# UNDERGRADUATE CURRICULUM COMMITTEE (UCC)PROPOSAL FORMhttp://www.ric.edu/webcommunications/images/SealWithText_Small_Black.png

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| A.1. [Course or program](#30j0zll) | **New course: SED 202: Introduction to Assessment** |  |
| A.2. [Proposal type](#tyjcwt) | **Course: creation****: (for FSEHD Secondary Education Program)** |
| A.3. [Originator](#1t3h5sf) | **Janet Johnson** | [Home department](#4d34og8) **Educational Studies** |
| A.4. [Context and Rationale](#2s8eyo1)  | This is the second course in the pedagogical sequence of the secondary education program and introduces candidates to the purposes and practicalities of assessing student learning. This two-credit/seven-week course builds on the two-credit/seven-week course on pedagogy (SED 201) immediately prior. These two courses will be replacing SED 406 (3 credits), and serve as the introduction to core principles of teaching. While planning and assessment are intimately related, we separated them at this stage of the curriculum because: a) assessment is a weakness of our candidates, so we wanted a dedicated course for it; and b) some of our faculty has more expertise in planning, and others in assessment, so we wanted it to be possible for different faculty to teach these courses. This course introduces candidates to key components of assessment: how, when, where, and why to assess student learning within their disciplines, in addition to understanding and critically analyzing data from standardized assessments. Determining what students are learning--and not learning--informs teaching. Instructors of all levels, in all situations, informally and formally evaluate how and what students are learning. This course seeks to operationalize the creation and evaluation of assessment instruments in relation to their pedagogical goals. Candidates will have opportunities to read, interpret and evaluate existing assessments in their discipline at the middle school and high school level; and develop culturally responsive formative and summative assessments, including writing prompts, quizzes, tests, and rubrics. In addition to classroom assessments, candidates will be introduced to the policies, histories, and interests that frame ideologies behind big data and local data and how those data are read and disseminated to the public. Candidates will learn how to read and critically analyze large scale data assessment results from the RICAS (RI’s mandated standardized tests) and other assessments via InfoWorks.  In learning about how qualitative and quantitative data provide different information and raise different questions, candidates will understand the complexity and nuances of assessment. This includes practical implications that inform teaching and political implications that frame students, teachers, schools and districts in particular ways. |
| A.5. [Student impact](#17dp8vu) | Students in the secondary education programs take this course as part of the methods sequence which is part of the overall redesign.  |
| A.6. [Impact on other programs](#23ckvvd)  | This course will be required of all students in the secondary education programs including English, Math, Science(s), Social Studies, History , World Languages.  |
| A.7. [Resource impact](#ihv636) | [*Faculty PT & FT*](#32hioqz):  | **FSEHD faculty will teach this course.** |
| [*Library*:](#1hmsyys) | **None** |
| [*Technology*](#41mghml) | **None** |
| [*Facilities*](#2grqrue): | **None** |
| A.8. [Semester effective](#lnxbz9) | **Fall 2019** |  |  |

B. [NEW OR REVISED COURSES](#vx1227)

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|  | New |
| B.1. [Course prefix and number](#35nkun2)  | **SED 202** |
| B.3. [Course title](#1ksv4uv)  | **Introduction to Assessment** |
| B.4. [Course description](#44sinio)  | Teacher candidates are introduced to the purposes, processes and procedures of assessment. |
| B.5. [Prerequisite(s)](#2jxsxqh) | **FNED 246; concurrent with SED 201 or by permission of department chair** |
| B.6. [Offered](#1v1yuxt) | **Fall | Spring | Summer |**In summer, SED 201 and SED 202 will run concurrently during Summer Session I.  |
| B.7. [Contact hours](#z337ya)  | **2** |
| B.8. [Credit hours](#3j2qqm3) | **2** |
| B.10. [Grading system](#4f1mdlm)  | **Letter grade |**  |
| B.11. [Instructional methods](#4i7ojhp) | **| Lecture | Small group | Individual |**  |
| B.12.[Categories](#2xcytpi) | **Required for major/minor Required for Certification** |
| B.13. Is this an Honors course? | **NO** |
| B.14. [General Education](#1ci93xb)N.B. Connections must include at least 50% Standard Classroom instruction. | **NO**  |
| B.15. [How will student performance be evaluated?](#3whwml4) | **Attendance | Class participation | Exams | Presentations | Papers |** **Class Work | Quizzes | Projects |**  |

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| B.18**.** [**Course learning outcomes**](#qsh70q)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#3as4poj)**, if relevant** | [**How will each outcome be measured**](#1pxezwc)**?** |
| * Understand large scale assessment data and the ideologies in their implementation and usage; including critiques of standardized testing data.
 | FSEHD 1, 2, 4RIPTS 9 | * Review and discussion of existing data sets from RICAS (required standardized tests for RI students) and/or other testing data
* Active class engagement: discussions, weekly blogs or journal posts
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| * Recognize the key differences and policy implications behind who, how, what, and why is being measured by quantitative and qualitative data.
 | FSEHD 2, 4RIPTS 1, 9 | * Active class engagement: discussions, weekly blogs or journal posts
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| * Recognize and explain the differences among formative and summative assessments.
 | FSEHD 1, 2, 4RIPTS 9 | * Active class engagement: discussions, weekly blogs or journal posts
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| * Analyze candidate and teacher assessments, including the RI-CEE\*, TCWS, and RI teacher evaluation plans.
 | FSEHD 1RIPTS 1, 9 | * Active class engagement: discussions, weekly blogs or journal posts
* Implemented Lesson Plan using the RI- ICEE
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| * Using their lesson from SED 201 and [Bloom’s Taxonomy,](https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/) design effective, culturally responsive assessments in their discipline.
 | FSEHD 2, 4RIPTS 1, 3, 4, 9 | * Revised Implemented Lesson Plan using the RI-ICEE that includes assessments (summative)
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| * Learn how to design and evaluate culturally responsive tests, rubrics, and writing prompts.
 | FSEHD 1, 2, 4RIPTS 1, 3, 9 | * Evaluate assignments & assessments provided in class
* Create one formative assignment with assessment
* Create a summative assignment with an assessment rubric
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\* the RI-ICEE is the required lesson plan format used throughout the FSEHD and based on RIDE standards.

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| B.19. [**Topical outline**](#49x2ik5)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| 1. What is Assessment?
	1. Quantitative and Qualitative
	2. Formative and Summative
	3. High Stakes and Low Stakes
	4. Data as Ideology: big data and local data
2. Reading and Interpreting Large Scale Assessments
	1. Infoworks and other school databases
	2. Data Distribution: how they are read and disseminated to the public
3. Designing effective, culturally responsive assessments
	1. Assessment across the disciplines
	2. Creating appropriate assessments: test and rubric design, writing prompts
	3. Bloom’s & DoK: Assessing a range of skills and thinking
	4. How to use assessments effectively to adjust teaching

IV. Teacher evaluation in RI1. RIDE requirements
2. Student Learning Objectives (SLOs)
3. How districts interpret these guidelines

V. Assessment/Evaluation in the FSEHD1. RICEE
2. TCWS
3. Dispositions
4. RIPTS
5. SPA

VI. Standardized testing: uses & critiques* 1. History of the testing movement in the US
	2. Current State and Federal student assessments
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##### D.1. Approvals:

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| Name | Position/affiliation | [Signature](#_2u6wntf) | Date |
| Lesley Bogad | Chair of Educational Studies |  |  |
| Julie Horwitz and/or Gerri August | FSEHD Deans |  |  |
| Earl Simson | FAS Dean |  |  |