New Graduate Course Proposal

Course Title

Course Title: *Assessment Led Instruction

Proposed Banner Abbreviation: *AssessLedInst

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

Department/Committee Information

The main contact person for the Graduate Curriculum Committee should fill out this form.

Requestor Name: *Michael Hanna

Members of the Graduate Curriculum Committee: Lyndsey Benharris, Philip Saisa, Lynn D'Agostino, Jescah Apamo-Gannon, Karen DeAngelis, Margaret O'Hearn-Curran, Robert Shapiro

Department / Unit Developing: *Education

Department Chair: *Dr. Lyndsey Benharris   *lbenharr@fitchburgstate.edu

Academic Dean: Dr. Nancy Murray   nmurray5@fitchburgstate.edu

Program Chair   The Program Chair for this request is among the people listed above.
*☉ Yes
 ○ No

Course Information

Course Description

*This course will address the vital role of classroom-based formative and summative assessment to maximize student learning aligned to state and national standards. Candidates will see assessments as part of the learning process, where information can be gathered, analyzed and shared with students and families and instruction can be adjusted to meet student needs. Candidates will leave with a better understanding of the curriculum and assessment process in order to assist them in creating a viable Understanding By Design curriculum unit, which combines instruction and assessment to promote student learning. Candidates will also develop a deeper understanding of the principles and elements of Universal Design for Learning. UDL is a research based approach to developing lessons and assessments to enhance learning for all students. Through this focus on UBD and UDL elements, candidates will learn how to use various informal and formal assessment methods to measure student learning, growth and understanding, develop differentiated and enhanced learning experiences and improve future instruction, centered around equity.

Course Objectives

Knowledge: As a result of the learning experiences in the course, you will become more cognizant of:
the basic principles and the significance of formative and summative assessment
assessment as a teaching and learning tool
the differences among atypical and diverse learners
practices around equity in assessment and grading
current curriculum and assessment research in your specific academic or vocational subject area in relation to student learning and understanding
your own personal assessment philosophy and its influence on teaching and learning.
the use of Understanding by Design and Universal Design for Learning methods in designing standards-based curriculum units and assessments

Skill: As a result of the learning experiences in the course, you will become better able to:
use formative and summative assessments with fidelity
design a standards-based curriculum Understanding by Design unit with clear goals and objectives which include relevant measurable outcomes and aligned assessments.
use the concepts of UBD and UDL to design curriculum and effective teaching for understanding.
develop curriculum, instructional and assessment strategies to be used in your classroom.
align curriculum, instruction and assessment to improve student learning.
use a data-driven approach to improve instruction and assessment in relation to a specific learning objective.

reflect on and self-assess your curriculum and teaching in order to improve student learning.

Caring: As a result of the learning experiences in the course, you will become more competent in your   ability to:
appreciate that all children can learn and demonstrate their knowledge when we provide accessible assessments for diverse student populations.
appreciate the importance of effective communication with students, families and staff regarding student learning and growth.
Realize that a student's learning is influenced by individual experiences, talents, disabilities, prior learning, language, culture, family and community values.
use information in Individualized Education Programs (IEPs) to modify curriculum and assessments in integrating students with disabilities into general education classrooms.

Ethical: As a result of the learning experiences in the course, you will become more competent in your ability 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 students, families and school colleagues to support student's learning and well-being
demonstrate a respectful understanding of children; you will teach children of diverse cultures, languages and learning needs.
understand the role of equity in curriculum and assessment .

Rationale and expected outcomes of offering the Course

Current practitioners in schools must be oriented to the best practices in applying student assessment data to daily and long term learning plans.

What are the Learning Outcomes for the Course?

Students will learn techniques and frameworks for designing learning for all students, timely assessing progress accurately, and adjusting instruction based on assessment results.

Number of Credits: 3

Discipline Prefix or Prefixes: EDUC   Brief rationale if more than one prefix:

Level of Course: * 7000   Brief rationale for level choice::
                            8000   Current course being replaced is 7610
                            9000

The course will be: Requirement   Elective or Requirement Note/Special:
                            Elective

Is there a similar undergraduate course?   * Yes
                                                    No

Does this course affect offerings in any other department or program?   * Yes
                                                                                No

Course Enollment

Expected Average Enrollment: 45-60

This course is a replacement for: Course # / Name   EDUC 7610; EDUC 8043

Has the course been offered previously as a "Topics" course?   * Yes
                                                                        No

Is this an Extended Campus Course?   * Yes
                                              No

Which semester will this course be offered for the first time?:   FA 23   How often thereafter to be offered?:
                                                                                        Every other 7 week term thereafter

Course Requirements

Prerequisite course(s) if any:

Additional Requirements   Laboratory Hours: Fieldwork Hours:

                                Pre-Practicum Hours: Practicum Hours:

Other Requirements (specify):

Syllabus Upload

New Course Syllabus Upload: FSU_OAP EDUC Assessment Led Instruction Proposal.docx

Signatures

*Click on the **Submit Form** button at the bottom of the page after you have signed the form.*
You should receive an email confirmation that your signature has been completed.

...3735393133

Michael Hanna   01/11/2023
Requester Signature   Date

...3630393938

Nancy Murray   01/20/2023
Academic Dean Signature   Date

...3939333832

Lyndsey Benharris   01/11/2023
Department Chair Approval   Date

...3937313139

Becky Copper Glenz   01/27/2023
SGOCE Dean Signature   Date

Graduate Council
The Graduate Council Chair Signature indicates that the Council has
discussed this proposal and has decided it should move forward.

_____   _____
Graduate Council Chair Signature   Date

Notifications

_____ _____
Approval of the President   Date

_____ _____
SGOCE Dean Initials   Date

_____ _____
Reviewed by the Registrar: Date

Instructor: Stephanie Quinn
Office Hours: Virtual, Wednesdays 5-7 p.m. (E.S.T) and by appointment
E-mail: squinn8@fitchburgstate.edu
Phone: 978-833-4439

A. COURSE DESCRIPTION:

This course will address the vital role of classroom-based formative and summative assessment to maximize student learning aligned to state and national standards. Candidates will see assessments as part of the learning process, where information can be gathered, analyzed and shared with students and families and instruction can be adjusted to meet student needs. Candidates will leave with a better understanding of the curriculum and assessment process in order to assist them in creating a viable Understanding By Design curriculum unit, which combines instruction and assessment to promote student learning. Candidates will also develop a deeper understanding of the principles and elements of Universal Design for Learning. UDL is a research based approach to developing lessons and assessments to enhance learning for all students. Through this focus on UBD and UDL elements, candidates will learn how to use various informal and formal assessment methods to measure student learning, growth and understanding, develop differentiated and enhanced learning experiences and improve future instruction, centered around equity.

B. REQUIRED TEXTS (4 + 1 quick guide)

Borke, K. (2010) **Balanced Assessment.** Bloomington, IN: Solution Tree Press. ISBN: 978-1-934009-52-9.

Feldman, J. (2019) **Grading for Equity.** London, UK: Corwin. ISBN: 978-1-5063-9157-1.

McTighe, J. (2020) **The Fundamentals of Understanding by Design (Quick Reference Guide).** ASCD. ISBN: 978-1416627418

Novak, K. (2022) **UDL Now!: A Teacher's Guide to Applying Universal Design for Learning.** Wakefield, MA: Cast Professional Publishing. ISBN: 978-1-903583-82-5.

Venables, D. R. (2014). **How teachers can turn data into action.** Alexandria, VA: ASCD.

Other Resources:
Fitchburg State University Educator Preparation Programs. (2017). *Conceptual framework.* Fitchburg, MA: Author. Retrieved from http://www.fitchburgstate.edu/edunit/ConceptualFramework2.cfm

Massachusetts Department of Elementary and Secondary Education. (2017). *Curriculum frameworks.* Malden, MA: Author. Retrieved from http://www.doe.mass.edu/frameworks/current.html

Fitchburg State University Teacher Education Conceptual Framework

C. LEARNING OUTCOMES / OBJECTIVES:
This course will address the dispositions of the Conceptual Framework in the following way(s):

Knowledge: As a result of the learning experiences in the course, you will become more cognizant of:

- the basic principles and the significance of formative and summative assessment
- assessment as a teaching and learning tool
- the differences among atypical and diverse learners
- practices around equity in assessment and grading
- current curriculum and assessment research in your specific academic or vocational subject area in relation to student learning and understanding
- your own personal assessment philosophy and its influence on teaching and learning.
- the use of Understanding by Design and Universal Design for Learning methods in designing standards-based curriculum units and assessments

Skill: As a result of the learning experiences in the course, you will become better able to:
- use formative and summative assessments with fidelity
- design a standards-based curriculum Understanding by Design unit with clear goals and objectives which include relevant measurable outcomes and aligned assessments.
- use the concepts of UBD and UDL to design curriculum and effective teaching for understanding.
- develop curriculum, instructional and assessment strategies to be used in your classroom.
- align curriculum, instruction and assessment to improve student learning.
- use a data-driven approach to improve instruction and assessment in relation to a specific learning objective.
- reflect on and self-assess your curriculum and teaching in order to improve student learning.

Caring: As a result of the learning experiences in the course, you will become more competent in your ability to:
- appreciate that all children can learn and demonstrate their knowledge when we provide accessible assessments for diverse student populations.
- appreciate the importance of effective communication with students, families and staff regarding student learning and growth.
- Realize that a student's learning is influenced by individual experiences, talents, disabilities, prior learning, language, culture, family and community values.
- use information in Individualized Education Programs (IEPs) to modify curriculum and assessments in integrating students with disabilities into general education classrooms.

Ethical: As a result of the learning experiences in the course, you will become more competent in your ability 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 students, families and school colleagues to support

student's learning and well-being
- demonstrate a respectful understanding of children; you will teach children of diverse cultures, languages and learning needs.
- understand the role of equity in curriculum and assessment .

D. INSTRUCTIONAL STRATEGIES

X Blackboard platform
  Case Study Analysis
X Collaborative Learning
X Computer application
X Creating visual illustrations of concepts
X Data collection and analysis
X Discussion/Questioning
X Independent Learning

X Independent research
  Interviewing
X Lecture/Presentation
X Problem finding/solving
X Reflective response
  Role playing/simulation
X Viewing or Listening and Discussion
X Virtual Classroom Sessions

Technology Initiatives:

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
- An enhancement tool for the design of lessons, curriculum units and assessments
- Report writing

E. COURSE REQUIREMENTS:

Participation:
- Participation in online class discussions is expected. All candidates are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely manner demonstrates professionalism and an ability to organize and manage time. Completion of assigned reading, review of videos, lectures, presentations is imperative to your individual development as a professional.
- Please communicate with your instructor early in the course if you are concerned about written assignments to assist you in getting the support you may need.

Assignments:
- All assignments will be graded according to the rubrics provided online.
- All references must be in APA 7th format. Assistance with APA citations can be found at **The Fitchburg State Library.**
- All assignments must be typed in 12-point font, double spaced, and paginated, following APA 7th format.
- Assignments must be submitted on the due date unless other arrangements have been made with the instructor PRIOR TO THE DUE DATE. No late work will be accepted unless arrangements have been made with the instructor and an extended due date negotiated. Late assignments may incur a reduction of points/day late.

Assignment Descriptions:

Participation/Discussion Boards	Each week candidates will be asked to complete readings in the required texts and additional articles as well as view lectures/videos and review related notes/slides. Candidates are required to respond to the discussion board prompts by Thursday of the week assigned. All prompt responses are required to include insights gained from the assigned materials for the week and must be cited using APA 7th style citations. Typical prompt responses are 1-2 paragraphs long. Candidates must also respond to two of their peers in a manner that extends the learning, sharing and growth of the candidates towards the stated objectives. These responses are shorter and do not require citations.
Assignment 1: **Inventory/Evaluation of Current Assessment Practices**	We must first conduct an inventory and reflect on our current practices with regards to assessment. Candidates will consider the number, types and focus of the assessments that they give over the course of 1-2 units (the equivalent of one month of instruction). They will complete an Inventory Grid detailing the objectives for each assessment, the type of assessment, and an evaluation of the assessment. They must include a discussion of patterns identified in their assessment practices and consider ideas to modify or outright change practice in order to more effectively support student learning and outcomes.
Assignment 2: Literature Review	Each candidate will research the literature about the use of formative and summative assessments in their content area. The paper should include the current thinking in the use of formative and summative assessments in the content area (pros and cons), samples of thinking in the use of formative and summative assessment used, and the philosophy of using formative and summative assessment for driving instruction and learning. A minimum of 6 sources of books or peer reviewed journal articles is required. Your literature review should be 4-6 pages in length. APA formatting is required. For additional help on writing a literature review please refer to So You Need To Write a Literature Review post. 4-6 pages APA 7th Citations Required
Assignment 3: UBD lesson plan	Each candidate must provide an outline for one unit of study in which they highlight the objectives, essential questions, expected outcomes and aligned instruction and activities. This assignment will serve as a resource for candidates as they more formally develop the Formative and Summative Assessment and Analysis Project described below.

Assignment 4: Revised Assessments	Each candidate is expected to create 2 formative and 2 summative assessments used in a unit of study or classroom aligned to the indicated lesson/unit objectives (UBD LESSON PLAN/ASSIGNMENT 3). There must be a clear description of the UDL elements embedded in the design of the assessment. Candidates will then administer one assessment, collect data, analyze and make determinations for instruction based on the assessment. If you cannot administer an assessment, then in place of direct administration of the data, please select one of the created assessments and a hypothetical scenario of the results and how instruction would align with the results. You will submit all four assessments and then the added hypothetical assessment as part of this assignment. The finished product will include a copy of the assessments, analysis of the real or theoretical data including graphs and percentages, discussion of the data, and recommendation for further instruction (all based on one assessment). The format of the final product is up to the candidate. A formal, cohesive paper, portfolio, slide presentation are all acceptable.
Assignment 5: Reflective Essay	The reflective essay should include the following elements: Throughout the course, each of you will be exploring new curriculum and assessment ideas and reflecting on their successes and challenges. Your reflection entry will be a culmination of all that you have read, discussed, and learned at periodic stages throughout the course. 2-3 pages APA 7th Citations Required

METHOD OF EVALUATION: Rubrics available in Blackboard for each assignment

Weekly Discussion Board Responses	30%
Literature Review	20%
UBD outline	10%
Formative and Summative Assessment/Analysis	30%
Reflective Essay	10%

FITCHBURG STATE UNIVERSITY
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

COURSE CONTENT/TOPICAL OUTLINE
EDUC -Assessment Led Instruction

Sessions	Goals and Tasks:	Assignments Due
	Reading and/or activities each session will consist of brief lectures as needed; PowerPoints; case studies; small and large group activities and discussions; modeling of best practices for assessment and data analysis . Appropriate PLC/CFG protocols will be modeled and integrated into the activities for designated sessions. Critical analysis, synthesis of ideas, and practical applications will be emphasized. Students are encouraged to relate class sessions to what is happening at their classrooms. Case studies will be provided for analysis as needed.	
Week 1:	**Focus: What is a balanced assessment model?** **Why the UBD model?** **Objectives:** • Determine what a balanced assessment approach looks like in the classroom • Establish common terminology around assessment practices • Develop understanding of the backwards design model and its relationship to assessment design and implementation **Reading/Resources:** Review course syllabus and assignments Borke C. 1 & C. 2 McTighe, J. UBD Guide Article Readings Related Videos and Lecture Notes **Create a file/folder with the following information for easy access throughout the course:**	**Discussion Board Week 1**

A copy of a current curriculum you are using
A copy of the current state or national relevant frameworks

Discussion questions:
1. Introduce yourself to the group. What is your current role? What assessment(s) have you taken in your past that you feel you were able to demonstrate your full understanding of the material? What assessment formats have you most enjoyed as a student? How have these factors shaped your own assessment practices?
2. How has the focus on statewide or national achievement results impacted you and your school community? What may have been gained or lost in the focus?

| Week 2: | **Focus: How do we meet the needs of the variety of learners in our classrooms?**
 Why UDL?

 Objectives:
 • Recognize the diversity of learners in each classroom.
 • Identify how an equity lens shapes the focus for learning and assessment.
 • Develop an understanding of the Principles of Universal Design for Learning.

 Readings/Resources:
 Borke, C. 3 & C. 5
 Novak Introduction, C. 1 & C. 2
 Related Videos and Lecture Notes

 Discussion Questions:
 1. Explain what is meant by the term "learner variability".
 2. Lets think critically about our own perceptions and that of our schools. Is there a "prevailing assumption" that not all learners are able or willing to learn and will fail? What evidence supports your claim? What are the implications of the "prevalent assumption" in your school?
 3. How should we utilize our knowledge of neural networks to design lessons/assessments that are considerate of Learner Variability? | **Discussion Board Week 2**

 Assignment 1 is due: Inventory/Evaluation of Current Assessment Practices |

| Week 3: | Focus: What constitutes a good learning goal?
What is evidence of learning?
Why is grading so difficult and how can we improve our practice?

Objectives:
Develop strong learning goals and expected outcomes for students
Determine how to identify quality evidence of student learning and growth
Discuss grading practices and consider how we can grade with equity in mind.
Readings/Resources:
Novak, C. 4, C. 5, & C. 6
Borke, C. 6
Feldman prologue, C. 1 & C. 4
Venables, Introduction & C.1
Related Videos and Lecture Notes

Discussion Questions:
1. How do we determine acceptable evidence of learning?
2. How are instruction and assessment connected?
3. How do we create measurable outcomes? | Discussion Board Week 3

Assignment 2 is due:
Literature Review |

Week 4:	**Focus: What is the role that feedback plays in the learning/assessment cycle?** **What processes help us gather, analyze and learn from assessment data?**	Discussion Board Week 4 **Assignment 3 is due: UBD Outline**
	Objectives: • Understand the inextricable links between learning, assessment, feedback. • Identify steps in data collection, analysis, and sharing to support student learning and growth. **Readings/Resources:** Feldman, C. 6, C.12 & C. 13 Venables, C. 2, C. 3 & C. 4 & Appendix McTighe, J. UBD Guide UDL Guidelines Related Videos and Lecture Notes **Discussion Questions:** 1. Review your classroom's current grading policies through the pillars of the vision outlined in Feldman, C. 6: How accurate are they? How bias-resistant? How motivating? 2. Consider the type and manner of delivery of feedback in your classroom. Based on the readings, what strategies do you already employ and what additional strategy might advance the feedback-growth cycle for your students? 3. What processes/formats have you used to collect, analyze and reflect on student data? Is there a formal process in your school? What small changes might be made in order to enhance your work with data to improve student learning?	

| Week 5: | **Focus:** How do we use data to drive instruction?

Objectives:
• Review practical strategies for adaptive instruction in response to assessment data.

Readings/Resources:
Borke, C. 7 & C. 8
Venables, C. 5, & C. 6
Jimerson, J. B. (2013a) & (2013b)
McTighe, J. UBD Guide
UDL Guidelines
Related Videos and Lecture Notes

Discussion Questions:
1. How can we make adjustments to practice based on assessment data? What are the necessary steps? How do you/would you incorporate those changes into your practice?
2. To effectively implement a learning/assessment/data cycle in your classroom, what support would you need? From who? | **Discussion Board Week 5** |
| Week 6: | **Focus:** How and when do we know we are successful?
How can we engage students and families in the process?

Objectives:
• Determine evidence for success.
• Discuss how communication relative to student growth can help strengthen the relationship between teachers, students, and families.

Readings/Resources:
Venables, C. 7 & C. 8
Feldman, C. 14
Article Readings
Related Videos and Lecture Notes

Discussion Questions:
1. How do you know if you will be successful? What data/results will indicate success and how do you plan to acknowledge and celebrate? How will you make success visible for students/families/community? | **Discussion Board Week 6**

Assignment 4 is due: Formative and Summative Assessment/Analysis |

Week 7:	**Focus:** **What is our philosophy of assessment and instruction?**	**Discussion Board Week 7**
	Objectives: • Reflect on and self-assess your curriculum, instruction and assessment practices in order to improve student learning **Readings/Resources:** Ruth Dann (2014) Shepard, L. A. (2019) Related Videos and Lecture Notes **Discussion Questions:** 1. What are two strategies, reviewed in the course, that you feel you can implement with fidelity in your classroom now or in the near future? How confident are you that the strategies will make a difference in improving student learning? 2. Make a list of evidence you might share with your evaluator to demonstrate effective use of data collection, analysis and adjustment to practice for the purpose of improved student learning.	**Assignment 5 is due:** **Reflective Essay**

*Candidates will be notified in advance of any changes to the calendar.

Fitchburg State University encourages all Extended Campus students to take advantage of our online student services. We have created a "virtual student center" just for you. Here you will find access to Counseling Services, Career Services, The Student Activity Center, the university bookstore and many other helpful links. You can access our student center by going to the university homepage at http://www.fitchburgstate.edu and clicking on Offices and Services. Scroll down and click on Extended Campus Center. You will find links to Library Services, our Virtual Student Center and other important information.

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FITCHBÚRG STATE UNIVERSITY

DISTANCE LEARNING & EXTENDED CAMPUS LIBRARY SERVICES

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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 the Linda LeBlanc, Access Services Librarian, at 978-665-3062 or 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 you and 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. Select the resource you want to access from the alphabetical or subject

listing. Once you click on the database title you will be prompted for your Falcon Key logon information; this is the same logon you will use for your Fitchburg State email account and if you have any online Blackboard courses. If you do not know your Falcon Key username and password or if you have any problems logging in, contact the university's Technology Help Desk at 978-665-4500 or helpdesk@fitchburgstate.edu. The Library can issue you a temporary guest Falcon Key to use while the Technology Department is setting up your account: contact us at 978-665-3062 or dllibrary@fitchburgstate.edu

All registered Fitchburg State University students are eligible for a Fitchburg State University OneCard ID which also serves as his/her library card. If you have not received your OneCard yet, you can still access all of our online services as long as you have activated your library account. Activate your library account online at http://www.fitchburgstate.edu/librarycf/cardrequest.cfm or in person at the Circulation Desk. After activation by the Gallucci-Cirio Library and receipt of your 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 complete the online Extended Campus OneCard request form http://web.fitchburgstate.edu/technology/onecard/photoless/index.cfm or present a course registration confirmation at the OneCard Office in the Anthony Building, main campus. Please call 978-665-3039 for available times or if you have any questions about your OneCard.

UNIVERSITY AND EDUCATION UNIT POLICIES

Policy on Disability

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 978-665-4020 (voice/relay). 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 course 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 that work submitted in fulfillment of course requirements will be solely that of the individual candidate and all other sources will be cited appropriately. University Academic Integrity Policy, as outlined in the University Catalog, 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 the use of copyrighted materials. See the Student Handbook for more details.

References:

Abbott, A. L., & Wren, D. G. (2016). Using Performance Task Data to Improve Instruction. *Clearing House, 89*(1), 38–45.

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Brookhart, S. M. (2014). *How to design questions and tasks to assess student thinking.* Alexandria, VA: ASCD.

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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.

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Davis, J., & Martin, D. B. (2018). Racism, assessment, and instructional practices: Implications for mathematics teachers of African American students. Journal of Urban Mathematics Education, 11, 45–68.

Garguillo, R.M. & Metcalf, D. (2013). *Teaching in Today's Inclusive Classroom: A Universal Design approach.* Belmont, CA: Wadsworth, Cenage Learning.

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Fisher, D. & Frey, N. (2011). *The formative assessment action plan: Practical steps for more successful teaching and learning.* Alexandria, VA: ASCD.

Jimerson, J. B. (2013a). Thinking about data: exploring the development of mental models for "data use" among teachers and school leaders. *Studies in Educational Evaluation.* doi:10.1016/j.stueduc.2013.10.010.

Jimerson, J. B. (2013b). Weave data into learning. *Journal of Staff Development, 34*(5), 50–53. Retrieved from http://search.ebscohost.com.fitchburgstate.idm.oclc.org/login.aspx?direct=true&db=eft&AN=90413259&site=eds-live&scope=site.