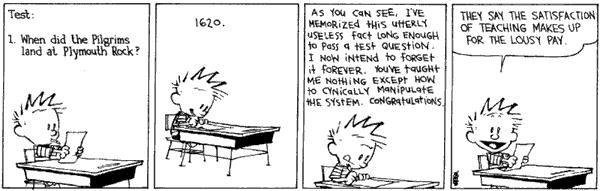
**Evaluation and Assessment in English Language Arts Education**

**Spring 2019**

**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:** 12:00-1:00 T/TH, 3:00-5:00 W, and by appointment (Phone and Skype meetings are also an option)

**Texts:**

Reeves, D. (2011). *Elements of grading: A guide to effective practice*. Bloomington, IN: Solution Tree Press. 9781935542124

Tovani, C. (2011). *So what do they really know? Assessment that informs teaching and learning*. Portland, ME: Stenhouse Publishers. 9781571107305

Wormeli, R. (2018). *Fair isn’t always equal: Assessment and grading in the differentiated classroom* (second edition). Portland, ME: Stenhouse Publishers. 9781625310170

**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:**

**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 (1/09)** | * Course/Class Introductions, * Review Syllabus, * Discuss Course Texts * Discuss Major Class Assignments * **Introduce Assessment/Course Vlog** |
| **Week Two (1/16)** | * Read *Fair Isn’t Always Equal*, Chapters 1-3 (pp. 3-32) |
| **Week Three (1/23)** | * Read *Fair Isn’t Always Equal*, Chapters 4-6 (pp. 35-78) * **Mini-Assignment 1** |
| **Week Four (1/30)** | * Read *Fair Isn’t Always Equal*, Chapters 7-8 (pp. 79-110) * **Practice Assessments** |
| **Week Five (2/06)** | * Read *Fair Isn’t Always Equal*, Chapters 9-10 (pp. 111-142) * **Item Analysis of Practice Assessments** |
| **Week Six (2/13)** | * Read *Fair Isn’t Always Equal*, Chapters 11-13 (pp. 145-184) |
| **Week Seven (2/20)** | * Read *Fair Isn’t Always Equal*, Chapters 14-16 (pp. 185-224) |
| **Week Eight (2/27)** | * Read *Fair Isn’t Always Equal*, Chapters 17-18 (pp. 225-250) * **Mini-Assignment 2** * **Introduce Independent Projects** |
| **Week Nine (3/06)** | * Read *Fair Isn’t Always Equal*, Chapters 19-20 (pp. 251-282) |
| **Week Ten (3/13)** | **Spring Break—No Class** |
| **Week Eleven (3/20)** | * Read *Elements of Grading*, Chapter Introduction and Chapter 1 (pp. 1-10, 11-30) * Read *So What Do They Really Know?*, Chapter 1 (pp. 1-16) * **Introduce Final Project** |
| **Week Twelve (3/27)** | * Read *Elements of Grading*, Chapters 2-3 (pp. 31-42, 43-54) * Read *So What Do They Really Know?*, Chapter 2 (pp. 17-34) |
| **Week Thirteen (4/03)** | * Online Class—Dr. Cook at National Field Experience Conference * Read *Elements of Grading*, Chapters 4-5 (pp. 55-62, 63-78) * Read *So What Do They Really Know?*, Chapters 3-4 (pp. 35-46, 47-72) |
| **Week Fourteen (4/10)** | * Read *Elements of Grading*, Chapters 6-7 (pp. 79-94, 95-102) * Read *So What Do They Really Know?*, Chapters 5-6 (pp. 73-104, 105-128) * **Mini-Assignment 3** |
| **Week Fifteen (4/17)** | * Read *Elements of Grading*, Chapter 8 and Conclusion (pp. 103-122, 123-124) * Read *So What Do They Really Know?*, Chapter 7 and Coda (pp. 129-150, 151-156) |
| **Week Sixteen (4/24)** | * **Independent Project Presentations** * **Letter to Students and Parents Due** |
| **Exam Week (4/-29-5/03 )** | * **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 and Projects**

**Attendance and Participation 20%**

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 and Twitter 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.

**Mini-Assignments (included in Attendance and Participation)**

* 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
* Develop, implement, and run item-analysis on multiple choice test

**Twitter Professional Learning Network (included in Attendance and Participation)**

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. 3: 7:00-8:00 pm
      2. Monday March 4: 7:00-8:00 pm
      3. Tuesday April 9: 7:00-8:00
      4. Alternate date (if needed)—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)

Rick Wormeli (@ RickWormeli) Cris Tovani (@ctovani)

Douglas Reeves (@DouglasReeves) Jennifer Gonzalez (@cultofpedagogy)

Teach Social Justice (@socialjusticeED) Nicole Sieben (@Teach4JusticeNS)

Christopher Emdin (@chrisemdin) David E. Kirkland (@davidekirkland)

Teaching Tolerance (@Tolerance\_org) Cornelius Minor (@MisterMinor)

**Assessment/Course Vlog 20%**

The purpose of the assessment/course vlog 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 share information and engage in dialogue with your colleagues (and with me). Your vlog 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.

Throughout this course, we will utilize Flipgrid as the (vlog) tool for our reflections and discussions. Rather than writing entries in a traditional reading journal or keeping an ongoing blog (Note: you are welcome, and even encouraged, to also do one—or both—of these), we will take advantage of the technology available to us and create an interactive, discussion outside of class. In your 2-minute video reflections, you will respond weekly to the text(s) we read and discuss, and to your own learning.

To access Flipgrid:

* Go to <https://flipgrid.com/ctse7540>
* Enter the password: AuburnELA (password is case sensitive)
* Select the Topic for that week
* Click on Tap to Record (it will walk you through the steps below)
  + You will be required to Authenticate using a Google or Microsoft email address. If you already have a gmail address, great—use it. If you do not, please set one up for the purposes of this assignment.
* Record your video
* Add a thumbnail image (i.e., Snap a Selfie)
* Enter your info (name and email) and Submit

\*You may also download the Flipgrid app for Apple or Android devices. If you use the app, it will:

* Ask you for the Grid Code: ctse7540
* Then ask you for the password: AuburnELA

Note: Each post should be meaningful to you. It should be clear that you have thought carefully about the reading, material, and/or resource you discuss, as well as the implication(s) for classroom assessment and learning, the 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 oral annotations 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 named previously.

Basically, I am asking you to turn a critical eye to your reading and to your own reaction. These will be due each Monday night by 11:59 pm. You should respond to your peers’ posts by the start of class each Wednesday. For those who prefer specific prompts, I will post one for each week. Feel free to respond to it or to make use of the space to reflect in your own way(s).

**Collaboratively Designed Performance Assessment 20%**

For this project, you will work together in groups of 2-3 to collaborate and craft a literacy assessment. The goal here is to recognize the benefits of collaborating with colleagues in instructional/assessment design. Your assessment should:

* Be performance based—that is, students should “do” the discipline
* Be an authentic, real-world task
* Be engaging and relevant
* Recognize the roles of failure, reflection, critical thinking, problem solving, etc. in learning
* Be aligned with standards and research-based practices
* Include a detailed discussion of (and rationale for) how you will evaluate students

**Assessment Plan and Research Paper 20%**

All students (both Masters and Doctoral) 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 will complete the Assessment Plan AND 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 Stance On and Use of Classroom Assessment 20%**

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.

**ePortfolio Artifacts (not graded but part of the program)**

For those of you creating ePortfolios, you can begin creating your ePortfolio (and specifically assessment-related artifacts) as we work through this class. 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 20%

Assessment/Course Vlog 20%

Collaboratively Designed Performance Assessment 20%

Assessment Plan and Research Paper 20%

Letter to Students and Parents 20%

**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