

University of Texas at El Paso, Educational Psychology and Special Services
Spring 2015 EDPC 5334, Responsive Classroom Assessment
Meeting Time: Online via Blackboard Collaborate on the following Tuesdays at 5:00^{pm}:
January 27th, February 10th, February 24th, March 17th, March 31st, April 14th

Instructor: Dr. Gita Upreti

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Office Hours: by appointment (email to set up appointment with at least 48 hours advance notice).

UTEP Office Address: Room 706, Education Building, 500 W. University Ave, El Paso, TX 79968

Contact Protocol: Email preferred (use email addresses above). *Please avoid emailing me through Blackboard!* **I will respond within 24 hours to all contact requests.**

Course Description: Theories and uses of norm and criterion referenced instruments in the classroom, including curriculum based, performance, portfolio, and informal assessments.

Required Texts:

Brookhart, S. M., & Nitko, A. J. (2008). **Assessment and Grading in Classrooms**. Upper Saddle River, NJ: Pearson.

And

Weishaar, P. M., & Weishaar, M. K. (2012). **Implementing Response to Intervention in Reading within the Elementary Classroom**. Upper Saddle River, NJ: Pearson.

Course Objectives:

1. Students will assess an individual student's needs using criterion referenced instruments
2. Students will learn to define and use authentic, alternative, and performance based assessment techniques.
3. Students will learn to align an individualized education program based on assessed needs (translate sound assessment and instructional theory into effective classroom practices) and how to link evaluation to placement and intervention decisions within a RTI framework.

To accomplish these objectives successfully students will read textbook chapters and supplemental readings, complete activities based on these readings, participate in class discussions and activities online and in person, respond both orally and in written form to specified assignments, analyze case studies of classroom situations, and complete other course requirements as identified by the instructor. Students will also need access to computers (laptops if possible) and may need to find K-12 students with whom to practice assessment procedures.

This syllabus lists the course requirements for the class and is subject to change at the discretion of the instructor. Changes will be announced in class and posted on Blackboard - it is the student's responsibility to keep track of any changes.

IMPORTANT POLICIES AND PROCEDURES RELATED TO CONDUCT, ACADEMIC HONESTY, AND REASONABLE ACCOMMODATIONS

Professional Conduct and Behavior: Standards for online behavioral expectations in this class will be reviewed during Module A, but it is expected that students will follow practices to maintain a respectful and tolerant online community. **Please observe commonly-established standards of “netiquette” – web-based etiquette. Our course uses guidelines excerpted from http://www.cgspitt.org/medialibrary/File/Tips_For_Success/TipsforSuccess_Netiquette.pdf**

Additionally, this class may involve heated discussions about assessment and evaluation in teaching which may challenge some existing belief systems. To encourage open discussion, an atmosphere of tolerance and compassion must be maintained in the classroom. To that end, if you disagree with a viewpoint expressed by another class member, you are asked to find a way to express your disagreement with civility and kindness. Similarly, if you have feedback for the instructor on your experience in the class, please let her know or make an appointment to discuss your concerns.

Academic Honesty: All work submitted should represent your original words or ideas. If any words or ideas are used that are not your own, **proper citations** should be used to indicate other sources you have consulted. Academic dishonesty may include, but is not limited to, cheating, plagiarism, submission of work created in whole or in part by another person without proper citations, failure to complete work as a group member without advising the instructor of this failure, and taking an examination or writing a paper for another person. Cases of suspected academic dishonesty will be referred to the appropriate administrative authority. Proven violations may result in sanctions ranging from a failing grade on the assignment in question, failure of the course, to suspension or dismissal from school. Please consult the Handbook of Operating Procedures available through the Office of the Dean of Students for further information.

Students with Disabilities: If you have, or believe you may have, a disability, you may wish to self-identify to this instructor. For academic or other accommodations to be put in place, you must have your disability documented through the UTEP Center for Accommodations and Special Services (CASS) located in the Student Union, and online at <http://sa.utep.edu/cass/>. Students with disabilities who need modifications for this course must notify the instructor by 1/31/2015.

Important things to know – There are quite a few firm requirements for this course. I’ll provide a list of them below and go over them in detail in Module A, so make sure to review each item:

ONLINE LEARNING

We use an intense amount of online course content to achieve all the learning objectives in the course. This course is self-paced in that you can go as quickly as you need to in order to finish all the content, but it is also deadline-based in that **you’ll need to finish each module by the deadlines specified to get full credit** (see “Late Assignments” below). **Dates are posted in the Course Calendar and on Blackboard.**

REQUIREMENTS

All requirements for the course will be covered in detail in Module A.

- Purchasing both textbooks is required.
- A reliable internet connection is required (daily access to the internet is required).
- Access to a computer with an internet browser which can effectively run Blackboard (Mac, iPad, and iPhone users: iOS isn't always compatible – make sure to check your browser first!) is required.
- Familiarity with Blackboard Collaborate is required
- Use of Microsoft Word is required.
- A Skype user ID and free Skype account is required.
- Timely submission of assignments is required.
- Attendance of ALL Blackboard Collaborate class sessions is required.

Course Components

Attendance and Participation: Because this class is primarily held online, it's easy to forget it's actually happening. However, all students are expected to be prepared and to be active participants for each module, and **ALL Blackboard Collaborate sessions require your attendance. If you miss a single class session, you will be dropped from the class.** Additionally, online "attendance," in the form of reading all the module content and completing module activities on time (or earlier, if you like) is mandatory. I measure this by looking at your user data online and by noting the time in which assignments are submitted. **Hidden bonus!** *Students who submit all assignments and complete all quizzes on time will have the option, at the end of the semester, to raise their two lowest assignment OR quiz scores to two perfect scores.*

MODULES

There are 10 content learning modules (Modules 1-10) and 2 supplemental modules (Modules A and 11), for a total of 12 modules. Each module contains a lesson which corresponds to a textbook reading and several learning tasks as well as an end-of-chapter quiz. Each module opens and closes on a specific date and time, and all activities and assignments must be turned in by that date and time to be considered "on time." **Remember:** *Students who submit all assignments and complete all quizzes on time will have the option, at the end of the semester, to raise their two lowest assignment OR quiz scores to two perfect scores.*

Each content module includes the following:

Open and Close Dates: Modules "open" at 12:00^{am} (midnight) and "close" at 11:59^{pm} on the date specified, but I typically work during normal business hours, so expect a response from me during the day even if you posted at night. To be considered "on time," you must submit all module assignments by the close of the module.

Quizzes: Online Quizzes: Ten chapter quizzes will be given in each of the content modules (Modules 1-10) this semester. One extra-credit quiz will be given in Module A. Quizzes can only be made up at the end of the semester and must be made up in paper-and-pencil format – once a module closes, you will not be able to take the quiz online. Quizzes are timed (you will have 15 minutes to complete each quiz) and can be taken twice. **(10 x 10 points each, 100 points)**

Activities and/or Graded Assignments: Each module includes specific activities designed to help you integrate your content knowledge and interact with your fellow students. Guidelines for each of these are found in Blackboard in the corresponding subfolders.

Due dates for ALL Activities are in the Course Calendar and on Blackboard.

Graded Assignments and Quizzes:

Each module contains assignments and quizzes which have a certain point value. Descriptions of assignments are below and will be reviewed in Module A and prior to each assignment. There are a total of 400 points which are earned through online quizzes and assignments, which include:

10 Online Quizzes: (10 points each, 100 points; see section above for description).

Those with perfect attendance can choose to raise their two lowest scores to perfect scores.

Student-Administered and Student-Developed Assessments (25 points each, 100 points total):

Throughout the semester, we will have a total of four 25-point items which will be graded. Students will administer two published assessments and also develop two assessments throughout the semester. Scoring rubrics for these assignments will be placed on Blackboard prior to the due dates.

You will submit these online as PDFs in Blackboard.

Literacy Assessments (100 points): To give students experience with administering and making decisions based on literacy assessments, students will complete at least four (4) assessments with a K-6 student of their choosing. Assessments can be in Spanish, or in both English and Spanish. Students will use the Dynamic Indicators of Basic Literacy Skills (DIBELS) or the Indicadores Dinámicos del Éxito en la Lectura (IDEL) to assess benchmark levels of literacy and monitor progress. **You will submit this online as a PDF in Blackboard.**

Take-Home Final Exam (100 points): An end-of term exam and summative evaluation of student learning will be posted on Blackboard at the end of the semester. The exam will include various assessment tasks and analyses based on actual case studies. **You will submit this online as a PDF in Blackboard and may work in groups to complete the exam.**

GRADING POLICIES:

Grading Scale: We will cover grading scales and grading policies in detail in Module A.

Grades are assigned based on the number of points earned toward the total possible points in the class, which is **400 points**. The grading scale is as follows:

To get an A, you need to get 90-100% of all total points (360-400 points)

To get a B, you need to get 80-89% of all total points (320-359 points)

To get a C, you need to get 70-79% of all total points (280-319 points)

To get a D, you need to get 60-69% of all total points (240-279 points)

If you get 59% (239 points) or fewer of all total points, you will get an F in the class.

Re-submissions: Written work can be re-submitted within 48 hours after it is returned, as long as the student earned a grade of C or lower on their written work.

Late Work: Late work can be submitted but will incur a 20% penalty reduction in points and will not be eligible for re-submission. You may also fall behind in modules so even if you have to submit an assignment late, keep up with your work in each module and **plan carefully**. Quizzes cannot be submitted after the module close date

but can be made up at the end of the course, but can only be taken once (no re-takes on late quizzes) so if you MUST be late, **try to complete the quiz online in time** and turn in any **assignment** late.

EDPC 5334 Point Breakdown

Points from. . .	Number of opportunities/assignments	Points per. . .	Total
Weekly Quizzes	10	10	100
Administered Assessments	4	25	100
Literacy Assessments	1	100	100
Take-Home Final Exam	1	100	100
Grand Total Possible Points for Course			400