ***Participation points will be deducted for a lack of weekly participation.***

As per the College policies, an instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments or requirements, for an indifferent attitude, or for disruptive conduct. Instructor will give the student a verbal or written warning prior to being dropped from the class. The instructor-drop take 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 9 weeks of this semester. After this period, 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. This is accurate per Catalog 2023-24 under registrar then course drop information.

Note: Late work will not be accepted for full credit unless arrangements are made by the student and approved in advance by the instructor.

As previously mentioned, 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 individuals to whom credit is given) will not be considered. Turnitin is used for the written assignments (if applicable) and D2L directly syncs

with it (the student does not have to do anything). Each student will be able to see the plagiarism percentage and is welcome to make changes and resubmit **BEFORE** the due date. **Any plagiarism of 30% and above is too much! The assignment will be reduced by one letter grade for anything above 30%.**

Important Course Information

I will use D2L for posting the syllabus, course communication, course schedule, attendance, and gradebook. There will be online office hours announced through D2L. You should check D2L at least three times per week.

Expectations for written work:

Correct grammar, punctuation, and spelling are expected on all written assignments (although web discussions are not held to the high standard of a research project or other written assignment). If a picture of your work is required, you can scan your work with your phone or device and upload as an attachment. You can also take a picture of your work and upload as an attachment. All writing must be legible.

- Written assignments can be done in one of the following:
 - Microsoft Word and turned in as an attachment in dropbox on D2L
 - PDF Document and turned in as an attachment in dropbox on D2L
 - Google doc with the share link submitted to D2L (Make sure share settings are set to “anyone with the link can view or edit”)
 - Scan or picture if it is to demonstrate mathematical work (jpg, bmp, or pdf)
- Discussions should be completed within the D2L discussion space and NOT uploaded as an attachment.
- Due dates should be honored in order to receive the highest grade.
- When referring to the ideas of others, works should be cited using the APA format.
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Inclement weather

In the case of campus closure due to inclement weather, key decision-makers will monitor weather projections and communicate with local news agencies and WFISD leadership to make a delay or cancellation decision. The timeline is as follows:

Event	Time	Day	Decision
Inclement weather occurs during regular work/class day	3:30 PM	Day of inclement weather	Cancel classes/events after 5 PM
Overnight inclement weather expected	8 PM	Day before inclement weather	Close campus or delay opening
Delay called the day before but change to closure due to the extent of weather impact	6:15 AM	Day of delay	Close campus
No cancellation or delay decision made the night before	5:30 AM	Day after no decision made the night before	Close campus or delay opening

Delay/closure times are as follows:

- MWF class day: Delay to either 10 AM or 11 AM; all classes prior to opening do not meet.
- Tu/Th class day: Delay to 11 AM; all classes prior to opening do not meet
- Saturday or Sunday: Delay to either 10 AM or 11 AM; classes may start after campus is open.

Notification processes - Notification occurs through official campus channels and in communication with the local news networks. MSU channels include MSU Alert, MSU Safety app, Postmaster, and website headers. MSU Police and the Office of Marketing and Public Information. Information for all channels can be found at [MSU Ready](#).

Activity	Recommendation
Face-to-face or hybrid courses	Indicate in a syllabus statement whether the course will shift to fully online in inclement weather. A shift to online is not required, but is permitted as long as you describe your inclement weather practices in class and in your syllabus.
Online courses	Fully online courses may continue as scheduled, but should communicate course practices in syllabus statements and news items on D2L.
Graded assessments	If assessment deadlines coincide with the closure dates, Academic Affairs recommends delaying the deadline until after the campus reopens. A syllabus statement should state if deadlines will stand during closure.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Course and University Procedures/Policies 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) exist 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](#).

Students with Disabilities:

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make necessary arrangements. Students must present appropriate verification from the University's Disability Support Services (DSS) Office during the instructor's office hours. Please note that instructors are not allowed to provide classroom accommodation(s) to a student until appropriate verification from DSS has been provided.

Office of Student Disability Resources and Services

Physical location: Room 168, Clark Student Center, 3410 Taft Blvd, Wichita Falls, TX 76308. Phone: [\(940\) 397-4140](tel:9403974140) Email: disabilityservices@msutexas.edu You may also visit the corresponding [webpage](#).

College Policies

Campus Carry Rules/Policies

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the

University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. 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.

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled “Run. Hide. Fight.” which may be electronically accessed via the University police department’s webpage: ["Run. Hide. Fight."](#)

COVID

Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbott’s executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas does not currently require facial coverings, they have been an effective strategy in slowing the spread.

Other Expectations

Participation – It is not enough to just “show up.” In other words, you cannot give a minimal contribution to the discussion board and gain full credit overall. Be prepared to discuss the assigned chapters, contribute appropriately, and encourage the participation of your peers.

Preparation – Complete all assignments on time. Complete readings assigned in order to participate in class discussions and activities.

Attitude – Demonstrate the following dispositions that are essential for learning:

- Curiosity (ask questions, look for additional answers, probe, reflect)
- Flexibility (take alternate points of view, be open-minded)
- Organization (plan ahead – literally, GET A PLANNER!)
- Patience (take time to reason, be persistent in efforts)
- Risk-taking (try things beyond your current repertoire)
- Passion (invest in ideas, processes, products, and most of all – other people)

Be aware that your attitude is conveyed to others by body language, conversation, neatness, completeness of work, willingness to assist and contribute and many other ways. A sense of humor and the ability to be flexible are crucial – not just in this class but from now on – that is the nature of the classroom.

Respect – Be considerate of others. Do not use foul language; always behave in an ethical manner (use netiquette).

Nondiscrimination Notice

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

Grade Appeal Process

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

Notice: Change Policy

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor. These materials are meant to serve as a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus or other materials during the semester. Any changes made will be announced in advance.

Classroom Assessment EDUC 5083 Tentative Course Schedule Spring 2024

Disclaimer Notice: Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor to meet the needs of the class appropriately.

Week #	Reading / Activities / Assignments / Exams	Due Date
Week 1 (1/16–1/23)	Chapter 1: Why know Assessment?	Introduction Assignment 1/23
Week 2 (1/24–1/30)	Reading Importance of assessment (Tomlinson, 2007) Chapter 2: What to Assess?	
Weeks 3 (1/31 – 2/5)	Reading Opening Stronger (Dueck, 2021) Reading 3 Key Questions	Activity 1 – Introduction to Assessment 2/5
Week 4 (2/7-2/12)	Chapter 6: Selected-Response Chapter 7: Constructed Response	Practice Test 1 2/12
Weeks 5 (2/14 – 19)	Research Summary Chapter 8: Performance Assessment Chapter 9: Portfolio Assessment	Activity 2 – Creating a Rubric 2/19
Week 6 (2/21-2/26)	Chapter 10: Affective Assessment Reading (Altavilla, 2020) Technology	Practice Test 2 Activity 3 – Affective Assessment 2/26
Weeks 7 (2/28 – 3/5)	Reading – Reliability and Validity in the Classroom Chapter 3: Reliability	Item Practice Bonus Quiz Exam 1 Review 3/5
Week 8 (3/6-3/19)	Reading – Reliability and Validity in the Classroom Chapter 4: Validity Spring Break (3/11 – 3/15)	Exam 1 Analysis – Inter-Rater Reliability 3/19
Week 9 (3/20-26)	Validity and Reliability Practice Bonus Quiz Technology Modules	Bonus Quiz Assessment Portfolio 3/26
Weeks 10 (3/27 –4/2)	Chapter 5: Fairness Reading – Assessing ELL and Special Education Students (Holiday 3/28-29)	Practice Test 3 Activity 4 – Assessment of Bias 4/2
Week 11 (4/3-4/9)	Chapter 11: Teacher’s Assessments	Activity 5 – Improving the Data 4/9
Week 12 (4/10-16)	Chapter 12: Formative Assessment Reading - Observation Checklists	Practice Test 4 4/16
Week 13 (4/17-23)	Chapter 13: Standardized Testing Reading – Data Literacy	4/23
Week 14 (4/24 – 30)	Chapter 14: Test Practices Chapter 15: Evaluation of Instruction	Activity 6 – Evaluating Types of Instruction 4/30
Week 15 (5/1-5/5)	Chapter 16: Assessment-Based Grading Reading (Jung, 2018) NOTICE THE SUNDAY DUE DATE	Practice Test 5 Exam 2 Review 5/5*
Week 16 (5/6-10)	Exam 2 - Final Exam	Exam 2 5/8*

Additional Readings and References

This course utilizes research on best practices in the field of teaching. Additionally, content delivered for this course is based on accepted up-to-date research in the field. The following are some of the resources utilized to provide quality instruction to students enrolled in the class.

Altavilla, J. (2020). How technology affects instruction for English learners. *Kappan*, 102(1), 18-22.

American Educational Research Association, American Psychological Association, & National Council on Measurement in Education (Eds.). (2014). *Standards for educational and psychological testing*. American Educational Research Association.

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/>.

Lund, J. L., & Veal, M. L. (2013). *Assessment-Driven Instruction in Physical Education: A Standards-Based Approach to Promoting and Documenting Learning*.

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

Tomlinson, C. A. (2007). Learning to love assessment. *Informative Assessment*, 65(4), 8-13.

Appendix A:

Required alignment to all applicable state/national standards (including INTASC/TEXES test framework competencies for certification courses-grad and undergraduate.

PPR Standards

19 TAC §235.11(f)

The Early Childhood: Prekindergarten-Grade 3 classroom teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed. Early Childhood: Prekindergarten-Grade 3 classroom teachers must:

- (1) gauge student progress and ensure mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning;
- (3) design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes

Content Exam Framework

Competency 008 (Developmentally Appropriate Practice): Understand the types, selection, and uses of developmentally appropriate assessments and assessment practices to effectively support young children's learning in prekindergarten to grade 3.

- A. Demonstrate knowledge of the various purposes of the use of developmentally appropriate assessment for evaluating young students across domains.
- B. Apply knowledge of basic assessment terminology and of types, characteristics, uses, and limitations of formal, informal, and alternative assessments (e.g., developmental screenings, formative and summative assessments, observations, portfolios, state-mandated assessments, types of assessment accommodations, curriculum-based measures).
- C. Apply knowledge of ways to develop and select developmentally appropriate assessments and assessment strategies (e.g., use of TEA resources such as formative assessment banks), ensure that assessments are aligned to instructional objectives and outcomes, and use assessment results to inform instruction and measure student progress throughout the content areas.
- D. Apply knowledge of considerations and strategies for effectively administering assessments and documenting assessment outcomes.
- E. Recognize legal and ethical issues related to assessment, responsible assessment practices, and confidentiality.

Competency 009 (Progress Monitoring and Data-Driven Instructional Practice): Understand how to design, implement, and evaluate learning experiences and instruction in order to promote development and learning of all students in prekindergarten to grade 3.

- A. Demonstrate knowledge of the foundational elements of Response to Intervention (RtI) and the ability to apply this knowledge to differentiate tiered instruction for all students based on data.
- B. Interpret and use information from formal and informal assessments, including the use of multiple measures of assessment, to inform decisions and plan and evaluate student learning.
- C. Interpret assessment results to enhance knowledge of students; evaluate and monitor development, learning, and progress; establish goals; and plan, differentiate, and continuously adjust learning activities and environments for individuals and groups.
- D. Demonstrate knowledge of a variety of types of systematic observation and documentation (e.g., anecdotal notes, checklists, data collection) and the ability to use these processes and procedures to gain insight into students' development, strengths, needs, and learning.

Competency 014 (Analysis and Response): In a written response, analyze and interpret qualitative and quantitative data to identify a given student's strengths and needs and design developmentally appropriate instruction.

- A. Demonstrate the ability to analyze and interpret formative and summative observational and assessment data for a given student in order to select and accurately describe a significant strength or need that the student demonstrates related to a foundational English language arts, mathematics, or science skill or objective.
- D. Demonstrate the ability to select and accurately describe a developmentally appropriate method of informal assessment to effectively monitor the student's progress toward the identified learning skill or objective.

Commissioner's Standards

(2) Standard 5—Data Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

- (A) Teachers implement both formal and informal methods of measuring student progress.
 - i. Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.

- ii. Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.
- (B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.
 - i. Teachers develop learning plans and set academic as well as socialemotional learning goals for each student in response to previous outcomes from formal and informal assessments.
 - ii. Teachers involve all students in self-assessment, goal setting, and monitoring progress.
 - iii. Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.
- (C) Teachers regularly collect, review, and analyze data to monitor student progress.
 - i. Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.
 - ii. Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.
- (D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.
 - i. Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.
 - ii. Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

Science of Teaching Reading Standards

Standard 19 TAC §235.15(b) Reading Development.

The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Texas Essential Knowledge and Skills (TEKS) and Texas Prekindergarten Guidelines pertaining to reading and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade level skills within the following components of reading:

- (2) print awareness
- (3) phonological and phonemic awareness
- (4) phonics
- (5) fluency
- (6) vocabulary development
- (7) comprehension of informational text
- (9) beginning strategies and reading comprehension skills

Standard 19 TAC §235.15(c) Reading Pedagogy.

The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of the principles of reading instruction and assessment and use a range of instructional strategies and assessment methods to promote students' development of foundational reading skills, including:

- (1) implementing both formal and informal methods of measuring student progress in early reading development;

Science of Teaching Reading Exam Framework

I Demonstrate knowledge of basic concepts related to second-language acquisition as described in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 5) (e.g., recognizing that general education teachers have a shared responsibility in promoting English learners' English language development, that an English learner's English language proficiency level does not

relate to the student's grade level, that beginning-level English learners may experience a "silent period" during which they are listening actively without producing oral language, that English learners acquire a new language best when they are provided with multiple, incremental opportunities to expand and extend their English language skills as they build on their strengths in the home language).

Competency 001 (A). Demonstrate knowledge of scientifically based reading research (e.g., key findings of the National Reading Panel, the National Early Literacy Panel, the National Literacy Panel for Language Minority Children and Youth), including the key research-based components of reading instruction (i.e., phonemic awareness, phonics, fluency, vocabulary, and text comprehension) and the essential roles that oral language, writing, and motivation play in promoting reading development for students in prekindergarten through grade 3.

Competency 002 (E). Demonstrate knowledge of key assessment concepts (e.g., validity, reliability, equity in testing) and the characteristics, uses, and limitations of standardized criterion-referenced and norm-referenced tests to assess reading development and identify reading difficulties.

II. Reading Development Competency 003 (Oral Language Foundations of Reading Development): Understand foundational concepts, principles, and best practices related to young children's development of oral language, including second-language acquisition, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level oral language skills.

B. Demonstrate ability to accurately interpret the results of ongoing assessments in oral language development, including sentence and grammatical complexity, and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.

Competency 004 (Phonological and Phonemic Awareness): Understand concepts, principles, and best practices related to the development of phonological and phonemic awareness, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level phonological and phonemic awareness skills.

A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing students' development of phonological and phonemic awareness skills.

B. Demonstrate ability to accurately interpret the results of ongoing assessments in phonological and phonemic awareness and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.

G. Demonstrate knowledge of research-based strategies and best practices for promoting young children's development of phonological awareness skills.

H. Demonstrate knowledge of research-based strategies and best practices for promoting development of phonemic awareness skills, including strategies that help make the concept of phonemes more concrete for young children (e.g., using manipulatives).

I. Recognize that a student's home language or language variety may not include all the sounds used in standard English and that English learners and speakers of various dialects or regional styles of English may require explicit, linguistically appropriate support in order to perceive and manipulate some of the phonemes of standard English.

J. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in phonological and phonemic awareness skills in order to address the assessed needs of all students.

Competency 005 (Print Concepts and Alphabet Knowledge): Understand concepts, principles, and best practices related to the development of print concepts and alphabet knowledge, including

understanding of the alphabetic principle, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level print concepts and alphabet knowledge and their understanding of the alphabetic principle.

(B) Demonstrate ability to accurately interpret the results of ongoing assessments in print concepts, alphabet knowledge, and the alphabetic principle, and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.

Competency 008 (Reading Fluency): Understand concepts, principles, and best practices related to the development of reading fluency, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level reading fluency.

A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' development of reading fluency.

B. Demonstrate ability to accurately interpret the results of ongoing assessments in reading fluency and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.

C. Demonstrate knowledge of the continuum of fluency development as described in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 5), from accurate, automatic letter naming, to word reading, to reading connected text, to reading increasingly complex connected text.

III. Reading: Comprehension Competency 009 (Vocabulary Development): Understand concepts, principles, and best practices related to vocabulary development, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level vocabulary knowledge and skills.

(B) Demonstrate ability to accurately interpret the results of ongoing assessments in vocabulary development and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.

Competency 010 (Comprehension Development): Understand concepts, principles, and best practices related to the development of reading comprehension, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level reading comprehension strategies.

(B) Demonstrate ability to accurately interpret the results of ongoing assessments in reading comprehension, including reading comprehension strategies and trends in student work that provide insights into possible misconceptions, and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.

Competency 011 (Comprehension of Literary Texts): Understand concepts, principles, and best practices related to the comprehension of and critical thinking about literary texts, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level comprehension and analysis skills for literary texts.

(B) Demonstrate ability to accurately interpret the results of ongoing assessments in reading comprehension and analysis of literary texts and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.

Competency 012 (Comprehension of Informational Texts): Understand concepts, principles, and best practices related to the comprehension of and critical thinking about informational texts, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level comprehension and analysis skills for informational texts.

(B) Demonstrate ability to accurately interpret the results of ongoing assessments in reading comprehension and analysis of informational texts and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.

IV. Analysis and Response Competency 013 Analyze assessment data related to reading development in foundational reading skills and reading comprehension, and prepare an organized, developed written response based on the data and information presented.

A. Demonstrate the ability to analyze, interpret, and discuss accurately and appropriately the results of a reading assessment for an individual student.

D. Using sound reasoning and knowledge of foundational reading skills, demonstrate the ability to explain the effectiveness of the selected instructional strategy or intervention to address a student's identified need in foundational reading skills.

F. Demonstrate the ability to select and accurately describe an appropriate, effective instructional strategy or intervention to address a student's identified need in reading comprehension.

Technology Applications for All Teachers

Standard I: 1.2s explore complex systems or issues by using models, simulations, and new technologies to develop hypotheses, modify input, and analyze results;

Standard I: 1.3s analyze trends and forecast possibilities and develop steps for the creation of an innovative process or product;

Standard III: 3.5s resolve information conflicts and validate information by accessing, researching, and comparing data from multiple sources;

Standard III: 3.7s process data and communicate results.

Standard IV: 4.3s collect and analyze data to identify solutions, make informed decisions, and support reasoning;

Standard IV: 4.9s use tools such as word processing, spreadsheets, databases, graphic organizers, charts, multimedia, simulations, models, and programming languages to collect, analyze, and represent data.

Standard VII: 7.14s use formal and informal assessment methods to evaluate appropriately students' projects and portfolios;

Standard VII: 7.15s collect observable and measurable data to gauge student progress and adjust instruction in Technology Applications

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.

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.

Appendix B:
Assignment / Standard Alignment Matrix 5083

Course Objectives	TExES PPR Commissioner's Standards	STR Stds/ Exam Frame	Technology App	Course Assignments/ Assessments
Students will be introduced to and become familiar with strategies that assure alignment of content objectives and appropriate assessment options in the classroom	11f(3) 2(D) i,ii	008A,C	15(b) 2,3,4, 5,6,7, 9 I.001 A II.004 A,B,G ,H II.008 A,B,C	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.	11f(3) 2(A) i,ii	008B 009D	15(c)1 III.009B	Midterm and Final Exam 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.	11f(3) 2(B) i	009D 014A,D	15 (c) 1	Midterm and Final Exam Activity – Creating a rubric Assessment Portfolio
Students will be introduced to and become familiar with the use of technology to create			I:1.2s, 1.3s III:3.5s, 3.7s	Midterm and Final Exam Assessment Portfolio

Course Objectives	TExES PPR Commissioner's Standards	STR Stds/ Exam Frame	Technology App	Course Assignments/ Assessments
assessments that can be objective or authentic in nature.			IV:4.9s VII:7.14s,7.15s	Quizzes in class using various types of technology for formative assessment
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.	11f(3) 03) C,D 2(B) ii,iii 2(C) i,ii	008D,E 009A,B ,C	II.003 B II.004 H,I,J II.005 B III.01 0B	Midterm and Final Exam Activity-Improving the Data Data Literacy Assignment