



History Education 4010
Assessing in Secondary Social Studies
Fall 2019
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Class meeting time and place: Online

Office hours: T 11 am-2pm and TH 11 am-1 pm; By appointment on Mondays

Required readings:

No required textbooks

Required readings, modules, and assignments from course Bb site and/or HIED weebly site - <http://ecuhied.weebly.com/>

Course objectives -Students will know and be able to

1. use Revised Bloom's Taxonomy in assessment **(INTASC 1 AND 2)**.
2. articulate the relationship between Common Core Standards, NC Essential Standards and 21st Century Skills, classroom instruction, and evaluation **(INTASC 4 AND 5)**.
3. identify the major components of both objective and open-ended questions and be able to evaluate their merits **(INTASC 6)**.
4. develop pre assessments, formative assessments and formal assessments as a tool to discover areas of improvement needed by students and teacher **(INTASC 6)**.
5. develop assessments that integrate Common Core standards for Reading, Writing, Speaking and Listening as well as NC Essential Standards for Social Studies and 21 Century Skills **(INTASC 6)**.
6. use the TQP 9-12 Curriculum Unit format to develop assessments that match the learning objectives **(INTASC 7)**.

This course pairs with a face-to-face class, HIED 4323 - Teaching Social Studies in High School. You should be enrolled in 4323 and 4010 concurrently. The assessments you build in this course (4010) will pair with the unit you will build in HIED 4323.

"Attendance" and Class Participation Expectations:

Students are expected to participate fully in this course as a demonstration of professionalism and positive work habits. All assignments should be accessed during the week indicated on the course website and all assignments submitted during the allotted timeframe. Participation in discussion threads is mandatory. **"Full Participation" is defined as responding to original**

prompts and actively commenting on and responding appropriately to classmate or instructor thoughts or questions with relevant, academic, and thorough responses. Failure to “Fully Participate” in class assignments and discussions may result in a reduction of points in the class participation portion of the grade. Please be attentive to all due dates and course assignments. Should you have any questions at any point, please contact the instructor via university email.

General information:

Academic integrity – All students are held to the Honor Code of East Carolina University. Any violation of the Honor Code will be reported. It is your responsibility to be aware of East Carolina University’s Academic Integrity Policy. This policy is available online and in the university catalog. Any forms of cheating or plagiarism are included.

Academically violating the Honor Code consists of the following:

- A. Cheating -Unauthorized aid or assistance or the giving or receiving of unfair advantage on any form of academic work.
- B. Plagiarism -Copying the language, structure, ideas, and/or thoughts of another and adopting same as one's original work.
- C. Falsification -Statement of any untruth, either spoken or written, regarding any circumstances relative to academic work.
- D. Attempts -Attempting any act which if completed would constitute an academic integrity violation as defined herein.

Support for students with disabilities – East Carolina University seeks to fully comply with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a covered disability must go to the Department for Disability Services located in Slay 138 to verify the disability before any accommodations may occur. The telephone number is 737-1016.

Severe Weather Information – The ECU emergency information hotline is 328-0062. Information regarding class cancellation due to severe weather is also available on the university website.

Continuity of instruction - In the event that face-to-face classes are suspended due to a pandemic or other catastrophe I will strive to continue instruction to those that are able to participate. If and when face-to-face classes are suspended, you will receive an email from me and a Blackboard Announcement that detail how we will communicate, where you can locate course information and what you can expect during this time period. I realize that some of you may be affected by the event and not able to participate, however I will continue to provide instruction to those that are able to continue.

Teacher Education Requirements:

All candidates in teacher education programs are required to follow the guidelines and stipulations outlined in the "Welcome to Teacher Education Preparation Handbook." These requirements and guidelines range from GPA requirements and professional dispositions to Upper Division, practicum, and internship policies and procedures. It is the responsibility of all teacher education candidates to know the requirements and guidelines stated in the "Welcome to Teacher Education Handbook."

Assignment and grading policy:

All assignments are to be submitted no later than 11:59 pm on the date indicated on the syllabus. **Assignments turned in late will be lowered 11 points for each day past the due date.** All assignments must be word-processed using standard size (10 or 12 pt.) traditional font (Times New Roman, Arial, Courier New).

TQP Modifications

As a direct result of TQP Summer Institutes from 2012-2014, several modifications have been made to this course that center teacher candidates on a strategic and literacy focused approach to teaching social studies. Those areas that align with TQP initiatives and institutes are highlighted in yellow throughout the syllabus.

Grading Scale: A minimum grade of C (a 73 or above) is required in this course (and all other UD courses) for advancement in the History Education program.

Grade	Range	Quality points
A	94-100	4.0
A-	90-93	3.7
B+	87-89	3.3
B	83-86	3
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2
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C-	70-72	1.7
D+	67-69	1.3
D	63-66	1
D-	60-62	.7
F	Below 60	0

- YOU MUST COMPLETE AND PROPERLY SUBMIT **ALL** COURSE REQUIREMENTS TO PASS THIS CLASS. FAILURE TO COMPLETE **ANY ONE** OF THE REQUIRED ASSIGNMENTS WILL RESULT IN A GRADE OF "F" FOR THE COURSE.
- NO INCOMPLETES will be given.

Requirements: Many of the assignments completed in this course will be related to HIED 4323 assignments with the intention being that you will see the connection of assessment with instruction.

Module 1 week 1 quiz	5%
Module 1 week 2 quiz	5%
Module 1 week 3 quiz	5%
Module 1 week 4 quiz	5%
Module 2 assessment scavenger hunt	10%
Module 3 UAM formative (2) and summative assessments	20%
Module 4 Senior I lesson data analysis and interpretation	15%
Course summative assessment – Mini task 3	25%
Class participation	<u>10%</u>
	100%

HIED 4010 Course Calendar	
Module 1 Weeks 1-4 (1) August 19-25 (2) August 26-September 1 (3) September 2-8 (4) September 9-15	Overview of assessment; assessment, evaluation, and course redesign; the role of assessment in informing and transforming instruction Related readings and resources on course webpage Assessment Quiz due by 11:59 pm on Sunday of each week (8/25; 9/1; 9/8; and 9/15)
Module 2 Weeks 5-6 (5) September 16-22 (6) September 23- September 29	Types and functions of assessment; formative and summative assessment; formal and informal assessment Related readings and resources on course webpage Assessment Scavenger Hunt due to course EdModo page by 11:59 pm on Sunday of week 6 (9/29)
Module 3 Weeks 7-10 (7) September 30 October 6 (8) October 7-13 (9) October 14-20 (10) October 21-27	Designing quality assessments; objective vs. subjective assessments; designing grading rubrics Related readings and resources on course webpage Fully design 1 summative assessment and 2 formative assessments for lessons in the UAM (HIED 4323) – due in Bb by 11:59 pm on Sunday of week 10 (10/27)
Module 4 Weeks 11-15 (11) October 28 - November 3 (12) November 4-10 (13) November 11-17 (14) November 18-24 (15) November 25-December 1	Collecting assessment data; analyzing assessment data; interpreting assessment data; providing feedback to students; using data to inform or modify instruction (this module corresponds with the HIED/ENED 4323 PLC Coffee Circles) Related readings and resources on course webpage Design formative assessment for internship lesson, provide feedback to students, analyze and interpret data from assessment, create instructional plan to address perceived areas of need due in shared drive by 11:59 pm on Sunday of week 15 (12/1)
Course summative assessment Due on December 10 by 11:59 pm	Mini task 3 (designing assessment instrument; implementing along with instructional learning segment; analysis and interpretation of data; provision of feedback on student samples; and reflection and transformation of practice)