

**GRADUATE COUNCIL  
NEW COURSE PROPOSAL**

**Please submit the typed original with all required signatures to the Graduate Council**

Course syllabus must be attached and completed according to Fitchburg State guidelines

Form functionality most compatible using Adobe Acrobat 9 and newer.

Course Title: Formative and Summative Assessment Strategies

Banner limit of 30 characters, including punctuation, spaces, and special characters.

Banner Abbreviation:

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Faculty member(s) who  
are creating the course: Education Department

Contact Person: Brenda L. Plante

Graduate Program Proposing Change: OAP Curriculum & Teaching

Course Description:

This course will address the important role of classroom-based, formative and summative assessment to maximize student progress. Students will build upon previous coursework to align instruction with state and national standards and develop appropriate assessments. They will learn how to use a variety of informal and formal methods of assessment to measure student learning, growth, and understanding, develop differentiated and enhanced learning experiences, and improve future instruction. Students will analyze data from assessments, draw conclusions, and share them appropriately with parents and other professionals as appropriate. Professional behavior and ethics in the assessment process will be stressed. This course involves embedded experiential (field-based) learning components.

Rationale for Offering the Course:

This course is being offered as one of the prescribed courses in the Online/Accelerated Curriculum and Teaching M.Ed. Program to address the critical component of the role of formative and summative assessment in promoting students' progress in learning. Regardless of the state in which one is teaching, a standard for effective teaching addresses the role of assessment in students' learning. MA - Curriculum, Planning and Assessment: Promotes the learning and growth of all students by providing high quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an on-going basis, and continuously refining learning objectives. CT - Domain 2, Indicator 2C: Selecting appropriate assessment strategies to monitor student progress; Domain 3, Indicator 3C: Assessing student learning, providing feedback to students and adjusting instruction. NY - Standard V: Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

**GRADUATE COUNCIL  
NEW COURSE PROPOSAL**Is there a similar undergraduate course? ☐ Yes ☒ No If so, how does this graduate course differ?Discipline Prefix: EDUCIf more than  
one provide  
rationale:Credits: 3Level: ☐ 7000 ☒ 8000 ☐ 9000Brief  
rationale for  
level choice:

Additional Requirements: Laboratory Hours: \_\_\_\_\_

Pre-Practicum Hours: \_\_\_\_\_

Practicum Hours: \_\_\_\_\_

Fieldwork Hours: \_\_\_\_\_

Other (specify): Embedded experiential components

Prerequisite course(s) if any: \_\_\_\_\_

This course will be: ☒ a Required Course☐ an Elective

Special/Note: \_\_\_\_\_

Course is a replacement for  
(Course Number/Name):EDUC 8034 Formative and Summative Assessment for Differentiating InstructionHas the course been offered previously as a "Topics" course? ☐ Yes ☒ No

If yes, How often? \_\_\_\_\_

What is the Expected Average Enrollment?: 30Which semester will this course first be offered?: Fall 2018How often thereafter to be offered?: YearlyDoes this course affect offerings in any other department or program? ☐ Yes ☒ No If yes, please explain.Is this an Extended Campus course? ☐ Yes ☒ No

**GRADUATE COUNCIL  
NEW COURSE PROPOSAL**

Course syllabus must be attached and completed according to Fitchburg State guidelines.

☒ Course Syllabus is Attached[Print Form](#)☒ Reviewed by Dean: Dr. Bruno Hicks**Required Signatures—Graduate and Continuing Education New Course Approval**Course Developer: *Brynda P. Plante* Date: 4/6/18Department Chair: *Nancy L. Murray* Date: 3/23/18Graduate Council Chair: *Gene H. Scappone* Date: 4/8/18  
(Indicates Graduate Council approval)President: *Michael S. Lapides* Date: 5/5/18

## **FITCHBURG STATE UNIVERSITY**

### **Curriculum and Teaching - Non-Licensure, Online Accelerated M. Ed. Program Comprehensive Syllabus**

(Instructor will add in formats of their choosing for discussions, small group sharing, journaling, etc.)

**EDUC 8XXX**

**Topics in Formative and Summative Assessment  
(3 Credits)**

**Instructor:** TBD  
**Office Hours:** TBD  
**Contact Information:** TBD

#### **A. COURSE DESCRIPTION:**

This course will address the important role of classroom-based, formative and summative assessment to maximize student progress. Students will build upon previous coursework to align instruction with state and national standards and develop appropriate assessments. They will learn how to use a variety of informal and formal methods of assessment to measure student learning, growth, and understanding, develop differentiated and enhanced learning experiences, and improve future instruction. Students will analyze data from assessments, draw conclusions, and share them appropriately with parents and other professionals as appropriate. Professional behavior and ethics in the assessment process will be stressed. This course involves embedded experiential components.

#### **B. TEXTS:**

Burke, K. (2010). *Balanced assessment*. Bloomington, IN: Solution Tree Press.

Fitchburg State University Teacher Preparation Programs. (2012). *Conceptual framework*. Fitchburg, MA: Author.  
[Online] Available: <http://www.fitchburgstate.edu/academics/academic-departments/education-unit/conceptual-framework/>

Fitchburg State University Educator Preparation Programs. (2003-2016). *Conceptual framework*. Fitchburg, MA: Author. Retrieved from <http://www.fitchburgstate.edu/edunit/ConceptualFramework2.cfm>

Tomlinson, C.A. & Moon, T. R. (2013). *Assessment and student success in a differentiated classroom*. Alexandria, VA: ASCD.

Additional readings are listed under the topical outline section.



### Fitchburg State University Education Unit Conceptual Framework

#### C. LEARNING OUTCOMES/OBJECTIVES

This course will address the dispositions of the Conceptual Framework in the following way(s):

**Knowledgeable:** As a result of the learning experiences in the course, the student will become more cognizant of:

- understand the basic principles and the significance of formative and summative assessment
- understand assessment as a teaching and learning tool and
- develop an understanding of the differences among atypical and diverse learners.

**Skillful:** As a result of the learning experiences in the course, the student will be able to:

- use formative and summative assessment
- develop instruction that incorporates appropriate, flexible strategies for teaching comprehension of narrative and expository text and enhance children's critical thinking
- become aware of issues surrounding the role and use of phonics in contemporary reading/writing programs and develop a repertoire of strategies for supporting the development of children's word recognition skills
- become familiar with authentic assessment measures; gain experience in the use of strategies for classroom-based assessment of children's literacy abilities, such as checklists, running records, retellings, rubrics, and concepts about print
- develop proficiency in designing, implementing, and evaluating effective reading lessons based on contemporary teaching models in whole group, small group, and one-on-one contexts.

**Caring:** As a result of the learning experiences in the course, the student will be able to:

- appreciate that all children can learn when developmental factors are recognized, respected, and accommodated
- realize that children's learning is influenced by individual experiences, talents, disabilities, prior learning, language, culture, family, and community values.

**Ethical:** As a result of the learning experiences in the course, the student will be able to:

- recognize that many different assessment tools and strategies are necessary for monitoring and promoting learning for each student;
- understand the importance of reflecting on your practice in light of research on teaching and learning
- be better able to establish relationships with school colleagues and families to support children's learning and well-being
- demonstrate a respectful understanding of the diverse cultures, languages, and learning needs of the children you will teach.

This course requires **embedded experiential components** in order to complete assignments. These components will develop student knowledge, skills, and dispositions. (See Course Requirements section of the syllabus for details.)

#### D. INSTRUCTIONAL STRATEGIES:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>X Blackboard platform</li> <li>X Case Study Analysis</li> <li>X Collaborative Learning</li> <li>X Computer Application</li> <li>X Creating Visual Illustrations of Concepts</li> <li>X Data Collection and Analysis<br/>Discovery</li> <li>X Discussion/Questioning</li> <li>X Independent Learning</li> </ul> | <ul style="list-style-type: none"> <li>X Independent Research<br/>Interviewing</li> <li>X Lecture/Presentation</li> <li>X Problem Finding/Solving</li> <li>X Reflective Response<br/>Role Playing/Simulation</li> <li>X Viewing or Listening and Discussion</li> <li>Other _____</li> <li>Other _____</li> </ul> |
|---|--|

#### **Technology Initiatives:**

Users of the Fitchburg State University computer systems are subject to all applicable federal, state, and international computer laws. Questions regarding regulations may be directed to the Office of Information Technology Systems.

Candidates will utilize technology as:

- a research tool
- a communication method (email)
- an enhancement tool for the design of lessons and curriculum units
- report writing.

#### E. COURSE REQUIREMENTS:

##### **Participation:**

- Participation in online class discussions and group assignments is expected. All candidates are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time. Completion of assigned reading is imperative to your individual development as a professional.
- All of these behaviors regarding preparation and meeting deadlines are critical for successful teaching and thus are factored into the final grade.

##### **Assignments:**

##### **Formative Assessment and Analysis**

Each candidate is expected to create and administer three formative assessments that could be used in a unit of study. The assessments will be given to students. Candidates will then review the assessments and make determinations for instruction based on the assessment results. The finished product will include: copies of the assessment administered, analysis of the data including graphs and percentages, discussion of the data, and recommendations for further instruction.

##### **Literature Review**

Each candidate will research the literature about the use of formative and summative assessments in their content area. Candidates will then prepare a presentation for their peers to share what they discovered. The presentation format is each candidate's choice. It should include the current thinking in the use of formative and summative assessment in the content area (pros and cons), samples of formative assessment used, and your personal philosophy of the use of formative and summative assessment for differentiating instruction.

### Summative Assessment Menu

Based on a unit of study, each candidate will design a choice board with summative assessments for the unit. The choice board will contain activities that address Bloom's Taxonomy, different learning styles (Multiple Intelligences), and different levels of readiness.

### Quick Writes

Throughout the course, candidates will be given questions, based on readings, to answer in class as a quick write. These quick writes be in response to open-ended questions based on your readings. They will require you to think critically about what you have read and to analyze, synthesize, or evaluate it.

### Assignment Expectations

The following guidelines should be followed closely when completing assignments. Points will be deducted if these guidelines are not followed.

- Please proofread work carefully.
- Please use 12-point font and double space.
- Please submit all work on time. (.5 points will be taken off for each week an assignment is late)
- Page numbers are required on all assignments.
- Please put your name on assignments. Assignments received without names will receive no credit.
- Please attach a criteria sheet to each assignment. Assignments without them will not be graded.

### F. EMBEDDED EXPERIENTIAL COMPONENTS:

Each candidate is expected to participate in embedded experiential components in a school setting. Assignments may be based on this embedded component. You will also be required to write reflective journal entries. Topics will be provided.

### G. EVALUATION/GRADING POLICY

#### Assignment Distribution for Grading

Assignments	
Formative Assessment and Analysis	25%
Literature Review	15%
Summative Assessment Menu	10%
Quick Writes	20%
Preparation and participation	10%
Midterm assessment	10%
Embedded experiential components	10%
<b>Total</b>	<b>100%</b>

### Graduate Grading System

4.0	95-100	A
3.7	92-94	A-
3.5	89 – 91	A-/B+
3.3	86 – 88	B+
3.0	83 – 85	B
2.7	80 – 82	B-
2.5	77 – 79	B-/C+
2.3	74 – 76	C+
2.0	71 – 73	C
0.0	0 – 70	F
W	Withdrawn	
IN	Incomplete	
IP	In-Progress	

### Fitchburg State University Library Online Services

The Fitchburg State University Library online services may be accessed through the Fitchburg State University Homepage at [www.fitchburgstate.edu/library](http://www.fitchburgstate.edu/library). Candidates may access any of several full-text online databases. Passwords are available to candidates by calling 978-665-3762.

### H. TOPICAL OUTLINE

	TOPICS	READING DUE	ASSIGNMENT DUE
Week 1	Overview of course expectations Standards based instruction and assessment The Balanced Assessment Model: When formative meets summative	Syllabus and all course documents Burke Chapters 1 and 2	Quick Write
Week 2	Common Assessments: A community of assessors Checklists: Progressions of learning	Burke Chapters 3 and 5	Literature Review Quick Write
Week 3	Rubrics: All roads lead to standards Formative assessment tools: Real time and real fast	Burke Chapter 6	
Week 4	Summative Assessment and Evaluation: The last judgment Pre-assessment: Knowing where students are as the unit begins	Tomlinson Chapter 3	Assessment



	TOPIC	READING DUE	ASSIGNMENT DUE
Week 5	Ongoing assessment: Knowing where students are as a unit evolves  Summative assessment: Measuring student learning at key points in a unit	Tomlinson Chapters 4, and 5	Formative Assessment Analysis
Week 6	Assessment, grading and differentiation  Clear learning targets	Tomlinson Chapter 6  Chappuis Chapter 2	Quick Write  Summative Assessment Menu
Week 7	Effective Feedback Self-assessment and goal setting  Diagnosing needs for focused instruction	Chappuis Chapters 3, 4, and 5	Quick Write

**\*\* Subject to continual revision based on class needs.**

## **I. FITCHBURG STATE UNIVERSITY POLICIES:**

### **Distance Learning & Extended Campus Library Services & OneCard**

The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges; document delivery (books and articles mailed to your home); Interlibrary Loan; reference assistance via: phone, email, IM, Blackboard's Collaboration and Elluminate tools, Skype and in-person; library instruction; research help and more. Any questions relating to library services should be directed to Linda LeBlanc, Access Services Librarian, at 978-665-3062 or [dllibrary@fitchburgstate.edu](mailto:dllibrary@fitchburgstate.edu). There is also a special section for Distance Learning and Extended Campus Services at <http://fitchburgstate.libguides.com/dlservices> outlining the wide range of services available to students and instructions as to how to access them.

Students who are currently registered with the university may access any of the library's subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library's homepage at <http://www.fitchburgstate.edu/academics/library> and clicking on the Research Databases button in the center of the page. Students select the resource they want to access from the alphabetical or subject listing. Once clicked on a database title, the student will be prompted for her or his Falcon Key logon information; the same logon used for their Fitchburg State email account and for online Blackboard courses. If the student does not know the Falcon Key username and password or if they have any problems logging in, they can contact the university's Technology Help Desk at 978-665-4500 or [helpdesk@fitchburgstate.edu](mailto:helpdesk@fitchburgstate.edu). The Library can issue a temporary guest Falcon Key to use while the Technology Department is setting up the account (call 978-665-3062 or email at [dllibrary@fitchburgstate.edu](mailto:dllibrary@fitchburgstate.edu)).

All registered Fitchburg State University students are eligible for a Fitchburg State University OneCard ID, which also serves as his or her library card. If the student has not received her or his OneCard yet, they can still access all of Fitchburg State online services as long as they have activated their library account. Activate library accounts in person at the Circulation Desk or online at <http://www.fitchburgstate.edu/academics/library/policies/borrowing-renewals/>. After activation by the Gallucci-Cirio Library and receipt of their OneCard, students may also use any Massachusetts State College/University Library as well as participating libraries in the Academic and Research Collaborative (ARC) during the current semester.

OneCards are available on campus all year round. Students wanting a OneCard must either present a course registration confirmation at the OneCard Office in the Anthony Building, main campus or complete the online Extended Campus OneCard request form, which can be found at <http://web.fitchburgstate.edu/technology/onecard/photoless/index.cfm>. The OneCard Office number is 978-665-3039.

### **Fitchburg State University Library Online Services**

Online Library Services may be accessed through the Fitchburg State University Homepage at [www.fsc.edu/library](http://www.fsc.edu/library). Students may access any of several full-text online databases. Passwords are available to students by calling 978-665-3762. Degree students are eligible for a Fitchburg State University ID, which allows use of all Massachusetts State University libraries for the current semester. ID card is available on campus. To obtain an ID card, student must present course registration confirmation at Academic Computing and Media Services, room 229, the Conlon Arts Building. Call 978-665-3039 for available times.

### **University Policies**

#### **Students with Disabilities**

Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978/665-3427 or 978/665-3575 TTY. If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated, please make an appointment at the beginning of the semester to talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

#### **Grade Appeal**

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Fitchburg State University Grade Appeal Policy in your Student Handbook.

#### **Academic Integrity Policy**

The faculty in the Education Unit at Fitchburg State University adhere to the policy that work submitted in fulfillment of course requirements will be solely that of the individual student and all other sources will be cited appropriately. University Academic Integrity Policy, as outlined in the University Catalogue, will be strictly adhered to.

#### **Copyright Policy**

You are reminded that, in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher. Fitchburg State University adheres to federal laws regarding use of copyrighted materials. See the Student Handbook for more details.

## I. READING AND RESOURCES:

- Ainsworth, L. & Viegut, D. (2006). *Common formative assessments: How to connect standards-based instruction and assessment*. Thousands Oaks, CA: Corwin Press.
- Black, P., Harrison, C., Lee, C., Marshall, B., & William, D. (2003). *Assessment for learning: Putting it into practice*. Berkshire, England: Open University Press.
- Brookhart, S. M. (2015). *How to make decisions with different kinds of student assessment data*. Alexandria, VA: ASCD.
- Brookhart, S. M. (2014) *How to design questions and tasks to assess student thinking*. Alexandria, VA: ASCD.
- Brookhart, S. M. (2010) *How to assess higher-order thinking skills in your classroom*. Alexandria, VA: ASCD.
- Brookhart, S. M. (2008) *How to give effective feedback to your students*. Alexandria, VA: ASCD.
- Burke, K. & Depka, E. (2011) *Using formative assessment in the RtI framework*. Bloomington, IN: Solution Tree Press.
- Butler, D.L. & Winnie, P.H. (1995). Feedback and self-regulated learning: A theoretical syntheses. *Review of Educational Research*, 65(3), 245-281.
- Butler, S.M. & McMunn, N.D. (2011) *A teacher's guide to classroom assessment: Understanding and using assessment to improve student learning*. Hoboken, NJ: John Wiley and Sons.
- Fisher, D. & Frey, N. (2014). *Checking for understanding: Formative assessment techniques for your classroom, 2<sup>nd</sup> Edition*. Alexandria, VA: ASCD.
- Fisher, D. & Frey, N. (201). *The formative assessment action plan: Practical steps to more successful teaching and learning*. Alexandria, VA: ASCD.
- Garrison, C., Chandler, D. & Ehrlinghaus, M. (2009). *Effective classroom assessment: linking assessment with instruction*. Dover, NH: Measured Progress.
- Lewin, L. & Shoemaker, B.J. (2011). *Great performances: Creating classroom-based assessment tasks, 2<sup>nd</sup> Edition*. Alexandria, VA: ASCD.

Moss, C.M. & Brookhart, S.M. (2009). *Advancing formative assessment in every classroom: A guide for instructional leaders*. Alexandria, VA: ASCD.

Rice, L. (2013). *Common sense assessment in the classroom*. Huntington Beach, CA: Shell Education.

Sadler, D.R. (1998). Formative assessment: Revisiting the territory. *Assessment in Education*, 5(1), 77-84.

Tucker, P.D. & Stronge, J.H. (2005) *Linking teacher evaluation and student learning*. Alexandria, VA: ASCD.