

APPLIED ARTS DIVISION  
School of Health, Education & Human Services  
Winter 2020



COURSE OUTLINE

ECS 410

Assessment and Evaluation

PREPARED BY: Michael Snider

DATE: December 23, 2019

## Assessment and Evaluation

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**INSTRUCTOR:** Michael Snider, Ed.D.      **OFFICE HOURS:** N/A

**OFFICE LOCATION:** N/A      **CLASSROOM:** TBA

**E-MAIL:** mikesnider@gmail.com      **TIME:** Tuesday 5-8 p.m.

**TELEPHONE:** (867) 332-7087      **DATES:** January 6-April 29, 2020

### **COURSE DESCRIPTION**

ECS 410 is an introduction to basic principles and practices in assessing learning during the primary, intermediate and secondary years. Focus will be on melding theory and practice. Assessing student learning is an introduction to both the psychology of learning in an educational setting and to key principles and practices in assessing student achievement. The course explores assessment as an efficient and effective teaching tool that acts to enhance student achievement by building student responsibility for learning as well as increasing student motivation. Emphasis will be placed on approaching assessment and evaluation from a culturally responsive position and developing clear learning targets, co-constructing criteria, using samples, and communicating effectively with students and parents about student achievement.

### **PREREQUISITES**

ECS 410 is usually taken after the Internship (EFLD 405) and ECS 311 is a prerequisite.

### **EQUIVALENCY OR TRANSFERABILITY**

ECS 410 is a University of Regina Course.

### **LEARNING OUTCOMES**

Upon successful completion of the course, pre-service teachers will be able to:

- Define and distinguish between terms commonly used in student assessment and reporting such as: assessment, evaluation, diagnostic assessment, summative assessment, validity, reliability, triangulation, assessment of learning, assessment for learning, and others;
- Identify practices for fair and equitable assessment practices;
- Explain various assessment methods and purposes such as assessment for transition (diagnostic assessment), co-construction of performance criteria, descriptive feedback, moderation, triangulation of evidence, goal setting and portfolios;

- Demonstrate the ability to design effective assessment plans that outline what students need to know, do and understand and how they will show what they have learned;
- Communicate with classroom assessment users (students and parents);
- Defend a “position statement” detailing their approach to assessment, which must be inclusive of culture-based responsiveness;
- Contribute to the professional learning of colleagues through course engagement and the provision of professional learning opportunities.

### COURSE FORMAT

Classes will consist of lectures, hands-on activities, class discussions and cooperative work. The texts will be used extensively and will be the main resource; however, other readings, curriculum materials and guest speakers may be used to supplement the text.

### ASSESSMENTS AND EVALUATION

Dates Due	Assignment	Value
January 14, 2020	Co-Constructing Criteria-Live	5
January 28, 2020	Functional Skills Assessment	25
February 4, 2020	Communicating Student Learning	20
February 18, 2020	Assessment Planning	10
February 25, 2020	Literacy Is Not Enough Chapter Presentation	10
March 24, 2020	Philosophy of Assessment	10
April 7, 2020	Final Portfolio-compilation	10
Weekly	Meaningful Weekly Contributions/resources in Teams channel.	10
	<b>Total</b>	<b>100</b>

#### Due: Weekly

##### Teams Channel

Students are expected to contribute weekly to Teams Channel with meaningful discussion and resources.

#### Due: January 14, 2020

##### Co-Constructing Criteria:

Students will co-construct criteria for a topic of their choice with the class. This assignment will be discussed and modeled in class.

#### Due: January 28, 2020

##### Functional Skills Assessment:

This assignment will be started in class with guided instruction. The student will grade four reading and four math FSA's as assigned. A paragraph will be written for each

FSA to justify their grading based on the rubrics provided. Each paragraph will include a list of interventions that would assist academic student growth in their work. One parent letter will also be written to explain the FSA process to encourage home involvement in the student growth process.

**Due: February 4, 2020**

**Communicating Student Learning:**

Using the previously marked FSA assessments, a single mock report card will be written for one reading/one math FSA following the format in the CSL book. A parent letter and phone call script will also be developed to communicate assessment information to a parent/guardian. This script will be written and may also be practiced in class.

**Due: February 18, 2020**

**Assessment Planning (two parts):**

- **Lesson Plans with Corresponding Assessment Plans:**  
Students may work with a partner to submit two lesson plans, each with a corresponding assessment plan. Previously developed lesson plans (from placement) or new lessons are acceptable but must follow the YNTEP General Lesson Plan Template. Assessment plans must be explicit in defining the learning targets and succinct in the evaluation rubric that a student may use during the learning cycle. **One** of the assessment plans must incorporate **culturally relevant** assessment practices.
- **Mock School Assessment Plan:**  
Students will also create a mock school assessment plan using the *Communicating Student Learning* book to create a communication plan for their schools. A flow chart or paragraph form is acceptable. Justification of choices must be made on the document, and students should be prepared to discuss their plans in class.

**Due: February 25, 2020**

**Presentation of LINE Chapter**

The presentation will be done with a partner, presented in class and online via zoom.us.

Provide examples of what may work in the classroom. Chapters will be assigned in class.

**Due: March 24, 2020**

**Philosophy of Assessment:**

Students will write a general philosophy regarding classroom assessment practices. Consider that you will likely experience formal job interviews in the near future and an interview question regarding student assessment. The question asks you to (1) describe your approach to assessment and evaluation, i.e., your philosophy pertaining to assessment, (2) give examples of your practice using artefacts and how this is supported by contemporary scholarship, and (3) justify how this practice will benefit First Nations learners and their learning.

**Due: April 7, 2020**

**Final Portfolio:**

The final portfolio will be a collection of all the work assignments from the class with additions added from class, resources, team sharing, online research or other areas that would be supportive for future assessment practice. Portfolios may be organized in a variety of ways (notebooks with dividers, digital portfolio, etc.) so that the portfolio will be a useful resource in teaching practice.

**Portfolio Check List (minimum requirements)**

	Terms of Reference
	Co-Construction sample and/or instructions
	FSA Assignment, samples, grading justification, parent letters, phone call script and so on.
	Communicating Student Learning Assignment
	Assessment Planning Assignment
	Literacy Is Not Enough chapter presentation
	Philosophy of Assessment
	Self-assessment samples
	Learning Hacks
	Rubrics from LINE SBC, samples, strategies
	Appendices from CSL (pertinent to class)
	Other resources from Teams or discovered during class
	Learning Target Samples

**REQUIRED TEXTBOOK AND MATERIALS**

**Required Text:**

Communicating Student Learning (CSL) - Yukon Department of Education  
<http://lss.yukonschools.ca/communicating-student-learning-resource-and-professional-development-tool.html>

**Literacy Is Not Enough (LINE)**

Crockett, L., Jukes, I., & Churches, A. (2011). *Literacy is not enough : 21st-century fluencies for the digital age*. Kelowna, B.C. Thousand Oaks, Calif.: 21st Century Fluency Project; Corwin.

**The Standards-Based Classroom (SBC)**

Rinkema, E., & Williams, S. (2019). *The Standards-Based Classroom : Make Learning the Goal*. Thousand Oaks, California: Corwin, a SAGE Company.

**Hacking Assessment (HA)**

Sackstein, S. (2015). *Hacking assessment : 10 ways to go gradeless in a traditional grades school*. Cleveland, Ohio: X10 (Times 10) Publications.

### **Recommended Texts:**

Davies, Anne. (2011). *Making Classroom Assessment Work*, 3<sup>rd</sup> edition. Courtenay, BC:Connections Publishing

### **ATTENDANCE AND PARTICIPATION**

**Students are expected to attend regularly, complete all assignments, come to class ready and prepared to learn, and participate actively in class activities.**

Each YNTEP student is responsible for:

1. Contacting your instructor prior to a class to report your absence. In an urgent situation you can contact the YNTEP reception at 668-8781.
2. Catching up on missed material and any incomplete assignments.
3. Obtain proper documentation (ex. doctor's note) in the event that a serious health concern affects attendance (1 three hour class).
4. Familiarizing oneself with the YNTEP Handbook and the regulations relating to attendance and punctuality.

### **ACADEMIC AND STUDENT CONDUCT**

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

### **PLAGIARISM**

Plagiarism is a serious academic offence. Plagiarism occurs when a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

### **YUKON FIRST NATIONS CORE COMPETENCY**

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see [www.yukoncollege.yk.ca/yfnccr](http://www.yukoncollege.yk.ca/yfnccr).

## ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC): [lac@yukoncollege.yk.ca](mailto:lac@yukoncollege.yk.ca).

## TEACHING AND LEARNING SEQUENCE:

<p><b>Week 1 (January 7)</b></p>	<p><b>Welcome and Introductions</b>  <b>Course Navigation</b></p> <ul style="list-style-type: none"> <li>• Teams/OneNote</li> <li>• Syllabus review</li> <li>• Weekly communication in Teams Channel</li> </ul> <p><b>Co-Constructing Criteria</b></p> <ul style="list-style-type: none"> <li>• Blocks</li> <li>• College class</li> <li>• Practice</li> </ul> <p><b>Setting and Using Criteria &amp; Developing Rubrics</b></p> <ul style="list-style-type: none"> <li>• Develop a simple rubric, post and share</li> </ul>	
<p><b>Week 2 (January 14)</b></p>	<p><b>Backwards design/learning targets</b></p> <p><b>Core Competencies</b></p> <p><b>Co-constructing and assessing</b></p> <ul style="list-style-type: none"> <li>• In class presentations: Co-construct the topic of your choice.</li> </ul>	<p><b>Reading:</b>            HA - Introduction, Shift the Grades Mindset (pg 13-30)</p> <p>LINE - Highly Educated, Useless People (pg 8-19)</p> <p>LINE - Is the Factory Gone? (pg 20-31)</p> <p>SBC - Intro/K-U-D (pg 1-22)</p> <p>SBC- Creating Learning Targets (pg 23-32)</p> <p>SBC - Building Learning Scales (pg 33-42)</p> <p>CSL - Chapter 1 (pg 10-36)</p>
<p><b>Week Three (January 21)</b></p>	<p><b>Foundational Skills Assessment</b></p> <ul style="list-style-type: none"> <li>• Guest Speaker Nikki Krockner</li> <li>• Begin FSA assignment in class</li> </ul>	<p><b>Reading:</b>            CSL - Chapter 2/3 + Appendix F (pg 23-81)</p>

<p><b>Week Four (January 28)</b></p>	<p><b>Assessments:</b> DART, School-Wide Write, EYE, BOHM, PISA, WAIS WISC, K-TEA, etc.</p>	<p><b>Reading:</b> CSL Appendix D  TBD</p>
<p><b>Week Five (February 4)</b></p>	<p><b>Culturally Relevant Assessment</b></p> <ul style="list-style-type: none"> <li>• Guest Speaker Dr. Alyce Johnson</li> <li>• Discuss Assessment Planning assignment and begin work if time allows</li> <li>•</li> </ul>	<p><b>Reading:</b> HA - Rebranding Assignments as Learning Experiences (pg 43-56)  CSL - Appendix H  Find assessment resources at <a href="http://Iss.yukonschools.ca">Iss.yukonschools.ca</a></p>
<p><b>Week Six (February 11)</b></p>	<p><b>Communicating student learning</b></p> <ul style="list-style-type: none"> <li>• Conferences</li> <li>• Phone calls</li> <li>• Open house</li> <li>• Report cards</li> </ul>	<p><b>Reading:</b> CSL - Expectations for Communicating Student Learning (pg 100-128)  SBC - Communicating with Families (pg 129-136)  HA - Promote Buy-In (pg 31-42)  HA - Maximize Time (pg 77-86)</p>
<p><b>Week Seven (February 18)</b></p>	<p><b>Self-Assessment in the classroom</b></p>	<p><b>Reading:</b> HA - Track Progress Transparently (pg 87-98)  HA - Teach Reflection (99-108)  HA - Teach Students to Self Grade (pg 109-120)  HA - Transitioning to Portfolio Assessment (pg 121-128)  CSL -Appendix O  <a href="http://Iss.yukonschools.ca">Iss.yukonschools.ca</a></p>
<p><b>Week Eight (February 25)</b></p>	<p><b>Zoom.us</b> Literacy is Not Enough Presentations of Chapters 4/5/6/7/8</p>	<p><b>Reading: NONE</b> <b>**Prepare your presentation for tonight and/or work on your assignments if your presentation is complete.</b></p>



<b>Week Nine (March 3)</b>	<b>Applied Design Skill and Technology</b> <ul style="list-style-type: none"> <li>• Capturing student learning</li> <li>• Leveraging technology to create learning opportunities</li> <li>• Selecting Resources</li> <li>• Portfolio Assessment</li> </ul>	<b>Reading:</b> HA - Digitize your Data (pg 67-86)  SBC - Monitoring Grading and Learning (pg 121-128)
<b>Week Ten (March 10)</b>	<b>Special Education</b> <ul style="list-style-type: none"> <li>• Special Guest-TBD</li> </ul>	<b>Reading:</b> SBC - Collaborating with Special Educators (pg 43-56)  SBC - Designing Instruction (pg 89-106)  SBC - Differentiating by Readiness (pg 107-115)
	<b>No Classes, Reading Week- March 16-20</b>	
<b>Week Eleven (March 24)</b>	<b>Assessment and politics</b> <ul style="list-style-type: none"> <li>• Yukon Audit</li> <li>• Annual Reports</li> <li>• Exit Survey</li> <li>• School Growth plans</li> </ul>	<b>Reading:</b> Links will be added to Teams/OneNote
<b>Week Twelve (March 31)</b>	<b>Portfolio/Philosophy Showcase</b>	<b>Reading:</b> SBC - Imagine the Possibilities, or Romancing Standards-Based Learning (pg 137-141)
<b>Week Thirteen (April 7)</b>	<b>Portfolio/Philosophy Showcase</b>  <b>Final Portfolios Due</b>	<b>Reading:</b>



**University of Regina & Faculty of Education  
Summary of Academic Regulations & Reminders (Undergraduate)**

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All University of Regina students are responsible for complying with the rules, regulations, policies and procedures contained within the Undergraduate Calendar available at: <https://www.uregina.ca/student/registrar/resources-for-students/academic-calendars-and-schedule/>. Please pay particular attention to "Student Code of Conduct" (§5A) and "Academic Regulations" (§5B) and note the policies, expectations and information as outlined below:

1. **Attendance & Punctuality** (§5B) - *Regular and punctual attendance at classes provides a foundation for academic success, and is expected of all students. When the persistent lateness or absence of a student jeopardizes the learning or the evaluation of the work of other students in the course, the student may be subject to penalty. One written warning will be provided to a student before action is taken. This includes, but is not limited to:*
  - being dropped from the course;
  - being barred from writing the final exam;
  - being barred from attending a class or components of a class.
2. **Late Assignments** - Action regarding late assignments may vary from instructor to instructor. Expectations or due dates for assignments, as well as the marks that may be deducted for late assignments are noted in the course syllabus. For example, some instructors deduct one mark for each day late. Normally, all required elements of the program must be successfully completed by each student.
3. **Services for Students with Disabilities, Health Conditions, Illnesses, and Injuries**  
The University of Regina wishes to support all students in achieving academic success while enjoying a full and rewarding university experience.

The Centre for Student Accessibility upholds the University's commitment to a diverse and inclusive learning environment by providing services and support to enable students with disabilities, health conditions, illnesses, and injuries to approach their studies in an equal and effective manner. The Centre for Student Accessibility aims to encourage independence, self-advocacy, and equality for all students, while maintaining privacy and confidentiality.

Students who need these services are encouraged to register with the Centre for Student Accessibility to discuss the possibility of academic accommodations and other supports as early as possible. The deadline to register and/or request accommodation letters for instructors coincides with the W drop deadline(s) for courses each semester. To register with the Centre for Student Accessibility, please book an appointment with an Accessibility Advisor by calling 306-585-4631 or emailing [accessibility@uregina.ca](mailto:accessibility@uregina.ca). For further information on what is required to register and receive academic accommodations, please refer to the website.

Centre for Student Accessibility  
Room 229, Dr. William Riddell Centre  
University of Regina  
Regina, SK S4S 0A2  
Tel: (306) 585-4631  
Fax: (306) 585-5650  
Email: [accessibility@uregina.ca](mailto:accessibility@uregina.ca)  
Website: <https://www.uregina.ca/student/accessibility/index.html>

4. **Professional Conduct** - Teaching is a helping profession. In order for the profession to achieve its goals and values, to enhance the quality of public education in the Province, and protect its members and those whom it serves the Faculty of Education has established sound and reliable criteria and procedures for evaluating the suitability of aspiring teachers. The criteria specify appropriate conduct for students in teacher education. The procedures specify processes for screening, regulating and monitoring their professional conduct. The Faculty of Education has the right and responsibility to assess students' professional conduct in terms of the criteria outlined above and in terms of criteria outlined in the following documents. It will take appropriate actions in accordance with the following legislation, policies and guidelines:
  - The University of Regina Academic Regulations

You have the right to **KNOW** the hazards and risks associated with your learning activities  
 You have the right to **PARTICIPATE** in finding and controlling hazards associated with your learning activities  
 You have the right to **REFUSE** any learning activity that you believe is unusually dangerous

**Call 911** for fires, crime in progress, violence, or medical emergencies. If you are calling from a U of R phone just dial **911**, then call Campus Security at 306-585-4999.

### When you hear a fire alarm:

- Follow the directions of Emergency Wardens (orange vests), and Campus Security.
- Immediately proceed to the nearest available fire exit and leave the building.
- Close the door if you are the last person out.
- **Do not use elevators during an evacuation.** If you or someone else is unable to evacuate down the stairs:
  - Ensure that you/they take shelter on the landing of a fire exit stairwell.
  - All inside fire exit stairwells are places of refuge which will provide at least one hour fire protection when all doors are closed.
  - Immediately notify Campus Security or the Fire Department of the location of the person.
- Upon exiting, move a safe distance away from the building.
- Do not re-enter the building until the Fire Department or Campus Security gives clearance.



### Other emergencies:

- In the event of emergencies other than a fire (for example: tornado, chemical spill, or armed intruder), the Emergency Notification System (ENS) will be activated.
- A message will be broadcast on beacons, computers, and building speaker systems across campus.
- Follow the instructions as communicated via the ENS.
- Check for situation updates as they become available on the U of R Emergency Webpage at <http://www.uregina.ca/emergency/>
- Download the ENS software to receive ENS alerts to your personal computer <http://www.uregina.ca/emergency/ens/index.html>
- Download the UofR mobile app (available for iOS and Android) to receive ENS alerts on your smartphone <http://www.uregina.ca/external/communications/app/>



#### Sample Emergency Message:

TORNADO WARNING issued for Regina.  
 Remain indoors.  
 Take shelter in interior rooms or stairwells without windows.



### University of Regina Armed Intruder Video

#### Run - Hide - Decide (available in 6 languages)

While an armed intruder event is very unlikely to occur at the University of Regina, it is important that faculty, staff, and students know what to do in the event that it does. The University of Regina, has produced a short training video depicting the actions to take in the event of an armed intruder on our campuses.

<http://www.uregina.ca/hr/hsw/emergency-management/armed-intruder/index.html>

#### Health, Safety & Wellness Contact Information

**Phone:** 306-337-2370

**Office:** AdHum 435

**Hours:** Monday to Friday, 8:15 am - 4:30 pm

E-mail: [health.safety@uregina.ca](mailto:health.safety@uregina.ca)

Web: <http://www.uregina.ca/hr/hsw>

This information is available in Arabic, Chinese, French, Korean, and Portuguese by visiting <https://www.uregina.ca/hr/hsw/emergency-management/emergency%20preparedness.html>

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