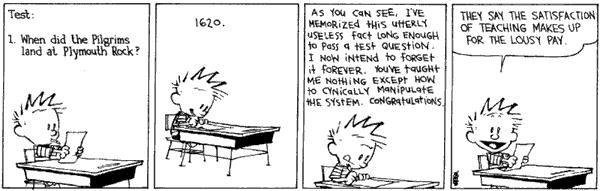
**Evaluation and Assessment in English Language Arts Education**

**Spring 2018**

**Dr. Mike Cook—Assistant Professor of English Education**

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**Course Number:** CTSE 7540/7546

**Course Title:**  Evaluation and Assessment in ELA Education

**Credit Hours:** 3 semester hours

**Prerequisites:** Graduate Standing

**Corequisites:**  None

**Term:** Fall 2016

**Classroom:** Haley 2461

**Day/Time:** W 5:00-7:50

**Instructor:** Dr. Mike Cook

**Office:** Haley 5056

**Contact Information:** [mpc0035@auburn.edu](mailto:mpc0035@auburn.edu) (Office phone: 844-4415)

**Office Hours:** 3:00-5:00 TW and by appointment (Phone and Skype meetings are also an option)

**Texts:**

Readings provided by the instructor (no required textbooks)

Students will also select a text from a provided list

**Course Description:**

This class will introduce you to theories of assessment and evaluation in ELA education and classroom applications of assessment and evaluation procedures. You will explore a problem related to assessment and evaluation in a variety of ways (e.g., developing and implementing assessments and assessment plans, independent research and/or teaching projects). This course aims to help you improve as a reader and writer of research related to assessment and as a classroom teacher who practices assessment and evaluation with contextual wisdom.

**Student Learning Outcomes:**

Aligned to the Alabama Quality Teacher Standards, as a result of their work in this course, students will gain…

290-3-3-.03(1)(c) 1.(i) Knowledge of the structure of the academic disciplines related to the subject

matter content areas of instruction and of the important facts and central concepts, principles, theories, and tools of inquiry associated with these disciplines.

290-3-3-.03(1)(c) 2.(i) Knowledge of the content standards and of the scope and sequence of the subject areas of one’s teaching field(s) as defined in the Alabama Course of Study for those teaching fields.

290-3-3-.03(1)(c)2. (ii) Ability to provide accommodations, modifications, and/or adaptations to the

general curriculum to meet the needs of each individual learner.

290-3-3-.03(1)(c)4.(i) Knowledge of research and theory underpinning effective teaching and

learning.

290-3-3-.03(1)(c)4. (ii) Knowledge of a wide range of research-based instructional strategies and

the advantages and disadvantages associated with each.

290-3-3-.03(2)(c) 5.(v) Ability to design and use a variety of approaches to formal and informal

assessment to plan instruction, monitor student understanding and progress toward learning, modify teaching and learning strategies, and measure and report student progress related to learning objectives.

290-3-3-.03(4)(a) differentiate instruction in ways that exhibit a deep understanding of how cultural, ethnic, and social background; English language learning; special needs; exceptionalities; and learning styles affect student motivation, cognitive processing, and academic performance.

290-3-3-.03(5)(c)2.(i) Knowledge of a range of professional literature, particularly resources that relate to one’s own teaching field(s).

**NCTE Teacher Preparation Standards**

I. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.

II. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.

IV. Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.

VI. Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students’ opportunities to learn in English Language Arts.

VII. Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.

**Course Content and Schedule:**

|  |  |
| --- | --- |
| **Week/Date** |  |
| **Week One (1/10)** | Course/Class Introductions,  Review Syllabus,  Discuss Course Texts  Discuss Major Class Assignments  **Introduce Assessment/Course Blog**  **Introduce Critical Book Review Project** |
| **Week Two (1/17)** | Asinine Assessment (Au & Gourd, 2013)  Deficiencies in Standardized Assessment (Brady, 2013)  Reinventing Assessment (Chadwick, 2013)  Right Way to Measure Growth (Barton, 2007) |
| **Week Three (1/24)** | **Mini-Assignment 1**  Problems and Pitfalls in Ed Measurement (Brenna, 2001)  The Case Against the Zero (Reeves, 2004)  Starting the Grading Conversation (Brookhart, 2001) |
| **Week Four (1/31)** | **Practice Assessments**  Better Grading System (Miller, 2013)  Assessment for Social Justice (McArthur, 2015)  Social Justice and Assessment (Syverson, 2009) |
| **Week Five (2/07)** | **Item Analysis of Practice Assessments**  Creating Student-Friendly Tests (Selend, 2011)  Involving Students in the Classroom Assessment Process (Ch. 2: Ahead of the Curve—Davies) |
| **Week Six (2/14)** | Student Reaction to Teacher Comments (Straub, 1997)  Grading to Communicate (Winger, 2005)  Informal Communication and Assessment (Pappageorge, 2013) |
| **Week Seven (2/21)** | Developing Writing Assignments (Lindemann)  Responsive Writing Assessment (Wilson, 2009)  Teaching Rewriting (Lindemann) |
| **Week Eight (2/28)** | **Mini-Assignment 2**  Rethinking Reading Assessment (Filkins, 2013)  Assessing Reading Motivation (McGaha & Igo, 2012)  Using Art to Assess Reading (Holdren, 2012)  **Introduce Independent Projects** |
| **Week Nine (3/07)** | Using Rhetorical Situations to Inform Instruction (Hackney & Newman, 2013) |
| **Week Ten (3/14)** | Digital Tools: Assessing Digital Communication and Providing Feedback to Student Writers (Ch. 9: Assessing New Literacies—Beach, Clemons, & Jamsen) |
| **Week Eleven (3/21)** | **Critical Book Review Presentations**  Assessing Multimodal Texts (Ch. 2: Assessing New Literacies—Bearne)  **Introduce Final Project** |
| **Week Twelve (3/28)** |  |
| **Week Thirteen (4/04)** | **Critical Book Review Presentations**  **Mini-Assignment 3** |
| **Week Fourteen (4/11)** | The Trouble with Rubrics (Kohn, 2006)  Infamy of Grading Rubrics (Livingston, 2012)  Redos and Retakes (Wormeli, 2011) |
| **Week Fifteen (4/18)** |  |
| **Week Sixteen (4/25)** | **Independent Project Presentations**  **Final Exam Due—Letter to Students and Parents** |
| **Exam Week (4/-30-5/05 )** | **Independent Project Presentations (if needed)** |

\*\*Tentative Course Schedule—All readings and assignments are subject to change at the instructor’s discretion. Any changes made to the schedule will be announced in class, via email, and/or through CANVAS.\*\*

**Assignments/Projects:**

**Attendance and Participation 10%**

Class participation is a vital part of the course and consists of

* careful reading of assignment texts;
* expressing your questions, insights, and criticism of readings and emerging issues;
* participating in class activities;
* applying course concepts to your present and future teaching situations;
* taking risks in your writing and thinking;
* supporting the thinking of your colleagues through listening, encouragement, and constructive dialogue.

Your participation in class activities and through CANVAS discussions will help students build knowledge together and explore various aspects of the readings to apply them to their own future teaching. In order to participate, students must be present and have completed the assigned readings. Ongoing failure to contribute to class activities will result in a lower grade. Failure to attend class will result in a lower grade.

**Assessment/Course Blog 20%**

The purpose of the assessment/course blog is to allow you to reflect on course readings, class discussions, independent investigations, and your experiences in professional settings. Likewise, it will serve as a dialogic space for you to collect and annotate resources, share musings, and try out new ideas. Your course blog will include, among others, reflecting on readings and class discussion, discussing class activities, ongoing evaluation of yourself as an assessor of learning, and sharing relevant assessment resources. You may use the blogging site of your choice, but you must provide your instructor and your classmates with the appropriate URL, so that we can keep up with your work. Lastly, you should use this as an opportunity to exchange ideas; in other words, you should comment regularly on your classmates’ posts. We will talk more about what form the blog can take and the range of post-types you can utilize.

Note: Each post should be meaningful to you. It should be clear that you have thought carefully about the material or resource you discuss, as well as the implication(s) for classroom assessment and learning, they ways you might incorporate the idea/resource into your classroom practices, and any relevant consequences for various stakeholders (e.g., teachers, students, administrators, parents). Any resources or materials you share should be accompanied by an annotation of 6-8 sentences where you introduce the resource/material, predict how it might be useful, concretely connect the resource to concepts learned in this course, and consider the implications name previously.

**Critical Book Review and Book Talk 15%**

You will be responsible for selecting, reading, reviewing, and presenting on a professional book related to assessment. Your review is due on the same day of your book talk. Your review will be between 6-8 typed pages, in APA style, and must contain:

* a thesis conveying your assessment of the work
* a concise summary of the major contents and findings
* an assessment of the strengths and weaknesses of the book (given the audience and stated purpose)
* an explicit connection with a major course reading or concept related to assessment
* a reflection that includes how the reviewer would apply the findings or contents of the book to the classroom or related professional settings

Your book talk (i.e., presentation) should last no more than15 minutes and must be accompanied by a handout (maximum of 2 pages) that distills the contents of your review for the audience. After reading the handout and listening to your accompanying talk, the audience should have a sense of:

* the purpose of the book and the overall contents
* if, why, when, and for what purpose they should consult or acquire the book
* your assessment of the value of the book for teachers or related professionals

I will provide a list of possible books. You may also propose a book that is not on the list.

Your book reviews and talks will be due on the following dates: 3/21 and 4/04

**Mini-Assignments 15%**

* Classroom activities:
  + Discuss the pros and cons of assessment from two perspectives: (1) those being assessed and (2) those conducting the assessment
  + Write an essay question and develop a scoring rubric for it
  + Discuss the critical issues related to validity and reliability in assessment practices
* Develop, implement, and run item-analysis on multiple choice test

**Assessment Plan or Research Paper 20%**

Masters students will complete the assessment plan; as such, you will develop an assessment plan for ELA including, but not limited to:

* a teacher stance on assessment,
* a theoretical framework,
* links to relevant standards and objectives,
* sample assessments and rubrics and/or other components,
* use of differentiation,
* an equitable and socially-just approach,
* and a letter to students and parents describing your assessment plan

Doctoral students may choose to complete either the Assessment Plan or the Research Paper (see below for a description).

The research paper must articulate and provide support for a thesis regarding some aspect of assessment and evaluation. Conceptual and empirical research sources are required to support your argument. Your research process should start with simple, but important questions. The research paper must be 12-15 pages in length, not including references or other APA apparatus.

**Letter to Students and Parents Describing Your Assessment Plan/Use of Assessment in Your Classroom 15%**

Regardless of which independent project you choose, it is important for you to begin thinking about your stance(s) on and use(s) of assessment in your future classrooms. As such, you will compose a letter to students and parents describing and introducing them to your classroom assessment policies and practices. Keep the audience in mind here, and ensure that you practice full disclosure and hold yourself accountable.

**Twitter Professional Learning Network 5%**

This semester, we’ll continue our use of Twitter as a way to extend our discussions and to engage in professional learning. As always, it is important that you tweet regularly, that you respond to the tweets of your peers, and that you engage those outside the Auburn English Education program. Remember that all of your tweets should include the hashtag: #auburnela.

Requirements:

1. Weekly tweeting: You are expected to tweet regularly (minimum of 2 original tweets) and to regularly respond to, like, retweet, and quote the tweets of your classmates. However, tweets should not be posted all at once, but should be posted regularly throughout the week and the semester. While I encourage you to engage in conversations with other #auburnela students and classes, I would also like you to engage with professionals outside of our program and geographic area. Note: Twitter can be a useful resource for you to reach out to others, to engage in important dialogue, to find ideas, and to begin thinking about how you will engage in (and engage your future students in) work that leads to a more socially just work.
2. Participate in two live #auelachat sessions
   1. 3 sessions will be offered:
      1. Sunday Feb. 4: 7:00-8:00 pm
      2. Monday March 5: 7:00-8:00 pm
      3. Thursday April 12: 7:00-8:00
3. Participate in one additional chat. We will use these experiences to drive our conversations in class and to assist in your unit designing work. You should participate in your chat by 11:59 pm on Sunday March 25. While there are many ongoing professional Twitter chats (and you can choose any relevant chat you find), I have listed some resources below.
   1. Education Chats Google Doc: <https://sites.google.com/site/twittereducationchats/education-chat-calendar>
   2. #edchat (Tues. 11:00 and 6:00 EST)
   3. #edtechchat (Mon. 8-9 EST)
   4. #digcit (2nd and 4th Wed. of the month—7-8 EST)
   5. #tlap (Mon. 9:00 EST)
   6. #nctechat (various dates—check the NCTE website for info)
   7. you may also look for other options and run them by me
4. You will also follow a variety of pre-service teachers, in-service teachers, educators and scholars, education professionals, etc. You should include them in your tweets and conversations. The goal here is to go beyond the constraints of the traditional classroom by inviting expert/mentor voices into our discussions. We will collaboratively compose a list.
5. Posting usernames: These will be posted to Canvas, so you can easily follow one another. We will discuss this.

Possible Professionals to Follow (non-comprehensive list of examples)

Dr. Cook (@mikepcook) NCTE (@ncte)

Dr. Sams (@brandonlsams) ILA (@ILAToday)

Auburn ELA (@AUEnglishEd) Teach Social Justice (@socialjusticeED)

Pernille Ripp (@pernilleripp) Nicole Sieben (@Teach4JusticeNS)

Teaching Tolerance (@Tolerance\_org) Tanehisi Coates (@tanehisicoates)

Greg Michie (@GregoryMichie) Summer Pennell (@summerpennell)

Christopher Emdin (@chrisemdin) Jennifer Gonzalez (@cultofpedagogy)

David E. Kirkland (@davidekirkland) Mariana SoutoManning (@soutomanning)

Sarah J. Donovan (@MrsSJDonovan) Ernest Morrell (@ernestmorrell)

**ePortfolio Artifacts N/A**

Although it is not required, you can begin creating your ePortfolio as we work through this class, but you are not required to do so until your next course. We will discuss the artifacts you will create in this class, as well as how they can be included in your ePortfolio. Additionally, I am happy to meet with you individually to discuss this and/or to provide ongoing feedback.

**For Students taking CTSE 7546**

Because this is an online/distance section, there are small differences to note. Overall, you will complete the same assignments and readings, following the same course calendar, as the on-campus section. Attendance and Participation, however, is slightly different. You and I will work together to determine how we will define Participation for your experience (e.g., virtually attending class meetings, video conferences with me; other electronic communications). Please note the description of Attendance and Participation above, as these are still vital to all 7546 students.

**Rubric and Grading Scale**

Attendance and Participation 10%

Assessment/Course Blog 20%

Critical Book Review and Book Talk 15%

Mini-Assignments 15%

Assessment Plan or Research Paper 20%

Letter to Students and Parents 15%

Twitter Professional Learning Network 5%

ePortfolio Artifacts N/A

**Grading Scale:**

89.5-100 = A

79.5-89.4 = B

69.5-79.4 = C

59.5-69.4 = D

000-59.4 = F

**Course Policy Statements:**

Attendance is expected of every student. If you must miss class, please note the following: if your absence is unexcused, you will not be permitted to make up any missed assignments and a grade of 0 will be assigned for that assignment; if your absence is excused, you need to contact the professors as soon as possible (preferably prior to class but no later than the day following your absence) in order to receive an alternate assignment for any work missed.

All written assignments must be submitted on time by due date on CANVAS, unless otherwise specified. Any assignments not submitted on time will receive a grade of 0. All reading assignments should be read by the beginning of class time on the date specified in the course schedule. Not completing the reading assignments will prevent you from being an informed participant of class discussions and in-class assignments. As future teachers, it is expected that you exhibit characteristics of professionalism, which include adhering to all deadlines/due dates for assignments and completing all readings as assigned.

Attendance: I expect students to attend all scheduled class meetings, arrive on time and not leave early, come prepared, and contribute by participating in discussions and activities. The university considers certain absences to be “excused,” and I abide by university guidelines. For what constitutes excused absences, see the latest edition of the Student Policy eHandbook; the URL is [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies).

You are allowed one unexcused absences during our course without penalty. More than one unexcused absence will result in a 3-point deduction (per additional absence) from your final course grade. If you must be absent, please contact or visit with me before your anticipated absence.

Tardies: Make every effort to be on time for class. Coming in late, not matter how quite you try to be, can create a disruption.

Make-Up Policy: If you are absent, you are still responsible for turning in work that is due and for finding out about material presented and assignments made. As per the Student eHandbook, you are the one responsible for initiating and turning in make-up work for an excused absence.

Note: Full credit will not be given for work missed due to an unexcused absence.

Late Work. I do not give full credit for work turned in late. The penalty is half a letter grade per day. Work is late if it is not ready at the start of class, or by the predetermined time, on the specified due date or if it is not sent electronically on the due date.

University Rules: I abide by all university rules, including those concerning academic honesty and harassment/discrimination (see below for additional details).

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).

Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials. Additionally, I will make every effort to send you an email message ahead of time.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These

professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality