



Graduate Course Syllabus

EDU 550: Educational Assessment

Center: Online

Course Prerequisites

None

Course Description

This course builds assessment competency by analyzing recent trends in assessment for evaluating and documenting student performance and progress toward desired outcomes. Students examine the uses of assessment at the individual, class, and school levels, including New England Common Assessment data. Students will select and design assessments suitable for instructional decisions that support planning developing curriculum and making recommendations for instructional improvement. Students will interpret and communicate the results of both externally produced and teacher-produced assessment for a variety of audiences. Students will describe valid grading procedures and discuss ethical issues linked to assessment methods and uses of assessment information.

Course Outcomes

- Describe the goals, benefits, and uses of formal and informal assessment measures in educational decision-making
- Identify student learning goal and write a plan to improve learning in the selected area
- Analyze criterion-referenced test (CRT) data at various levels to identify a student learning problem
- Analyze demographic data, indirect measures and direct measures of student learning to better explain a student learning problem identified by CRT data
- Ask questions of data collected and determine what other data is needed to tell a more complete picture of the student learning problem
- Write a detailed plan of action to improve student learning based on evidence gathered through the inquiry process of assessment

Required Materials

Using your learning resources is critical to your success in this course. Please purchase directly through SNHU's online bookstore, [MBS Direct](#), rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the Help Desk, your advisor, and the instructor can provide you with support if you have problems.

Data Analysis for Continuous School Improvement

Victoria L. Bernhardt

Eye on Education
Fourth Edition
2018
ISBN: 978-1-138-29462-2

The Data Coach's Guide to Improving Learning for All Students: Unleashing the Power of Collaborative Inquiry

Nancy Love, Katherine E. Stiles, Susan E. Mundry, and Kathryn DiRanna

Corwin

2008

ISBN: 978-1-4129-5001-5

Instructor Availability and Response Time

Your class interaction with the instructor and your classmates will take place on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions discussion topic so that your questions and the instructor's answers benefit the entire class. You should feel free, however, to communicate with your instructor via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 hours.

Grade Distribution

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Discussions	7	25	175
Group Discussion	1	30	30
Journals	2	40	80
Short Papers	4	45	180
Critical Task			
Milestone One	1	75	75
Milestone Two	1	75	75
Milestone Three	1	85	85
School Improvement Plan	1	300	300
			Total Course Points: 1,000

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

University Grading System: Graduate

Grade	Numerical Equivalent	Points
A	93–100	4.00
A-	90–92	3.67
B+	87–89	3.33

Grade	Numerical Equivalent	Points
B	83–86	3.00
B-	80–82	2.67
C+	77–79	2.33
C	73–76	2.00
F	0–72	0.00
I	Incomplete	
IF	Incomplete/Failure *	
W	Withdrawn	

* Please refer to the [policy page](#) for information on the incomplete grade process.

Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Assignment Guidelines and Rubrics section of the course.

Chalk & Wire

Specific assignments in this course will be submitted to Chalk & Wire, the ePortfolio system for this program. These items will be used as artifacts for the professional ePortfolio when completing the degree program. For additional information and instructions for accessing a portfolio, starting a portfolio, and submitting an assignment to Chalk & Wire, please visit the Chalk & Wire module in the course Table of Contents menu. For questions regarding Chalk & Wire, please contact the SNHU Technology Help Desk, available on mySNHU. Your advisor can also provide additional assistance if needed.

Note: All final projects must be submitted to the Chalk & Wire system. Students who do not submit their final project to Chalk & Wire will receive a grade of 0.

Weekly Assignment Schedule

All reading and assignment information can be found within each module of the course. Assignments and discussion posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and discussion posts for the remainder of the term are due by 11:59 p.m. of the student's local time zone.

In addition to the textbook readings that are listed, there may be additional required resources within each module.

Module	Topics and Assignments
1	<p>Starting With Data</p> <p><i>Data Analysis for Continuous School Improvement</i>, Chapter 1</p> <p><i>The Data Coach's Guide to Improving Learning for All</i>, Chapter 1</p> <p>1-1 Discussion: Data Benefits in the Classroom</p> <p>1-2 Module One Journal Critical Task Workspace: Critical Task Review</p> <p>1-3 Module One Short Paper: Data Analysis</p>

Module	Topics and Assignments
2	Analyzing the Data <i>Data Analysis for Continuous School Improvement</i> , Chapter 2 <i>The Data Coach's Guide to Improving Learning for All Students</i> , pages 73–77 and 108–111 2-1 Discussion: How to Analyze Data 2-2 Critical Task Milestone One: Data Analysis
3	Monitoring Success Based on Data <i>Data Analysis for Continuous School Improvement</i> , Chapter 5 <i>The Data Coach's Guide to Improving Learning for All Students</i> , pages 127–138 and 299–304 3-1 Discussion: Smarter Balanced Assessment 3-2 Module Three Journal Critical Task Workspace: Determining Critical Needs 3-3 Module Three Short Paper: Create a Monitoring Plan
4	School Processes and Collaboration <i>Data Analysis for Continuous School Improvement</i> , Chapter 6 4-1 Small Group Discussion: School Processes Under the Microscope 4-2 Module Four Short Paper: Faculty Collaboration
5	Data Drill Down <i>Data Analysis for Continuous School Improvement</i> , Chapter 11 <i>The Data Coach's Guide to Improving Learning for All Students</i> , pages 177–212 5-1 Discussion: Drilling Down Data 5-2 Critical Task Milestone Two: Developing an Improvement Plan
6	Using Multiple Measures <i>Data Analysis for Continuous School Improvement</i> , Appendix F <i>The Data Coach's Guide to Improving Learning for All Students</i> , pages 214–223 6-1 Discussion: Developing a Unit Plan Part I 6-2 Module Six Short Paper: Developing a Unit Plan Part II
7	Using Data to Drive Instruction <i>Data Analysis for Continuous School Improvement</i> , Chapter 13 <i>The Data Coach's Guide to Improving Learning for All Students</i> , pages 326–332 7-1 Critical Task Milestone Three: Unit Plan
8	Communicating the Results <i>Data Analysis for Continuous School Improvement</i> , Appendix G (pp. 332–340) 8-1 Discussion: Improving the Communication of Assessment Data 8-2 Critical Task: Reminder
9	Reducing the Gaps <i>Data Analysis for Continuous School Improvement</i> , pages 330–333 9-1 Critical Task: School Improvement Plan
10	Heading Into the Classroom 10-1 Discussion: Future Interviews

Critical Task: School Improvement Plan

The critical task for this course is the creation of a school improvement plan. The final product represents an authentic demonstration of competency because you will be selecting and designing assessments suitable for

instructional decisions that support planning and developing curriculum and making recommendations for instructional improvement. You will then interpret and communicate the results of both externally produced and teacher-produced assessment for a variety of audiences.

Attendance Policy

Online students are required to submit a graded assignment/discussion during the first week of class. If a student does not submit a posting to the graded assignment/discussion during the first week of class, the student is automatically withdrawn from the course for non-participation. Review the [full attendance policy](#).

Late Assignments Policy

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor feedback on assignments. Students are expected to submit their assignments on or before the due date. Review the [full late assignment policy](#).

SNHU Student Handbook

Review the [student handbook](#).

ADA/504 Compliance Statement

In accordance with Section 504 of the Rehabilitation Act of 1973, Title III of the Americans with Disabilities Act (ADA) of 1990, and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008, Southern New Hampshire University does not discriminate on the basis of disability, including intellectual disability, in admission, treatment, or access to its programs or activities, nor does it discriminate in employment in its programs or activities.

The university prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities. A disability is a condition or impairment that impacts a “major life activity” or “major bodily function.”

- **Major life activities** include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.
- **Major bodily functions** include, but are not limited to, functions of the immune system, normal cell growth, and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Disabilities include physical, medical (including pregnancy), mental health, and learning needs.

At the beginning of each term, or as soon as you become aware of a disability or accessibility concern, we encourage you to contact the Online Accessibility Center (OAC) to discuss accommodations for which you may be qualified. Reasonable accommodations are established through an interactive process between the student and the OAC.

Note that accommodations are not retroactive and that disability accommodations are not provided until acceptable documentation of a disability and its impact is received and an accommodation letter has been processed. If you are unsure whether your condition qualifies as a disability or accessibility concern, please contact the OAC for determination.

Contact Information:

Online Accessibility Center

Phone: 866-305-9430

Email: oad@snhu.edu

For questions concerning support services, documentation guidelines, or general disability issues, please visit the [Online Accessibility Center](#) website.

If you feel you have been denied appropriate disability-related accommodations, including appropriate auxiliary aids and services, you may file a grievance as described in the ADA/504 Grievance Policy found on the [Disability and Accessibility Services](#) website.

Academic Honesty Policy

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the [full academic honesty policy](#).

Copyright Policy

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the [full copyright policy](#).

SNHU Withdrawal Policy

Review the [full withdrawal policy](#).

Southern New Hampshire University Policies

More information about SNHU policies can be found on the [policy page](#).

Student Work Samples

For the purpose of continuous improvement of our educational training, Southern New Hampshire University may, on occasion, utilize anonymous student work samples for internal professional development and staff training. If you would like to withdraw permission for use of your work, please complete the [Student Work Sample Survey](#).