

EDUC 5351.060: Assessment in Educational Settings

A. Course Logistics

Term: Summer 2025. May 12th, 2025 – August 9th, 2025

Instructor: Dr. Woonhee Sung

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Office Hours: By appointment and/or Tues & Thurs 3:00-4:30pm. In-person and virtual available. For virtual meeting, you will use this [Zoom](#) link.

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: July 10th, 2025

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
SL O 1	Develop a deeper understanding of the theory and research foundations underpinning best practices in assessment and evaluation of student learning.	Standard 1--Instructional Planning and Delivery. Standard 5--Data-Driven Practice.	ISTE 2.7a, 2.7b, 2.7c	Quizzes Assessment Articles Review Assessment Arc of the Year
SL O2	Gain knowledge and skill in considering ways in which assessment and evaluation come into play	Standard 2--Knowledge of Students and Student Learning.	ISTE 2.5b, 2.5c	Quizzes

	when differentiating instruction for all students, including those with varied literacy levels, socio-cultural, and linguistic backgrounds.	Standard 3--Content Knowledge and Expertise.		Assessment Articles Review Assessment Arc of the Year Presentation of Arc
SL O3	Apply research-based approaches, methods, and materials for designing, implementing, and evaluating instruction to promote effective content learning.	Standard 5--Data-Driven Practice.	ISTE 2.4a, 2.6a	Unit (Re)Design Assessment Arc of the Year

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.

Summer 2025---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.

Week	Module	Activities, Assignments & Due Dates
Week 1 Class #1	Module 1 5/12 – 5/18	Theme 1: Intro & Orientation to the Course READ <u>Textbook : Popham (2020) Chapters 1-2 pp. 1-73.</u> 1-Why do teachers need to know about assessment? (1-33) 2-Deciding what to assess (34-73) Theme2 : Bloom's Taxonomy in relation to teaching, learning, and assessment READ <u>Textbook Popham (2020) Chapters 3 & 4 (pp. 74-126)</u> 3_Reliability of assessment (74-96) 4_Validity (97-126) Assignments Due May 18 th Sunday at 11:59pm

		<p>DUE Quizzes over Chapters 1, 2</p> <p>DUE Quizzes over Chapters 3 & 4</p> <p>DUE: Self-learning project open and due for the next week</p>
<p>Week 2</p> <p>Class #2</p>	<p>Module 2</p> <p>5/19-5/25</p>	<p>Theme: The issue of assessment fairness</p> <p>*Assignment Instructions: Introduction to Arc of the Assessment Year (Wks 3-5, each phase due at the end of each week).</p> <p>*Assignment Instructions: Online media review logs and reflection (Wks 4-6, and all logs with reflection due Week 6).</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>Assignments Due May 25th Sunday at 11:59pm</p> <p>DUE Quiz over Chapter 5</p> <p>DUE Self-learning project logs and reflection</p>
<p>Week 3</p> <p>Class #3</p>	<p>Module 3</p> <p>5/26 – 6/1</p>	<p>Theme: Selected and constructed responses</p> <p>READ <u>Textbook : Popham (2020)</u></p> <p>Chapter 6 Selected-response tests (154-179)</p> <p>Chapter 7 Constructed-response tests (180-201)</p> <p>Assignments Due June 1st, Sunday at 11:59pm</p> <p>Due Quizzes over Chapter 7 & 8</p> <p>Due Phase 1 Arc of Assessment Year</p>
<p>Week 4</p> <p>Class #4</p>	<p>Module 4</p> <p>6/2 – 6/8</p>	<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>Assignments Due June 8st, Sunday at 11:59pm</p> <p>DUE Quizzes over Chapter 9 & 10</p> <p>DUE Phase 2 Arc of Assessment Year</p>
<p>Week 5</p> <p>Class 5</p>	<p>Module 5</p> <p>6/9-6/15</p>	<p>Theme: Affective assessment</p> <p>Read <u>Textbook : Popham (2020)</u></p> <p>10-Affective assessment (244-264)</p> <p>Assignments Due June 15st, Sunday at 11:59pm</p> <p>DUE Quiz over Chapter 10</p> <p>DUE Phase 3 Arc of Assessment Year (final version)</p>
<p>Week 6</p> <p>Class #6</p>	<p>Module 6</p> <p>6/16-6/22</p>	<p>Theme: Teacher-developed assessments</p> <p>*Assignment Instructions: Mid-project about 'Assessment Research and Design' for weeks 7, 8, 9 and 10</p>

		<p>Read <u>Textbook : Popham (2020)</u> Chapter 11 Improving teacher-developed assessments (265-283)</p> <p>Assignments Due June 22nd, Sunday at 11:59pm DUE Quizzes over Chapter 11 DUE: Online Media Assignment: three logs & reflections for: Podcasts; TED Talks; Blogs. DUE: Online Media Assignment: Whole class Discussion</p>
Week 7 Class #7	Module 7 6/23-6/29	<p>Theme: Formative assessment Read <u>Textbook : Popham (2020)</u> 12_ Formative assessment (284-308)</p> <p>Assignments Due June 29th, Sunday at 11:59pm E-Learning Activities DUE Quizzes over Chapter 11 DUE Phase 1 and 2 of the Mid-Project</p>
Week 8 Class #8	Module 8 6/30-7/6	<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>Assignments Due July 6th, Sunday at 11:59pm DUE Quiz over Chapter 13 DUE Phase 3 of the Mid-Project</p>
Week 9 Class #9	Module 9 7/7 – 7/13	<p>Theme: Test preparation practices Read <u>Textbook : Popham (2020)</u> Chapter 14-Appropriate and inappropriate test preparation practices (341-355)</p> <p>Assignments Due July 13th, Sunday at 11:59pm DUE Quiz over Chapter 14 DUE Phase 4 of the Mid-Project</p>
Week 10 Class #10	Module 10 7/14-7/20	<p>Theme: Evaluating instruction and action research Read <u>Textbook : Popham (2020)</u> 15_ The evaluation of instruction (356-388)</p> <p>Assignments Due July 20th, Sunday at 11:59pm DUE Quiz over Chapter 15 DUE Phase 4 of the Mid-Project and discussion board activity</p>

Week 11 Class #11	Module 11 7/21 – 7/27	Theme: Assessment-based grades Read <u>Textbook : Popham (2020)</u> 16_Assessment-based grading (389-410) Assignments Due July 27 th , Sunday at 11:59pm DUE Quiz over Chapter 16 DUE Discussion board activity
Week 12 Class #12	Module 12 7/28-8/8	Theme: Backward Design & Data driven education Assignments Due August 7th, Thursday at 11:59pm Final Unit (Re)Design Project Due

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!

University Policies & Student Resources

University policies and student resources are available on the University website and in Canvas under “Syllabus”.

- [University Policy](#)
- [Student Resources](#)
- [Canvas help](#)

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.

The UT Tyler College of Education and Psychology Mission and Vision

CEP 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.

CEP 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.

Access the Texas Administrative Code for the [**Educators' Code of Ethics and Standard Practices**](#)