



# EDU 345 Assessment for Learning

Brenda Rhone

UNITED TRIBES TECHNICAL COLLEGE

## COURSE INFORMATION

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This course introduces assessments and evaluations of student performance, utilizing the data to inform instruction. Teacher candidates are required to know, understand, and use formative and summative assessment strategies, progress monitoring, and outcome assessments and the resulting data to plan, evaluate, and strengthen instruction that will promote continuous and differentiated learning. Teacher candidates will explore and be able to read and understand screening and diagnostic tests used by educational evaluators.

Instructional Level: Bachelor Degree

Credits: 3

## CLASS INFORMATION

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Section Number:

Term: Fall      Year: 2024      Start Date: 8/28/2024      End Date: 12/15/2024

Delivery Mode: Face to Face

## INSTRUCTOR

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Brenda Rhone

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Office Phone: 701-221-1788

Office Location: Education Building - Office 121

Office Hours:

See instructor schedule

## TEXTBOOKS

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Brookhart, S. M. (2024). *Classroom Assessment Essentials*. ASCD.

Heflebower, T., Hoegh, J. K., Warrick, P. B., & Flygare, J. (2019). *A teacher's guide to standards-based learning*. Marzano Research.

## INSTITUTIONAL LEARNER OUTCOMES

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Quantitative & Scientific Reasoning: Develop solutions to mathematical and scientific problems.

## PROGRAM OUTCOMES

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PLO 6 Monitor learner progress by using multiple methods of assessment.

PLO 4 Demonstrate understanding of content knowledge.

PLO 5 Utilize differing perspectives for the application of content.

## **EXTERNAL STANDARDS**

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### **InTASC Standards**

#### **Target Standards**

##### **InTASC Standard #1: Learner Development**

The teacher candidate understands 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 designs and implements developmentally appropriate and challenging learning experiences.

##### **InTASC Standard #2: Learning Differences**

The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to meet high standards

##### **InTASC Standard #6: Assessment**

The teacher candidate understands and uses 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.

##### **InTASC Standard #7: Planning for Instruction**

The teacher candidate plans 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.

### **North Dakota Knowledge and Practice Standards for Teachers of Reading**

#### **Target Standards**

##### **Standard 3: Assessment**

3.1 Understand the differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments.

3.2 Understand the basic principle of test construction and formats.

3.3 Interpret basic statistics commonly utilized in formal and informal assessment.

3.4 Know and utilize in practice well-validated screening tests designed to identify students at risk for reading difficulties.

3.5 Understand/apply the principles of progress monitoring and reporting with Curriculum Based Measures including graphing techniques.

3.7 Know how to read and interpret the most common diagnostic tests used by psychologists, speech-language, professionals, and educational evaluators.

3.8 Integrate, summarize, and communicate the meaning of educational assessment data for sharing with students, parents, and other teachers.

## **North Dakota Program Approval and Teacher Education Standards**

### **Target Standards**

50015 Elementary Education:

#### **STANDARD 3 – Assessing, Planning, and Designing Contexts for Learning**

Candidates assess students, plan instruction and design classroom contexts for learning. Candidates use formative and summative assessment to monitor students' learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners' diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation and promote students social and emotional development.

#### **Components**

50015.3a Candidates administer formative and summative assessments regularly to determine students' competencies and learning needs.

50015.3b Candidates use assessment results to improve instruction and monitor learning.

## **COURSE OBJECTIVES**

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1. Examine the differences among and purposes for formative and summative assessments, screenings, progress-monitoring, diagnostic and outcome assessments.
2. Differentiate the connection between assessment and instruction in a standards-based classroom using assessment data to inform instruction.
3. Analyze assessment data to understand patterns and gaps in learning for differentiated instruction.
4. Apply the principles of progress-monitoring and reporting with Curriculum-Based Measures (CBMs), including graphic techniques.
5. Implement priority standards and proficiency scales for teachers and students for lesson planning.

## GRADING INFORMATION

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The Teacher Education Department expects all assignments to be completed on the due date and time. Assignments will be accepted for half credit five instructional days after the due date. After this, assignments will receive a zero. Presentations are considered formal assessments and follow UTTC formal assessment policy.

### A. GRADING SCALE

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

### B. COMMUNICATION

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Email is the official means of communication at UTTC. Information Technology (IT) will assign all students an official UTTC email address. All correspondence from the College to the student will be sent to the student's UTTC email address. Students are expected to check their email regularly and are responsible for all information sent to them via their UTTC email address. Faculty expect students to use their official email address for all instructional purposes, including communicating with the faculty.

### C. ATTENDANCE

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Students at UTTC are expected to participate in all of their class sessions and are expected to communicate with their instructors regarding any emergencies that cause them to miss class. Regardless of the circumstances, the student is responsible for obtaining any information missed because of the absence and completing any outstanding assignments. The student may refer to the course assignments in [My.UTTC.edu](http://My.UTTC.edu), contact another student enrolled in the course, or meet with the course instructor during office hours to get the missing information. Attendance is entered as "Present", "Absent-Unexcused", or "Excused" (college-sanctioned absences).

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### SUMMIT PARTICIPATION - FALL 2024

All UTTC students attend the United Tribes Technical College Tribal Leaders Summit on September 4 - 5, 2024 at the Bismarck Event Center. Students are expected to be at the Summit all day Wednesday and Thursday. Transportation to and from the campus will be provided. Students will check in at the registration tables at the Event Center upon arrival and check out again at departure. Your instructors will provide a conference session summary form that you will fill out with information from each one of the sessions you attend. You will make copies of this form and turn it into the instructors for each one of your courses. Breakfast, lunch and snacks will be provided at no cost for students on both days.

*Online students who do not live in the Bismarck/Mandan area will not be expected to attend the Tribal Leaders Summit and will have class as scheduled.*

## **D. LATE ASSIGNMENT SUBMISSIONS**

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UTTC supports and fosters the student's responsibility for completing and submitting assignments on or before scheduled due dates and times. If an assignment is due, the student should make every effort to submit the assignment on time. Occasionally, a student may experience an unexpected life event that results in the submission of late work. Communication is the key. Instructors are more than willing to work with students in the event of an emergency if the student communicates with them before the date and time the assignment is due to make other arrangements. Late assignment deadlines will vary among departments but will not exceed more than five (5) business days after which the assignment was initially due. Assignment due dates, late assignment deadlines, and late assignment penalties are outlined in course syllabi. Assignments not submitted by the initial deadline date will be reflected in the course gradebook as a zero (0) until the assignment has been submitted. The amount of points deducted for late work is at the discretion of the instructor. Assignments submitted via E-mail will not be accepted under any circumstances and will receive a grade of zero.

## **E. MISSED TEST, EXAMS AND QUIZZES (FORMAL ASSESSMENTS)**

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Students may not make up a missed test, exam or quiz without a valid reason for their absence (illness, family emergency). It is the student's responsibility to contact their instructors before the absence, or within 24 hours after missing the formal assessment. The instructor will review the reason the student missed and determine if the circumstance justifies the student being allowed to take the formal assessment. Approved make-up assessments must be taken outside of the student's regular class schedule and during a time and location agreed upon between the student and instructor. Students are not to miss another class in order to make-up an assessment for another course. If the student fails to show on the date and time of the makeup assessment, the student will not be permitted to reschedule the makeup and the assessment and will earn a 0% grade.

## **F. EARLY ALERT SYSTEM**

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UTTC's Early Alert System (EAS) is a proactive, communication driven support system that provides timely identification and interventions to work with individual students to assist in generating plans to overcome challenges to college success. The system assists UTTC students by linking them to faculty and staff who can provide and connect students to available resources and strategies. The early alert serves as an opportunity for students to take ownership of their success and empower them to accomplish academic and personal goals. The system helps faculty and academic advisors connect and communicate with students as issues arise. The additional cross-wide partnerships create a culture of collaboration focused upon the best interest of UTTC students.

Academic related concerns such as attendance, missing assignments, or classroom behavior will result in an early alert being issued by faculty. When an early alert is issued, the student will receive an email requesting them to make arrangement to follow up with the instructor and/or their academic advisor. Students receiving an early alert should make the necessary arrangements to set up and meet with faculty as soon as possible to generate a plan of success.

## **G. ACADEMIC HONESTY**

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Students are expected to complete their own work. Academic dishonesty includes plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using course materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to dishonestly obtain grades, honors, awards, or professional endorsement; altering, forging, misrepresenting, or misusing an academic record; or fabricating or falsifying data,

research procedures, or data analysis. Refer to [Academic Affairs policies](#) and procedures handbook for further information.

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## **H. STUDENTS WITH DISABILITIES**

United Tribes Technical College recognizes its responsibility for making reasonable accommodations to ensure there is no discrimination on the basis of a disability. The Disabilities Support Services coordinates reasonable accommodations, support services, and appropriate referrals for the purpose of removing barriers and providing an equitable learning environment. If you have a disability, please contact the Disabilities Services (DS) office at (701) 221-1456 or email at [dss@uttc.edu](mailto:dss@uttc.edu).

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## **I. TITLE IX STATEMENT**

Title IX is a federal civil rights law that prohibits discrimination on the basis of sex, including sexual harassment, rape and sexual assault. United Tribes Technical College is committed to upholding the law and standards that promote respect and human dignity in a safe environment. Sexual misconduct and relationship violence in any form violates UTTC's mission, cultural values, Student Code of Conduct, and may also violate federal and state law. If you or someone you know has been impacted by sexual assault, dating and domestic violence, stalking, or sexual exploitation, UTTC has resources available on the [Title IX website](#). you can find the appropriate resources on the UTTC campus and in the community

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## **J. DIVERSITY AND EQUITY STATEMENT**

United Tribes Technical College values diversity because it enriches the community and wealth of experiences that characterize a post-secondary education. Our students, faculty, and staff come from Tribal lands throughout the United States and Canada. The majority of our students come from the northern plains region of the country, with 70% representing the North Dakota tribes.

UTTC recognizes that diversity is about much more than race, ethnicity or geography. Because students from many Tribal nations are represented at UTTC, from a wide range of cultural and ethnic backgrounds, students are encouraged to share their own cultural practices, traditions, and beliefs in the classroom in an effort to build an inclusive and welcoming community for all individuals and one from which we can learn from one another. We believe engagement with diverse perspectives and ideas is critical to the education and growth of all people, and we value the unique experiences and viewpoints of all of our community members.

### **EQUITY STATEMENT**

United Tribes Technical College (UTTC) believes that access to a high-quality education in an inclusive environment is the right of all individuals and imperative for the continued advancement of a strong democracy and workforce. Equity is ensuring that all students receive what they need to be successful through the intentional design of the college experience.

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## **K. TECHNOLOGY REQUIREMENTS**

To ensure that you are using the recommended personal computer configurations, please refer to the [minimal technology requirements](#).

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## **FACE-TO-FACE**

### **PARTICIPATION / CLASS ENGAGEMENT**

UTTC prepares students for the workforce by having high expectations for skills demonstrated in the classroom that transfer into future employment. This includes students' ability to be on time for class, to refrain from external distractions (cell phone usage, holding side conversations with other students), by providing positive contributions to class discussions, participating in individual or group activities, and being prepared for class. Students will be assessed during the semester on the ability to demonstrate these skills.

## **CELL PHONE**

Out of respect for the other students and the instructor, it is advised that cell phones are turned off during class times. If the student is expecting an important phone call (e.g. case worker, Housing, clinic), the instructor must be informed ahead of time and the cell phone set to a silent ring. If such a phone call is received during class time, the student will answer the call by quietly removing him or herself from the classroom. This also includes texting during class; it is not acceptable. Students may not use class time to check social media accounts, voicemail, and/or personal emails.

## **STUDENT BEHAVIOR**

UTTC students will conduct themselves in a responsible and respectful manner at all times in the classroom, in the hallways, in the Library, the Cafeteria, and any other location on campus. Student behavior that interferes with learning in the classroom will not be tolerated. This behavior includes chronic tardiness, threatening confrontations, intoxication, inappropriate physical contact, lewd or disrespectful language or gestures directed at the instructor or at fellow students, bullying, direct or indirect intimidation, and conversations with other students that are not related to classroom topics.

Faculty are expected to maintain professional management of classroom activities prior to, during and after class times. As such, if a student demonstrates behavior that disrupts or interferes with classroom activities, an instructor reserves the right to ask the student to leave the classroom, to contact campus security, to request mediation by the academic department chair or an academic/personal counselor, or to file a formal complaint subject to a student disciplinary hearing.

## **COURSE CALENDAR**

### **EDU 345 FALL 2024**

#### **Text Codes:**

#### **CAE (Classroom Assessment Essentials by Brookhart)**

#### **SBL (Teacher's Guide to Standards-Based Learning)**

| <b>Module/Week</b>             | <b>TOPICS COVERED</b>   | <b>Support Materials, Book chapters, etc.</b>    | <b>Activities and Assessment</b> |
|--------------------------------|---|--|----------------------------------|
| <b>1</b><br><b>Aug 27 - 30</b> | <ul style="list-style-type: none"> <li>• Assessment FOR Learning</li> <li>• Proficiency Illusion</li> </ul> | Introduction – CAE Assessment for Learning Video | Padlet – Assessment For Learning |
| <b>2</b>                       | Labor Day Sept 2 (College Closed)   |  | Summit Paper                     |

|                               |  |   |   |
|-------------------------------|--|---|---|
| <b>Sept 2 - 6</b>             | Family Day at Powwow Sept. 6<br>(No Classes)   |   |   |
|                               | <b>Tribal Leaders Summit<br/>Sept. 3 - 5</b>   |   |   |
| <b>3<br/>Sept 9 - 13</b>      | Founders Day Sept. 9<br>(College Closed)   | Ch. 1 CAE<br>PBL.org -Tech for<br>Assessments<br>Video          | Formative and<br>Summative<br>Slides                                |
|                               | <ul style="list-style-type: none"> <li>Formative and Summative Assessment</li> </ul>   |   |   |
| <b>4<br/>Sept 16 - 20</b>     | <ul style="list-style-type: none"> <li>Learning Objectives, Standards, Bloom's Taxonomy, I Can Statements</li> </ul>                       | Ch. 2 CAE   | Learning Objectives for LP<br>ND State Standards and Bloom's Slide  |
| <b>5<br/>Sept 23 - 27</b>     | <ul style="list-style-type: none"> <li>Pre-Assessment</li> <li>Feedback</li> </ul>   | CH. 3 & 4 CAE   | Pre-Assessment and Feedback Slide                                   |
| <b>6<br/>Sept 30 – Oct. 4</b> | <ul style="list-style-type: none"> <li>Priority Standards and Proficiency Scales</li> </ul>  | CH. 1 and 2 (SBL)<br>Phillip Warrick<br>Webinar<br>NDREA        | Priority Standards and Proficiency Scale Slides                     |
| <b>7<br/>Oct 7 - 11</b>       | <ul style="list-style-type: none"> <li>Curriculum Based Measurement</li> <li>Data Types</li> </ul>   | SLDS Developing your Data Mindset – Module 1<br>Ch. 9 CAE       | CBM Slide<br>Midterm Assessment Presentation<br>Module 1 completion |
| <b>8<br/>Oct 14 - 18</b>      | Indigenous Day Oct. 14 (College Closed)  | SLDS Developing your Data Mindset – Module 2                    | Module 2 completion   |
|                               | Midterm Grades Due 10/18<br><ul style="list-style-type: none"> <li>Data Standards &amp; A+ Inquiry</li> <li>CORE Phonics Survey</li> </ul> |   |   |
| <b>9<br/>Oct 21 - 25</b>      | <ul style="list-style-type: none"> <li>Universal Screening</li> <li>Accommodations</li> </ul>  | SLDS Developing your Data Mindset – Module 5<br>Ch. 10 & 11 CAE | Module 5 completion<br><br>SLDS Data Mindset Slide                  |



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|---|---|---|--|
| <p align="center"><b>10</b><br/><b>Oct 28 – Nov 1</b></p> | <ul style="list-style-type: none"> <li>• Universal Design Learning (UDL)</li> <li>• ELL/LEP</li> </ul>  | <p>IRIS Peabody<br/>Ch. 5 SBL</p>                               | <p>IRIS Module Completion<br/>VideoAnt<br/>Responses-ELL<br/>Slides</p>  |
| <p align="center"><b>11</b><br/><b>Nov 4 - 8</b></p>      | <ul style="list-style-type: none"> <li>• Progress Monitoring</li> <li>• Anecdotal notes/Observations</li> </ul>   | <p>SLDS Developing your Data<br/>Mindset –<br/>Module 8</p>     | <p>Module 8 completion<br/>Progress Monitoring<br/>Slides<br/>Classroom Observation &amp; documentation slides</p> |
| <p align="center"><b>12</b><br/><b>Nov 11 - 15</b></p>    | <p>Veterans Day Nov 11 (College Closed)</p> <ul style="list-style-type: none"> <li>• Setting Goals and Tracking Progress</li> <li>• Assessment Systems</li> <li>• Screening, progress-monitoring, diagnostic</li> </ul> | <p>Ch. 3 SBL<br/>Ch. 20 CAE<br/>Assessment of ELL – Webinar</p> | <p>Progress Monitoring and Assessment systems slides:<br/>Dibels/Aimsweb<br/>Lexiles/</p>                          |
| <p align="center"><b>13</b><br/><b>Nov 18 - 22</b></p>    | <ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Grading Systems</li> </ul>  | <p>Ch. 13 CAE<br/>Ch. 18 CAE<br/>Ch. 4 SBL</p>                  | <p>Rubric Slide<br/>SBG Slide</p>  |
| <p align="center"><b>14</b><br/><b>Nov 25 - 29</b></p>    | <p>Thanksgiving Break (Nov. 27 No afternoon classes) Nov. 28 – 29<br/>No classes</p> <ul style="list-style-type: none"> <li>• Standardized Testing: NWEA /MAP</li> <li>• ND State Assessment</li> </ul>                 | <p>Ch. 21 CAE</p>   | <p>Standardized Assessment slide</p>   |
| <p align="center"><b>15</b><br/><b>Dec 2 - 6</b></p>      | <ul style="list-style-type: none"> <li>• Communicating Grades</li> <li>• Choice topics from CAE</li> </ul>  | <p>Ch. 6 SBL<br/>Ch. 19 CAE</p>                                 | <p>Parent Slide<br/>Topics Slide</p>   |
| <p align="center"><b>16</b><br/><b>Dec 9 - 13</b></p>     | <ul style="list-style-type: none"> <li>• Final</li> </ul>   |   | <p>Final Assessment presentation</p>   |
| <p><b>GRADES DUE</b></p>                                  | <p align="center"><b>Grades DUE December 16, 2024</b></p>   |   |  |