DEPARTMENT: Curriculum, Culture and Educational Inquiry (CCE)  
COLLEGE: College of Education

RECOMMENDED COURSE IDENTIFICATION:
PREFIX: EDG  COURSE NUMBER: 6622 LAB CODE (L or C) ___
(TO OBTAIN A COURSE NUMBER, CONTACT RPOLANSKI@FAU.EDU)

COMPLETE COURSE TITLE: DOCUMENTATION AND ASSESSMENT IN CURRICULUM AND INSTRUCTION

CREDITS: 3

TEXTBOOK INFORMATION:
Required Texts

All other required readings will be posted and available to students on Blackboard.

Optional Texts

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR ___ x ___ SATISFACTORY/UNSATISFACTORY

COURSE DESCRIPTION, NO MORE THAN 3 LINES:
The course offers participants operational definitions and experiences in documentation and assessment for educators. Students will combine readings, analyses of experiences in learning environments, critiques of the existing assessment culture, and field work.

PREREQUISITES *:
NONE

COREQUISITES *:
NONE

REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)*:
6000 LEVEL

* PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:
MASTERS + 18 IN CURRICULUM AND INSTRUCTION OR PH.D./ED.D. IN THE FIELD

EFFECTIVE DATE
(first term course will be offered)
SUNN 2013
The 6 other Department Chairs in the College of Education were sent copies of the course proposals and supporting documents. None of the Chairs responded that there was any conflict with courses in their department.

Email this form and syllabus to UGPC@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.
COURSE NUMBER/ TITLE

EDG 6622 Documentation and Assessment in Curriculum and Instruction

CATALOG DESCRIPTION

The course offers participants operational definitions and experiences in documentation and assessment in PreK-20 classrooms. Students will combine readings, analysis of experiences in learning environments, and field work to set professional goals.

PREREQUISITES OR CO-REQUISITES

None

CREDIT HOURS: 3

LINK TO THE COLLEGE CONCEPTUAL FRAMEWORK

The course focuses on documenting and assessing what students and teachers are learning. Evidence-based practice demands professionals who make decisions based on such documentation that then contributes to meaningful assessment. Documentation informs all participants in the learning experience and guides them in the design, implementation, and evaluation of future learning experiences.

COURSE OBJECTIVES

Students will:
1. Understand the definitions, purposes, and applications of documentation approaches in PreK-20 classrooms.
2. Be able to describe the relationship between documentation and assessment.
3. Demonstrate how to use the lesson study approach to contribute to the improvement of teaching.
4. Engage students and/or peers in documentation analysis for the purpose of improving curriculum and/or instruction.
5. Provide a critique of assessment culture and media coverage in the contemporary U.S.
6. Demonstrate knowledge of assessment vocabulary related to classroom practice.
7. Set goals for professional practice related to documentation and assessment of student learning.

**Required Texts**


All other required readings will be posted and available to students on Blackboard.

**Optional Texts**


**TEACHING METHODOLOGIES (not limited to, but including the following):**

Small and large group discussion, feedback, critique

Blackboard: Discussion groups

Mini-lessons

Online Research

Field work followed by in-class discussions

**AUDIO/VISUAL TECHNOLOGY:**

FAU E-Mail Address (check frequently). Go to MyFAU to obtain your e-mail address.

Blackboard site: [Http://Blackboard.fau.edu](http://Blackboard.fau.edu), or type “bb.fau.edu,” or use link under Current students’ tab.

Research using FAU library, Internet browser, professional organizations, government websites

Computer with word processing, presentation software, and high-speed Internet access are available in all campus computer and library labs.

**COURSE OUTLINE**

Session One Introduction

Documentation – What is it? Why study it?

Language: Documentation, Evidence, Assessment, Evaluation, Research, Curriculum, Instruction, Inquiry

Session Two  Making Learning, Teaching, and Thinking Visible


Session Three  Students as Documenters, Students as Assessors


Session Four  Field Notes as Classroom Documentation: Learning to Notice


Session Five  Documentation: Culture and Quality


DUE: DOCUMENTATION STUDENT CONFERENCE REPORT

Session Six  Lesson Study: Definitions, National and International Contexts

http://www.youtube.com/watch?v=g48DAG4hJd4  *(What is lesson study?)*


**Session Seven**  
**Lesson Study: Design and Collaborative Planning**

**Reading:** Lewis & Hurd, pp. 1-97.

**Session Eight**  
**Lesson Study: Design and Collaborative Planning – Examples From the Field**

**Reading:** Lewis and Hurd/DVD and text, pp. 109-160.

**Session Nine**  
**Documentation Toward Assessment**  
**Assessment and Improving Instruction**


**OR**


**DUE: LESSON STUDY PROJECT**

**Session Ten**  
**Assessment: Historical, Political, Economic and Social Contexts**  
**Media Coverage, Politics and Accountability**


**Session Eleven**  
**Assessment: Current Practice/The Contemporary Language of Assessment**

**Reading:** Marzano text, Chapter 1: Research and Theory – Feedback, Assessment, Grading


Session Twelve Assessment

Reading: Marzano text, Chapters 2, 3, 4: Formative Assessment, Scales, and Design


DUE: ASSESSMENT POLICY CRITIQUE PAPER

Session Thirteen Assessment

Reading: Marzano text, Chapters 5 & 6: Tracking Student Progress and Grading

Session Fourteen Assessment

DUE: ASSESSMENT LANGUAGE AND VOCABULARY QUIZ

Session Fifteen Self-Evaluation Documentation and Its Relationship to Assessment

DUE: ASSET-BASED INDIVIDUAL ASSESSMENT PLAN

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>% of Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documentation Student Conference Report – DUE Session 5</td>
<td>15</td>
<td>15%</td>
</tr>
<tr>
<td>Lesson Study Project – DUE Session 9</td>
<td>25</td>
<td>25%</td>
</tr>
<tr>
<td>Assessment Policy Critique Paper – DUE Session 12</td>
<td>15</td>
<td>15%</td>
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<tr>
<td>Assessment Language and Vocabulary Quiz – DUE Session 14</td>
<td>15</td>
<td>15%</td>
</tr>
<tr>
<td>Asset-based Individual Assessment Plan – DUE Session 15</td>
<td>30</td>
<td>30%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
<td><strong>100%</strong></td>
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</tbody>
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GRADING SCALE:

A  93-100  B-  80-82  D+  67-69
A- 90-92  C+  77-79  D  63-66
B+ 87-89  C  73-76  D-  60-62
B  83-86  C-  70-72  F  Below 60

ASSIGNMENT RUBRICS

Documentation Student Conference Report (15 points)
Identify classroom artifact (student work, lesson plans, field notes) and rationale for selection to
share with students. Prepare written plan for discussion of artifact with students, based on readings from Sessions 1–3 in the course. If no students are available to course participants, plan similar session for peers. Conference should be 15–30 minutes long, depending on the participants. (5 points)

Report and document conference, noting specific elements of describing, interpreting, and evaluating that occurred related to the artifact at hand. (5 points)

Evaluate the conference based on what you as a participant learned. Offer next steps and/or action plan to build on learning gained in the conference. (5 points)

Lesson Study (30 points)

You will form Lesson Study groups in the first week of class. That group (3–4 teachers) will be your feedback group. If you decide to collaborate with one other teacher on the same set of lessons, your collaborator will also be a part of your Lesson Study group. You will be evaluated as individuals, however, and will turn in your own project.

1) Choose an area of the topic/series of lessons (1–3 lessons) that you have taught recently and that you feel deserves more attention or needs improving in order to be optimally effective. Articulate the learning goals that are embedded in this topic/series of lessons and what you hope to learn or achieve through a lesson study. What do you want to know? What do you want to improve? What needs to be assessed with this set of lessons that may not be currently explored? (10 points)

2) Write a “backward mapping” step-by-step lesson plan and attach to the paper. What do you do to teach this topic normally? What do students do? Describe your typical assessment(s) for this series of lessons. Include any rubrics or tests you use currently. How have the assessments worked for you in this series of lessons? What could you learn about students – and about your teaching – that you do not currently assess or document? (10 points)

3) Find 2–3 research-based articles that offer you ideas on applying new approaches AND assessments to your topic/series of lessons. Write a brief analysis of each article and how/why it is useful to address the issues in your series of lessons. Then, based on what you have learned, REDESIGN the topic/series of lessons AND assessments to reflect the research. Attach REDESIGNED lesson to the paper. (10 points)

Assessment Policy Critique Paper (15 points)

Find a byline (authored) news article from a major newspaper (online or print) from the past 3 months related to the topic of educational assessment and school accountability with respect to student learning. Provide an informed critique as follows:

a. Background: What is the nature of the article? Who wrote it and what are her/his qualifications for writing it? Why was the article written? What is its purpose? What are the objectives of the article? What kind of material is presented to achieve those objectives? What is the significance of the article? How does it relate to other materials on the same subject? (3)

b. Thesis: What is the writer's position? Is it stated directly and clearly? What are the writer's key assumptions? Are they explicit or implicit? Do you detect biases? Are the assumptions and biases obvious, or are they hidden behind a stance of neutrality and objectivity? (An assumption
is a belief about something. It is often not stated by a writer. Assumptions underlie all human behavior.) (3)

d. **Evidence:** What does the writer provide to support her/his position? What are the writer's specific arguments? Is the evidence believable? Authoritative? Sufficient? Logical or emotional? Are you convinced? (3)

e. **Refutation:** Does the writer present her/his thesis as the only reasonable position? Or has the writer clearly and fairly presented any opposing sides? Has the writer shown the opposing arguments to be invalid? Has the writer overlooked any possible opposition? (3)

f. **Appeal:** What is the appeal of the article? What are some of its most striking or illuminating qualities? What, if any, are its striking deficiencies? What is the writer's style or tone? Authoritative? Speculative? Reasonable? Suggestive? What kind of language does the writer? Does it add to her/his credibility? (3)

**Assessment Language and Vocabulary Quiz (15 points)**

You will receive a list of no more than 15 terms related to assessment and documentation. As we proceed through the course, you are encouraged to note definitions for the terms. There will be an in-class quiz to assess your understanding of these terms and how they could apply to your educational context.

Terms include, but are not limited to the following:

- **Assessment**
- **Feedback**
- **Formative Scores**
- **Summative Scores**
- **Grading**
- **Standards-Based Grading**
- **Effect Size**
- **Selected-Response Assessment**
- **Constructed-Response Assessment**
- **Aberrant-Pattern of Responses**
- **100-Point Scale**
- **Unobtrusive Assessment**
- **Demonstration Assessment**
- **Pre-Existing Assessment**
- **Student-Generated Assessment**

**Asset-Based Individual Assessment Plan (30 points)**

An "asset-based" plan to improve your assessment skills for the future builds on what you and your peers already do well. Cite the literature that you have read during the semester as you build a plan for a future course, quarter, or semester in a specific discipline or content area.

Describe your own detailed “assets” (10 points)

- What is successful in your assessment practices;
- What you are most proud of in your assessment practices;
- What works well in your school, college or university context with respect to assessment (the group context in which you work or have worked);
- How do you know those practices are successful; evidence of success in your practice.

Note the readings and experiences that have informed your thinking about assessment during this semester, noting how and where those ideas can/will inform your work. (10 points)

Note 3 specific priorities as part of an assessment plan for the future to guide your work. (10)
References


Center for K-12 Assessment + Performance Management. (2010). Clarifying the purposes of the new assessments. Education Week, 29(30), 4-5.


