

**University of North Texas at Dallas
School of Education**

**Syllabus for EDUC 3340 Assessment in Education
Spring 2025**

Department of Teacher Education and Administration		School of Education
Instructor Name:	Dr Ratna Narayan	
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Classroom Location:	Dal 1 236	
Class Meeting Days & Times:	Wednesday 1:00 – 3:50 pm	
Course Catalog Description:	This course is designed to help students learn current practices and principles of assessment across the curriculum. Uses of assessment instruments and procedures will be studied. Students will learn measures to assess learners with special needs and linguistically and culturally different backgrounds. Students will also learn to design, administer, and interpret a variety of assessment measures, including professional, legal, and ethical responsibilities in educational assessments.	
Prerequisites:	Acceptance into the UNTD SOE Teacher Education Program.	
Required Text(s):	Articles will be provided on Canvas	
Additional Learning Resources:	Will be provided on canvas	
Course Goals or Overview: The goals of this course are as follows -		
1) Explore current practices and principles of assessment across the curriculum and analyze the essential components of the Texas’ Essential Knowledge and Skills (The TEKS).		
2) Examine characteristics and uses of formal and informal assessment instruments, with an emphasis on formative assessment and principles and practices for effective standards-based instruction.		
3) Become familiar with measures to assess learners with special needs and learners from linguistically and culturally different backgrounds.		
4) Learn how to design, administer, and interpret a variety of assessment measures. This includes professional responsibilities, ethical behavior, and legal requirements in educational assessments.		
Learning Objectives/Outcomes: At the end of this course, students will be able to:		
1	Demonstrate knowledge and incorporate technology to locate appropriate Texas’ Essential Knowledge and Skills (TEKS) when developing a comprehensive assessment plan to improve student achievement. (TExES PPR Domain 1, Competency 1; Domain III, Competency 9)	
2.	Select and develop appropriate assessment measures for the purpose of instructional planning, developing curriculum, and monitoring student progress. (TExES PPR Domain I, Competency 3; Domain III, Competency 8 and 9)	
3.	Design assessments that are responsive to learners with special needs and learners from linguistically and culturally different backgrounds (TExES PPR Domain I, Competency 2 and 3; Domain III, Competency 9)	
4.	Consider the situational application of assessing student needs, developing instructional goals, designing instructional assessments to achieve goals, and evaluating students’ work for improvement and achievement. (TExES PPR Domain 1, Competency 4; Domain III, Competency 8)	
5.	Administer, score, and interpret the results of both externally produced and teacher-produced assessment instruments.	

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	(TExES PPR Domain III, Competency 10)
6.	Communicate assessment results to parents, teachers, administrators, and students. (TExES PPR Domain III, Competency 7 and 10; Domain IV, Competency 11 and 12)
7.	Recognize unethical, illegal, and inappropriate assessment methods and uses of assessment information. (TExES PPR Domain IV, Competency 13)

Suggested Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Canvas announcement. Additional readings and activities may be added; these will be noted in the Readings and Activities/Assignments sections. PLEASE BRING YOUR LAPTOP TO EVERY CLASS.

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Schedule	<i>Suggested</i> Topics	Assessments
Week 1 Jan 15	<p>Discussion of Syllabus and Assignments</p> <p>All about Assessments, PowerPoint</p> <p>Class discussion</p> <p>Pre course Introductory statement</p>	<p>Reading for Jan 22nd https://teaching.resources.osu.edu/teaching-topics/designing-assessments-student</p> <p>Pre course Introductory statement Due on Canvas Jan 22nd</p> <p>Assessment and the PPR / Content exams Assignment Draft due Mar 8th</p> <p>Types of Assessments and examples: Portfolio assessment DRAFT DUE Mar 8th Final product due Apr 16th</p> <p>Get ready for Teacher interview assignment due Feb 12th</p>
Week 2 Jan 22nd	<p>How to Create meaningful assessments Class discussion on the reading</p> <p>The link between teaching and assessment</p> <p>Workshop for the Teach and Assess assignment due Jan 29th</p>	<p>On the discussion board titled Teach and assess, you will let me, and your partner know what grade, subject. Topic and concept you are going to teach and assess for the Teach and Assess assignment.</p> <p>Assessment and Blooms P1: Portfolio Assessment DRAFT DUE Mar 8th, Final product due Apr 16th</p> <p>Get ready for Teacher interview assignment due Feb 12th</p> <p>Reflection as an assessment tool power point due Jan 29th</p>

<p>Week 3 Jan 29th</p>	<p>Class discussion on the reading reflection as an assessment tool in your own classroom. Use your ppt for the discussion.</p> <p>Teach and assess.</p> <p>Class activity</p> <p>You will be paired with a partner/trio, you will teach a concept in 15 minutes and administer an assessment for it. You will teach the concept to your partner/s, assess their learning, and reflect on your assessment design and results.</p> <p>The list of pairs/ trios will be listed on the announcements before class.</p>	<p>Reading for Feb 5th: Reflection as a tool for assessment https://www.cambridge-community.org.uk/professional-development/gswrp/index.html</p> <p>The documentation for the Teach and Assess presentation must be uploaded on the discussion board prior to class on Jan 29th</p> <p>Peer feedback for Teach and Assess Assignment and Canvas Feb 5th</p> <p>Get ready for Teacher interview assignment due Feb 12th</p>
<p>Week 4 Feb 5th</p>	<p>Assessment and your certification Exams</p> <p>Workshop/ workday</p> <p>During class, we will discuss the role of Assessment in your certification exams and look at some sample PPR questions. You will then work in a group, in class on assessment in your content exams assignment</p>	<p>Reading for Feb 12th Preparing Students for Assessments and discussing results with parents, administrators, and students Article to be added</p> <p>Teach and Assess reflections on your and your peer's assessment due on Feb 12th on Canvas</p> <p>Advice from a teacher assignment due on Canvas Feb 12th on Canvas</p>
<p>Week 5 Feb 12th</p>	<p>Preparing Students for Assessments and discussing results with parents, administrators, and students</p> <p>Class discussion</p> <p>Share what you learned from the teacher you interviewed</p>	<p>Reading for Feb 19th Validity and reliability of Assessment results https://marcolearning.com/the-two-keys-to-quality-testing-reliability-and-validity/</p>
<p>Week 6 Feb 19th</p>	<p>Validity and reliability of Assessment results</p> <p>Class discussion workday</p>	<p>Types of Assessments and examples: Portfolio assessment DRAFT DUE Mar 8th Assessment and Blooms P1: Portfolio Assessment DRAFT DUE Mar 8th</p> <p>Reflection on validity and reliability of assessments due Feb 19th</p>
<p>Week 7 Feb 26th</p>	<p>Midterm Project</p>	

	<p>No class</p> <p>Work on your midterm project due Mar 5th</p>	<p>Midterm Project due Mar 5th</p> <p>Bring your games to class on Mar 5th</p>
<p>Week 8 Mar 5th</p>	<p>Midterm games presentation and feedback</p> <p>You will play your review games with your group and give and receive feedback</p>	<p>Reading for Mar 19th https://ncca.ie/media/1925/assessment-booklet-3_en.pdf Formative feedback</p> <p>Formative feedback for your peer's games due Mar 19th</p>
	<p>Spring break March 10 – 14</p>	
<p>Week 9 Mar 19th</p>	<p>Formative feedback workshop</p> <p>In this workshop, you will learn about different types of formative feedback, prompts, strategies etc. You will also at the peer feedback statements you have provided and identify the types of feedback and their purpose</p>	<p>Reading for Mar 26th https://in.sagepub.com/sites/default/files/upm-binaries/58366_Chapter_8.pdf Authentic Assessments</p> <p>Extra Credit: Take a peer feedback you had given someone on their game / teach and assess. Reflect on it. What is missing? What needed to be added? Identify the types of prompts. Knowing what you know about formative feedback, recraft your feedback. Make sure I can see the older feedback provided and the new recrafted feedback piece with the rational and identifications.</p>
<p>Week 10 Mar 26th</p>	<p>Authentic Assessments Class discussion</p> <p>Authentic assessment workshop</p> <p>You will work with members of your group to craft 3 Authentic assessments for different subjects / topics/ grades of your certification. You will create 1 authentic assessment by yourself. No repetition</p>	<p>Reading for Apr 2nd: Higher Order Thinking, Problem-Solving, and Critical Thinking</p> <p>Reading to be added</p> <p>Authentic Assessment assignment due Apr 2nd</p>

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Week 11 April 2nd	<p>Higher Order Thinking, Problem-Solving, and Critical Thinking</p> <p>Class activity and discussion</p> <p>I will provide the materials and the prompts for this group activity. You will as a group and as an individual respond to prompts correlating the topic and the activity.</p>	<p>Reading for Apr 9th: Creating and using rubrics https://manoa.hawaii.edu/assessment/resources/creating-and-using-rubrics/</p> <p>Higher Order Thinking, Problem-Solving, and Critical Thinking, reflection due April 9th</p> <p>Bring a rubric to class on April 9th, printed copy, we will use it in our discussion. Be prepared to explain what activity it is a rubric for.</p>
Week 11 Apr 9th	<p>Creating and using rubrics</p> <p>Class discussion on rubrics, sharing rubrics and workshop on creating rubrics</p> <p>As a group, you will create a rubric for the higher order thinking, critical thinking, problem solving activity you participated in last class. You will present the rubric</p>	<p>Upload the rubric you created to the Higher Order Thinking, Problem-Solving, and Critical Thinking, reflection</p>
Week 12 Apr 16th	<p>Workday</p>	<p>Reading for Apr 23rd https://www.thoughtco.com/assessing-students-with-special-needs-3110248 https://www.teaching.unsw.edu.au/assessing-inclusively</p> <p>Higher level Bloom's assessment and rubric due April 16th</p>
Week 14 Apr 23rd	<p>How to assess learners with special needs and learners from linguistically and culturally different backgrounds.</p> <p>Class discussion</p>	<p>Guest speakers?</p> <p>Modifying assessments to your certification assessment due Apr 30th</p>
Week 15 Apr 30th	<p>Last class Potluck Reflections</p>	<p>Final course Reflection due May 2nd</p>
May 5th		<p>Final reflective paper due May 5th</p>

Course Evaluation Methods:

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

The following are a list of assignments you will complete during this course. A detailed description and the grading rubric for each for each is found on the Canvas Assignment Tab. Assignments are of two types, Assignments and Portfolio assignments, some are group assignments while others are individual assignments.

Assignments:

Pre-Course Introductory statement: This is an individual assignment and can be a document or a slide show. You will use this 10-point assessment as an introduction and to explore the relationship between teaching and assessment.

Reflection as an Assessment tool: For this 10-point, individual assignment, you will read the material provided and create a slideshow in which you will detail 4 points that stood out to you in the material and tell me why. You will also tell me how you will use assessment as a reflection tool in your own classroom

Teach and Assess Assignment: For this 50-point major assignment, you will design and teach a 15-minute content-based lesson directed at a higher grade of your certification to your peers. You will administer an assessment you designed focused towards one of the three lowest levels of Bloom's revised taxonomy. You will collect and grade the assessments of your peers. You will also participate in your peers' teach and assess. You will give them peer feedback and reflect on your own teach and assess as well as reflect on your peers' teach and assess. The teach and assess portion will be completed in class.

Advice from a Teacher: For this 30-point, individual assignment, you will interview a teacher and provide me with a transcript of the interview. Questions to be asked are listed on Canvas, you will share the results with your classmates during class on Feb 12th.

Reflection on validity and reliability of assessments: For this 10-point individual assignment, you will tell me three things from the reading that stood out to you and respond to the prompts posted on Canvas.

Higher Order Thinking, Problem-Solving, and Critical Thinking, reflection: this 40-point reflection includes a group component as well as an individual component based on the activity you participate in in class.

Final Course reflection: In this 10-point individual assignment, you will provide feedback regarding the course and the assignments

Portfolio Assessments

Final paper: For this individual assignment, you will develop and submit a reflective portfolio showcasing some of the work you have created during the spring 2025 semester in EDUC 3340. You will pick a total of 6 artifacts (assignments) you designed and completed this semester. 3/6 artifacts are of my choice, they must include the following: Midterm game, Higher Blooms assessment and rubric, the individual authentic assessment you developed. You will pick 3 other artifacts of your choice. For more details regarding the individual pieces and grading refer to the Canvas assignment.

Types of assessments and examples: In this 25-point individual assignment, you will respond to the prompts and provide examples of different types of assessments for your certification level. You can send me a draft by Mar 8th, the final product is due by Apr 16th

Assessment and Blooms Taxonomy P1: For this 20-point individual assignment, you will select a higher grade in your certification area and subject areas and design three assignments that correlate to the three lowest levels of Bloom's revised taxonomy: Remembering, Understanding, Applying. One of the three will be used as the Assessment in your Teach and Assess assignment. You can send me a draft by Mar 8th, the final product is due by Apr 16th

Assessment and my certification exams: For this major group assignment that you will start during a workshop in class on Feb 5th, you will explore how the PPR and content exams correlate to the topic of assessment. For each exam, you will select the domains, competencies and descriptive statements that are relevant and identify and analyze examples from the Preparation manual.

Midterm Assessment Review game: For this major 60-point assignment, you will design a review assessment game for a higher grade of your certification. You will bring the game to class on Mar 5th, upload your game documentation on the discussion board provided, **engage your group members with your game and reflect on your game. You will also engage with your group member's games and provide formative feedback for those as well.**

Authentic Assessment assignment: This assignment **has a group and an individual component.** For this 40-point assignment which you will start with your group during the Authentic assessment workshop in class on Mar 26th, you will design 3 group and 1 individual, different authentic assessments and identify the indicators of authenticity, highlight the real-life applications for each.

Higher level Blooms assessment and rubric: For this **individual assignment,** you will develop an interactive assessment targeting a higher level of Blooms (Create, evaluate or analyze) for a higher grade of your certification. Where does critical thinking/problem solving/ higher order thinking feature in this activity? Explain. You will design a suitable rubric for this assessment

Modifying assessments: For this **individual assignment,** you will pick any assessment and modify it to cater to a student from your certification, ESL, BL, SPED. You will upload the original assessment and tell me about any adjustments / modifications you will make for the selected student with reasons.

S. No	Assignment	Points/	Your points
1.	Assignments		
a	Pre course Introductory statement	10	
b	Reflection as an Assessment tool ppt/ slide show	10	
c	Teach and assess presentation, documentation, reflection, peer feedback	50	
d	Advice from a teacher	30	
e	Reflection on validity and reliability	10	
f	Higher Order thinking, problem solving, critical thinking reflection	40	
e	Final Course reflection	10	
2.	Assessment Portfolio components		
a	Types of Assessments and examples	25	
b	Assessment and Blooms taxonomy P1	20	
c	Assessment and my Certification exams	50	
d	Midterm project	60	
e	Authentic Assessment	50	
f	Higher level Blooms	20	
g	Modifying assessment	10	
h	Final paper	50	
	Attendance x days x 10 points per day		
	Total		
3	Extra Credit		
i	Test and inventories may be extra credit	5	
ii	Peer feedback	10	
iii	Course Evaluation proof sent to me	10	

GRADING MATRIX

- A = 90% or better
- B = 80 – 89 %
- C = 70 – 79 %
- D = 60 – 69 %
- F = less than 60%

Late Assignments:

- Coursework is expected to be submitted on time.
- **There will be a 10% reduction of the assignment grade for every day the assignment is late.** For example: You score 100% on an assignment. It is three days late. The score is reduced by 30%. You receive 70%.
- **Assignments more than 5 days late will not be accepted, and you will receive a 0% on that assignment.**
- Life happens! If you have extenuating circumstances, please contact Dr. Narayan asap so we can create a plan for you.

Attendance:

- Each class session is worth ten points. **If you are absent, you cannot participate and therefore, you cannot earn your attendance points (EXCUSED OR UNEXCUSED).**
- Excessive absences are subject to reduction of final grade. **Two unexcused absences will result in your final letter grade being dropped by one letter regardless of your overall points.** Four absences will result in your overall grade being dropped by two letter grades and so on
- Excused absences are ONLY supported with medical documentation UNLESS university sanctioned. Must include date/time of doctor or hospital visit, stating it is an excuse from school/work. Only original documents will be accepted. Excused absences merit a 5-day extension of assignments but are subject to reconsideration on an individual basis. **Medical excuses must be presented within ONE week of the absence to be honored.**
- **If you are more than 10 minutes late to class, you will not receive full points for attendance and risk being marked absent.**
- Engaging in activities/discussions unrelated to the topic at hand, and/or excessive use of technologies in excess may result in a reduction of participation points.

Life Happens Clause:

- If due to unusual circumstances such as an extended illness or unexpected work responsibilities, the student misses more than two sessions, he/she should contact the instructor to see if additional makeup assignments can be obtained and completed.
- Please inform me in advance of any excused absences you may have in compliance with the University of North Texas Dallas.

University Policies and Procedures

Students with Disabilities (ADA Compliance):

Chapter 7(7.004) Disability Accommodations for Students:

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to the faculty to begin a private discussion regarding your specific needs in a course. You may request accommodation at any time; however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in

implementation. Students must obtain a new letter of accommodation for every semester and meet/communicate with each faculty member before implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, see [Disability Services Office](#). You may also contact them by phone at 972-338-1777, by email at UNTDisability@untdallas.edu, or Building PL, room 1104.

Disruptive Behavior in an Instructional Setting:

Students are expected to engage with the instructor and other students in this class respectfully and civilly at all times to promote a classroom environment conducive to teaching and learning. Students who engage in disruptive behavior will be directed to leave the classroom. A student-directed to leave class due to disruptive behavior is not permitted to return to class until the student meets with a representative from the Dean of Students Office. It is the student's responsibility to meet with the Dean of Students before class meets again and to provide the instructor confirmation of the meeting. A student who is directed to leave class will be assigned an unexcused absence for that class period and any other classes the student misses due to not meeting with the Dean of Students. The student is responsible for material missed during all absences, and the instructor is not responsible for providing missed material. In addition, the student will be assigned a failing grade for missed assignments, quizzes, or examinations and will not be allowed to make up the work.

The Code of Student's Rights, Responsibilities, and Conduct (Policy 7.001) describes disruption as the obstructing or interfering with university functions or activity, including any behavior that interferes with students, faculty, or staff access to an appropriate educational environment. Examples of disruptive behavior that may result in a student being directed to leave the classroom include but are not limited to: failure to comply with reasonable directive of University officials, action or combination of actions that unreasonably interfere with, hinder, obstruct, or prevents the right of others to participate freely, threatening, assaulting, or causing harm to oneself or another, uttering any words or performing any acts that cause physical injury, or threaten any individual, or interfere with any individual's rightful actions, and harassment. You are encouraged to read the Code of Student's Rights, Responsibilities, and Conduct for more information related to behaviors that could be considered disruptive.

<u>Canvas</u>	<u>Infrastructure</u>	<u>Accessibility</u>	<u>Statement</u>
University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty, including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser, and information on any assistive technology being used. <u>A Canvas Instructure Accessibility Statement is also provided.</u>			

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e., MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Course Evaluation Policy:

Student evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This brief survey will be made available to you at the end of the semester, providing you with a chance to comment on how this class is taught. I am extremely interested in the feedback I get from students as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Assignment Policy: (According to the instructor's discretion while working in concert with the division/program's guidelines).

Exam Policy: (Online exams and the ability to retake is solely at the instructor's discretion). **NOTE:** Online exams may be proctored on campus at instructor's discretion.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to UNT Dallas' Student Code of Academic Integrity for complete provisions of this code.

Academic dishonesty includes but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

We are discussing the AI policy ...

Classroom Policies

Online Attendance and Participation:

The University attendance policy is in effect for this course. Class attendance in the Canvas classroom and participation are expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed on the discussion board. Online presence and participation in all class discussions are essential to the integration of course material and your ability to demonstrate proficiency.

Attendance for this online or hybrid course is considered when logged in and active in Canvas, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to UNT Dallas' Registrar for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course.

Inclement Weather and Online Classes: Online classes may or may not be affected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online "Netiquette":

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages, and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks)).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to UNT Dallas Student Code of Conduct. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy: *Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other*

ascribed statuses will not be tolerated. Disruptions that violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

Technology Assistance: In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements listed on the first page of the syllabus.

If you experience difficulty accessing or using components of the course, try using the Google Chrome browser. If you still experience technical difficulties, first, notify your instructor.

If the problem is still unresolved, call Student Assistance (Distance Learning) at the phone number listed on the first page of the syllabus. Also, no matter what browser you use, it always enables pop-ups. For more information, see:

- [UNT Dallas Canvas Technical Requirements](#)
- [Canvas Instructure Supported & Unsupported Operating Systems](#)