



EDUC 5351.060: Assessment in Educational Settings

A. Course Logistics

Term: Spring 2026. January 12th – May 2nd

Instructor: Dr. Woonhee Sung

Office Phone: (903) 565-7175

Office Address: BEP 243, School of Education, 3900 University Blvd. Tyler, TX 75799

Office Hours: By appointment and/or Tues & Thurs 3:00-4:30pm. (& by appointment. [Zoom](#) link here)

Email: wsung@uttyler.edu (Best way to contact)

Communication Policy: Students may email any time when a question arises. Please note for email messages, I typically respond within 24-48 hrs. Weekends may vary. Please indicate course **title** [EDUC5351] in the title line.

Last day to Withdraw: March 30th, 2026

B. Course Overview

This course provides an introduction to assessment design for educational settings focusing on the Analysis and application of elements of pre- and post-assessment in educational settings including learning products and processes, learning environments and instructional decisions. This graduate level course builds upon the knowledge base and experiences gained in prior graduate and/or undergraduate coursework addressing ways in which educators examine whether and how student learning outcomes have been met.

C. Student Learning Outcomes

#	Learning Outcome	Texas Educator Standards	ISTE Standards	Assessment
SLO 1	Develop a comprehensive understanding of instructional preparation and delivery, including lesson design, evaluation of instructional materials, and research-based teaching practices.	Standard 1A - Teachers apply basic principles of lesson plan design from the learning sciences to prepare for instruction. Standard 1B - Teachers evaluate instructional materials and select or customize the highest quality district-approved option. Standard 2A - Teachers deliver research- and evidence-based instruction to meet	ISTE 1c - Stay current with research that supports improved student learning outcomes, including findings from the learning sciences. ISTE 5b - Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active,	Mid-project Unit (re)Design Final Project

		the needs of all learners.	deep learning. ISTE 5c - Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.	
SLO 2	Gain knowledge and skill in differentiating assessment and evaluation for all students, including those with varied literacy levels, socio-cultural, and linguistic backgrounds.	<p>Standard 1D - Teachers ensure lesson sequence and materials meet the needs of all learners and adapt methods when appropriate.</p> <p>Standard 1E - Teachers recognize students' backgrounds as assets and apply knowledge of students to engage them in meaningful learning.</p> <p>Standard 2D(iii) - Teachers apply multiple means of assessing learning, including the use of digital tools, to accommodate according to students' learning needs, linguistic differences, and/or varying levels of background knowledge.</p>	<p>ISTE 5a - Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.</p> <p>ISTE 7a - Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.</p> <p>ISTE 7b - Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.</p>	<p>Quizzes</p> <p>Mid-project: Assessment Articles Review</p> <p>Assessment Arc of the Year</p>
SLO 3	Develop a deeper understanding of formative and summative assessment theory, research foundations, and evidence-	Standard 2C - Teachers consistently check for understanding, give feedback, and make	ISTE 7b - Use technology to design and implement a variety of	<p>Quizzes</p> <p>Assessment Articles Review</p>

	based practices for monitoring student learning.	<p>lesson adjustments as necessary.</p> <p>Standard 2D - Teachers implement formative and summative methods of measuring and monitoring student progress through the regular collection, review, and analysis of data.</p>	<p>formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.</p> <p>ISTE 7c - Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.</p>	<p>Assessment Arc of the Year</p> <p>Presentation of Arc</p>
SLO 4	Apply research-based assessment practices to inform instructional decisions, adjust teaching strategies, and promote continuous improvement in student learning outcomes.	<p>Standard 1F(iii) - Teachers use assessment data to identify prior knowledge and plan for the learning needs of students.</p> <p>Standard 2D(iv) - Teachers use assessment results to inform and adjust instruction and intervention.</p> <p>Standard 5B(i) - Teachers apply consistent reflective practices, analysis of student work, and video evidence of teaching to identify and communicate professional learning needs.</p>	<p>ISTE 1a - Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.</p> <p>ISTE 6a - Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.</p> <p>ISTE 7c - Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.</p>	<p>Unit (Re)Design Final Project</p> <p>Assessment Arc of the Year</p>

D. Required Textbooks and Readings

All readings, quizzes, course expectations are based on the noted edition and not an earlier one.

Popham, W. J. (2020). *Classroom assessment: What teachers need to know* (9th ed.). Pearson.

ISBN-13: 978-013-556910-8

ISBN-10: 013-556910-9

(get paperback or kindle; you are NOT required to get supplemental digital package).

E. Course Structure

This course is designed to support your understanding about assessment and assessment design by integrating theories into the practice. In each module, you will read module contents with lecture notes/videos, engage in discussion or reflection, and apply your learning through various learning and group discussion activities such as goal-setting and self-learning activities, media review, district curriculum scope and sequence analysis, assessment analysis, assessment research and design, quizzes, and unit redesign.

F. Course Projects, Requirements and Grading

The assignments and projects outlined below are designed to contribute in a different, and yet complementary way in achieving the stated course objectives.

Tasks and Percentages

Discussion Board Posting and Participation: 25%

Quizzes and Interaction: 10%

Assignment Projects: 35%

Self-Learning assignment & Reflection

Online Media Review logs & Reflection

Assessment Arc of the Year project

Mid-Project: 15%

Final Unit-Redesign Project: 15%

Performance standards

Points	Percent	Grade	Standard
90-100	90%	A	Outstanding
80-90	80%	B	Good
70-80	70%	C	Fair
60-70	60%	D	Poor
00-59	59% or below	= "F"	F Unacceptable

G. Late Work Policy

Unless otherwise stated, all work will be completed and turned in on the day, and by the time it is due. Late assignments without prior, written permission from the instructor or without the presence of documentable (by you), extenuating circumstances will result in a lowering of the assignment grade. If you have gotten written instructor permission, print out the email and attach to your work (in the comment box). It falls on you to present your documentation in a professional manner.

EDUC 5351—100% Online

Tentative Schedule of Due Dates and Activities

*The instructor reserves the right to change assignments and due dates to meet the needs of the class. Every effort will be made to provide reasonable notice to students of no less than 24 hours and will be communicated via Announcements and/or class E-mail.

*Details will be posted in each module for each week's activities.

*I will have each week's module up BY Monday at 5pm (or before).

*All student work for a given week is due the **following Sunday BY 11:59pm** (or as specified in each module)

*Final Version of Weekly Assignments: in Module: The final version of this course's activities and assignments will be in each week's Module folder.

Module	Activities, Assignments & Due Dates
Module 1	<p>Theme 1: Intro & Orientation to the Course</p> <p>READ Textbook : Popham (2020) Chapters 1-2 pp. 1-73.</p> <p>Chapter 1 Why do teachers need to know about assessment? (1-33)</p> <p>Chapter 2 Deciding what to assess (34-73)</p> <p>DUE: Quizzes over Chapters 1 & 2</p> <p>DUE: Introduction Posting</p> <p>DUE: Self-Learning Goal Log for Week 1</p>
Module 2	<p>Theme2: Bloom's Taxonomy in relation to teaching, learning, and assessment</p> <p>READ Textbook Popham (2020) Chapters 3 & 4 (pp. 74-126)</p> <p>Chapter 3 Reliability of assessment (74-96)</p> <p>Chapter 4 Validity (97-126)</p> <p>DUE: Quizzes over Chapters 3 & 4</p> <p>DUE: Self-Learning Goal Log for Week 2</p>
Module 3	<p>Theme: The issue of assessment fairness</p> <p>READ</p> <p><u>Textbook : Popham (2020)</u></p> <p>Chapter 5 Fairness (127-153)</p> <p>Article: Rasooli et al. (2018) Classroom assessment fairness.</p> <p>DUE: Quiz over Chapter 5</p> <p>DUE: All 3-weeks' self-learning logs and reflection</p>
Module 4	<p>Theme: Selected and constructed responses</p> <p>READ Textbook : Popham (2020)</p> <p>Chapter 6 Selected-response tests (154-179)</p> <p>Chapter 7 Constructed-response tests (180-201)</p> <p>Due: Quizzes over Chapter 6 & 7</p> <p>Due: Phase 1 Arc of Assessment Year</p>
Module 5	<p>Theme: Performance assessment; portfolio assessment</p> <p>Read <u>Textbook : Popham (2020)</u></p> <p>Chapter 8 Performance assessment (202-226)</p>

	<p>Chapter 9-Portfolio assessment (227-243)</p> <p>DUE: Quizzes over Chapter 8 & 9 DUE: Phase 2 Arc of Assessment Year</p>
Module 6	<p>Theme: Affective assessment Read <u>Textbook : Popham (2020)</u> 10-Affective assessment (244-264)</p> <p>DUE Quiz over Chapter 10 DUE Phase 3 Arc of Assessment Year (final version)</p>
Module 7	<p>Theme: Teacher-developed assessments Read <u>Textbook : Popham (2020)</u> Chapter 11 Improving teacher-developed assessments (265-283)</p> <p>DUE: Quizzes over Chapter 11 DUE: Mid-project “Assessment Development and Transformation” Phase 1</p>
Module 8	<p>Theme: Formative assessment Read <u>Textbook : Popham (2020)</u> Chapter 12 Formative assessment (284-308)</p> <p>DUE: Quizzes over Chapter 12 DUE: Mid-Project Phase 2 Article Search and Analysis DUE: Discussion Posting about Article Search/Analysis Reflection</p>
Module 9: Spring break	
Module 10	<p>Theme: Making sense out of standardized tests and their scores *Assignment Instructions: Final Project about Unit-(Re)Design</p> <p>Read <u>Textbook : Popham (2020)</u> 13-Making sense out of standardized test scores (309-340) Article: Au (2007)</p> <p>DUE: Quiz over Chapter 13 DUE: Mid-Project Phase 3. Innovative Assessment Design</p>
Module 11	<p>Theme: Test preparation practices Read <u>Textbook : Popham (2020)</u> Chapter 14-Appropriate and inappropriate test preparation practices (341-355)</p> <p>DUE Quiz over Chapter 14 DUE Reflection over Test Prep</p>
Module 12	<p>Theme: Evaluating instruction and action research Read <u>Textbook: Popham (2020)</u> 15_The evaluation of instruction (356-388)</p> <p>DUE Quiz over Chapter 15 DUE: Final Project Phases 1 and 2</p>

Module 13	Theme: Assessment-based grades Read <u>Textbook: Popham (2020)</u> 16_Assessment-based grading (389-410) DUE: Quiz over Chapter 16 DUE: Final Project Phases 3 and 4
Module 14	Theme: Backward Design & Data driven education DUE: Final Project Phase 5 Reflection due
Module 15	Final Unit Redesign: Peer Review and Feedback

H. Tips for Success in this Course

1. Participate. You should engage deeply, ask questions, and discuss the course content with your peers. You can learn a great deal from discussing ideas and perspectives with your peers and me. Participation can also help you articulate your thoughts and hone your critical thinking skills.
2. Manage your time wisely. I understand that we are all extremely busy. Therefore, it is best to carve out time to work on this course. As this is a 7-week course, you need to allocate approximately 8-10 hours per week to enable you to dive into the course content, participate in discussions with your colleagues in this course and me, and work on assignments.
3. Log in to our course regularly, at least 2 to 3 times a week. This will help you absorb information in smaller pieces, and you'll have more time for thinking, which is critical in this course, and working with different artificial intelligence tools.
4. Stay caught up. This course is only seven weeks long. If you get behind, it can be challenging to catch up, and it won't be a pleasant learning experience. Learning shouldn't and doesn't have to be painful.
5. Use Canvas notification settings. Let the features in Canvas help you with your time management. You can receive timely notifications in your email or via text. Be sure to enable notifications to be sent instantly or daily. (See the Canvas Notification Guide).
6. Communicate with me. Let me know if you need help or if something is happening in your life. Please do not wait until it is too late to recover. I want you to be successful in this course and to get to cheer for you at graduation!

Artificial Intelligence Statement

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity.

The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

In this course,

*You may use AI programs e.g. ChatGPT to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity.

You **may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor). ***Any plagiarism or other form of cheating will be dealt with severely under relevant UT Tyler policies.

College of Education and Psychology (CEP) Vision and Mission

Core Purpose of the College of Education and Psychology

To prepare competent, caring, and qualified professionals in the field of education, psychology, and counseling; to foster discovery; and to advance the knowledge base in our respective disciplines.

Vision: The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

Mission: The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of Texas Education Standards can be accessed [here](#).

Access the Code of Ethics and Standard Practices for Texas Educators can be accessed [here](#).

UNIVERSITY POLICIES

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click [here](#).

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University

- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, <https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/>

[University Guidelines, Links and Policies](#)