CityUniversity
of Seattle

Syllabus

SCHOOL OF EDUCATION AND LEADERSHIP
ETC 515: Assessment and Feedback

3 Credits
Effective: Summer 2019/2020

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

This course introduces assessment methods (formative, summative, student voice, self-monitoring, questioning strategies, etc.). Emphasis is placed on the skills necessary to align assessments with common core standards and learning targets, to inform future instructional decisions, and how to provide effective feedback to students. Candidates will use self-reflection to analyze and inform their own assessment practices. This course includes components of state requirements for certification (edTPA, TPEP, etc.).

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are found on the course Reading List. The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged "Purchase from the Canadian Bookstore." Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

CITYU LEARNING GOALS

This course supports the following City University learning goals:

- Critical thinking and information literacy

COURSE OUTCOMES

In this course, learners:
- Align assessment strategies with learning targets
- Design and use a variety of formative and summative assessments that measure student performance relative to learning targets
- Analyze ongoing assessment results to make informed decisions for classroom instruction.
- Build student capacity to use assessment to evaluate progress toward learning targets, reflect on learning, and make appropriate learning decisions

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Analysis
- Assessment
- Feedback

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

Overview of Required Assignments	% of Final Grade
Effective Questioning Action Plan	25%
Assessment Matrix and Paper	25%
Student Work Analysis and Feedback	30%
Participation, Engagement, and Essential Dispositions	20%
TOTAL	**100%**

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Effective Questioning Action Plan

Candidates will generate a list of at least ten questions aligned to state-adopted standard(s) or related learning targets. Questions should reflect a broad range of cognitive levels and types (e.g., pre-assessment, divergent, open-ended, etc.). Candidates analyze question structure and develop an action plan to address how to: 1) implement questions equitably, 2) engage many students in responding, 3) elicit and build on student responses, and 4) encourage student to student talk. In this analysis and action plan, candidates should explore a hypothetical or actual discourse with students in response to 1-2 questions. The action plan should take into account candidate's existing strengths and growth areas. Candidates and/or the instructor may opt to complete this assignment as a paper, transcript with analysis, video with analysis, oral presentation, or PowerPoint with associated diagrams, tools, scaffolds, or supports.

Components	% of Grade
Questions	20%
Hypothetical or Actual Discourse	20%
Analysis of Question	30%
Action Plan	30%
TOTAL	**100%**

Assessment Matrix and Paper

Candidates generate a variety of assessments aligned to a state-adopted standard, and reflect on challenges and benefits to implementing those assessments. Candidates unpack a standard into four learning targets at a variety of cognitive levels. For each target, candidates create pre-, formative, and student voice assessments of an appropriate rigor. Candidates create a summative performance assessment with associated rubric that addresses the overall standard. The final product will be a matrix with the assessments, and a 1-2 page paper reflecting on benefits and challenges of implementing such assessments in classroom settings.

Components	% of Grade
Matrix: Targets and Aligned Assessments	30%
Matrix: Performance/Summative Assesment	10%
Matrix: Rubric	30%
Paper: Reflection	30%
TOTAL	**100%**

Student Work Analysis and Feedback

Candidates will analyze a data set and associated student work sample in a 5-page paper. Candidate will describe trends in strengths and needs for the larger group of students and the individual student represented by the work sample. Candidates will either evaluate the feedback on the student work sample, or provide appropriate and relevant feedback. Lastly, candidates will describe a plan for how they will help the group and the individual student to understand and use the feedback provided, as well as next steps in instruction (or changes to the assessment) that are informed by the analysis. This assignment reflects many requirements from Task 3 of the edTPA performance assessment for teachers. The instructor will provide a variety of data and work samples, or the candidate may use data and work samples from field experience.

Components	% of Grade
Analysis of Data Set and Student Work	25%
Feedback	25%
Plan to Help Students Understand and Use Feedback	25%
Proposed Assessment Changes and Next Steps	25%
TOTAL	**100%**

Participation, Engagement, and Essential Dispositions

Candidates should participate and engage in all classwork, including required assignments, class discussions, activities, and instructor-determined assignments. Candidates should work to meet essential dispositions criteria not only in the field, but also in their coursework, whether online or in person.

Components	% of Grade
Engagement	50%
Essential Dispositions	50%
TOTAL	**100%**

COURSE POLICIES

Late Assignments

LATE ASSIGNMENT

Participation

PARTICIPATION

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the University Catalog that is linked from the CityU Web site.

Antidiscrimination
City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to Dr. Scott Carnz, Provost or to the Vice President of Student Affairs, Melissa Mecham.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit https://my.cityu.edu/titleix or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that

its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at https://www.cityu.edu/discover-cityu/about-cityu/ under the Policies section or at https://www.cityuniversity.ca/about/.

Religious Accommodations
City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity
Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled Academic Integrity Policy under Student Rights & Responsibilities.

Attendance
Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the University Catalog in the section titled Attendance under Student Rights & Responsibilities.

Final Assignments Due Date
Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

SUPPORT SERVICES

Disability Services Accommodations Statement
Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.2369.4752 or visit the Disability Support Services page in the my.cityu.edu portal. Confidentiality will be observed in all

inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the Ask a Librarian service, or access library resources and services online, 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.