



Graduate Course Syllabus

EDU 552: Assessment for and of Learning

Center: Online

Course Prerequisites

None

Course Description

This course is an introduction to assessment for teaching and learning content in grades K-12. Topics include the types, benefits, and uses of formal and informal assessment. Ethical issues of assessment and grading will be discussed. Students will create assessments aligned with standards-based content.

Course Outcomes

- Describe the purpose of diagnostic, formative, and summative measures to assess student learning
- Design various informal assessments, which require students to perform at a variety of cognitive levels
- Identify and describe a wide variety of formal and informal assessment techniques, including observation, performance tasks, tests/quizzes, projects, performance tasks, and portfolios
- Demonstrate the capacity to use and employ a wide variety of assessment techniques, including observation, performance tasks, tests/quizzes, projects, performance tasks, and portfolios
- Explain ethical practices and biases in assessment work
- Identify learning gaps between students' actual performance and a correct and complete understanding of identified outcomes
- Make decisions about instructional next steps for an individual student based on evidence

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.

Assessment Is Essential

Susan Green and Robert Johnson

McGraw-Hill

2010

1st Edition

ISBN: 978-0-07-337872-5

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	11	10	110
Workshops	5	40	200
Critical Task I			
Milestone One	1	145	145
Milestone Two	1	145	145
Final Submission	1	200	200
Critical Task II	1	200	200
		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
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	Assessment in the Classroom <i>Assessment Is Essential</i> , Chapter 1 (pp. 3–31) and Chapter 3 (pp. 67–92) 1-1 Discussion: Ethical Issues 1-2 Purposes of Assessment Table (Non-graded) 1-3 Review Syllabus and Critical Tasks (Non-graded)
2	Sound Design and Mental Models <i>Assessment Is Essential</i> , Chapter 6 (pp. 153–183) <i>Making Sense of Student Work: A Protocol for Teacher Collaboration</i> , Mental Models, Session A (pp. 1–16) 2-1 Discussion: Sound Assessments 2-2 Workshop One: Mental Models 2-3 Review New Hampshire Teacher Candidate Assessment of Performance (Non-graded)
3	Learning Goals/Targets and Learning Gaps <i>Assessment Is Essential</i> , Chapter 2 (pp. 33–62) <i>Making Sense of Student Work: A Protocol for Teacher Collaboration</i> , Learning Gaps, Session B (pp. 17–34) 3-1 Discussion: Learning Goals 3-2 Workshop Two: Learning Gaps

4	Formative Assessment and Ongoing Assessment <i>Assessment Is Essential</i> , Chapter 4 (pp. 95–118) and Chapter 5 (pp. 121–151) 4-1 Discussion: Formative Assessment in Action 4-2 Critical Task I: Milestone One Submission
5	Teacher-Made Assessments: Selected Response and Next-Step Strategies <i>Assessment Is Essential</i> , Chapter 7 (pp. 185–222) <i>Making Sense of Student Work: A Protocol for Teacher Collaboration</i> , Next Steps, Session C (pp. 35–53) 5-1 Discussion: Pros and Cons of Selected-Response Assessments 5-2 Workshop Three: Next Steps
6	Teacher-Made Assessments: Short Answer/Essay and Analyzing Tasks <i>Assessment Is Essential</i> , Chapter 8 (pp. 225–259) <i>Making Sense of Student Work: A Protocol for Teacher Collaboration</i> , Analyzing Tasks, Session D (pp. 55–72) 6-1 Discussion: Demonstrating Achievement Through Writing 6-2 Workshop Four: Analyzing Tasks
7	Teacher-Made Assessments: Performance Assessments <i>Assessment Is Essential</i> , Chapter 9 (pp. 263–288) 7-1 Discussion: Performance Assessment Rubrics 7-2 Critical Task I: Milestone Two Submission
8	Large-Scale Standardized Assessments and Modifying Tasks <i>Assessment Is Essential</i> , Chapter 11 (pp. 323–356) <i>Making Sense of Student Work: A Protocol for Teacher Collaboration</i> , Modifying Tasks, Session E (pp. 73–89) 8-1 Discussion: Standardized State Testing 8-2 Workshop Five: Modifying Tasks
9	Analyzing, Planning, Record Keeping, and Communicating Results <i>Assessment Is Essential</i> , Chapter 10 (pp. 291–319) 9-1 Discussion: Effectiveness of Grading Practices 9-2 Critical Task I: Analyzing Student Work (Chalk & Wire Submission) 9-2 Critical Task I: Analyzing Student Work (Brightspace Submission) 9-3 Critical Task II: Philosophy of Grading and Assessment (Chalk & Wire Submission) 9-3 Critical Task II: Philosophy of Grading and Assessment (Brightspace Submission)
10	Reflections <i>Assessment Is Essential</i> , Chapter 12 (pp. 359–386) 10-1 Discussion: Six Essential Guidelines 10-2 Discussion: New Learning About Assessments and Assessment Philosophy

Critical Task

This course is an introduction to assessment for teaching and learning content in grades K–12. An essential part of this class is analyzing a set of [student work samples](#). In five separate workshops throughout the course, you will identify the learning outcomes, misconceptions, and learning gaps in student work samples from formative assessments. You will also analyze learning tasks and rewrite them to better align with the course outcomes. You will use the information from the workshops to complete Critical Task I. Working through these workshops and reading the assigned chapters in *Assessment Is Essential* will also help you prepare for the assessment portion of

the New Hampshire Teacher Candidate Assessment of Performance (NH TCAP).

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 College of Online and Continuing Education Student Handbook

Review the [student handbook](#).

ADA/504 Compliance Statement

Southern New Hampshire University is dedicated to providing equal access to individuals with disabilities, including intellectual disabilities, in accordance with Section 504 of the Rehabilitation Act of 1973, Title III of the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008. 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.

As soon as you become aware of a disability, 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 an accommodation letter has been processed.

Contact Information:

Online Accessibility Center

Phone: 866-305-9430

Email: oad@snhu.edu

For questions concerning support services, documentation guidelines, or general disability issues, 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 Services](#) webpage.

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 College of Online and Continuing Education 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](#).