

San José State University
Department of Teacher Education
EDTE 282 Assessment and Evaluation in Secondary Schools, Summer 2026

Course and Contact Information

Instructors:	Carrie Holmberg, EdD
Office Location:	Sweeney Hall (SH), room 335 and/or Asynchryhronously
Telephone:	Holmberg: (650) 215-0700 (m) (408) 924-3734 (o)
Email:	Carrie.Holmberg@sjsu.edu
Office Hours:	Wednesdays after class and by appointment via Zoom/phone
Class Day & Time:	Mondays and Wednesdays, 11:00am-3:15pm (Section 11) Classes: June 1, 3, 8, 10, 15, 17, 22 and 24 (Asynchronously), 29 and 7/1 Instruction mode: In person, with 2 classes Asynchronously (6/22 and 6/24)
Classroom:	Sweeney Hall 335
Prerequisites:	Program Director consent

Course Description

Principles of educational assessment and evaluation. Instructional and classroom assessment design. Focus on construction, selection and use of embedded instruments. Interpretation of data for teachers' and students' use.

Assessment of and for student learning is an art and a science. We will focus on research-based assessment and evaluation strategies that make student learning visible as we use technology, including AI, in the creation of learning experiences and assessment tools intended to help generate for students useful formative feedback. Assessing in the classroom is an act of decision making as the assessor makes multiple decisions in the process.. Experts in assessment are guided by mental models that allow them to focus on solving practical problems of classroom assessment in principled ways. This course offers a glimpse of how the classroom teacher can acquire skills that allow for sophisticated and nuanced ways of assessing student learning.

This course aims to make classroom assessment practices visible to our students by involving students in the decision making processes and construction of key classroom assessment tools. In the current education climate of standards and accountability, teachers must be well prepared and well informed about classroom assessment practices, how AI can be used productively to support them, and be able to communicate to different stakeholders (students, parents, mentor teachers, administration, and district staff) about different

assessment purposes and uses. It is also critical that middle and high school teachers be able to address common misconceptions and misuses of assessment tools and data. This course aims to set students up for success in these realms.

The academic expectations and culture of the EDTE 282 classroom will invite students to embrace the meaning and implications of the NRC (2001) Assessment Triangle and ask:

- What is it that we are *aiming to assess* (i.e., learning goals for students)?
- How will we “*see*” or *observe* students “*doing*” what it is we are aiming to assess (i.e., how will we see students demonstrate they have learned some of the learning goal)?
- How will we *interpret* what we see students doing as they demonstrate their learning (i.e., how do we make sense of what we see)?

We will reflect on the potential uses of the classroom assessment tools we construct and spend time exploring how to adapt them to different contexts. We will explore how formal and informal assessment strategies can be used to better engage and support learners. We will also attend to the need to sequence and scaffold particular classroom assessment activities, and to design and modify lesson plans and curricular units based on data generated by these activities. The course is designed to help you reflect on modes of instructional delivery that best support good classroom evaluation practices.

Course Format

In Person

Course materials such as the syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. Students are responsible for regularly checking with the messaging system through MyJSU (or other communication system as indicated by the instructor) and Canvas to learn of any updates. Students will need access to the Internet and a device that allows access to multimedia and the ability to create documents, discussion board posts, and media.

Program Learning Outcomes

PLO 1: Plan for collaborative relationships with students, leaders, families, organizations, advocates, and / or other community members that center their diverse assets, interests, needs, and expertise in ways that augment students’ educational experiences.

PLO 2: Critically examine, design, and implement authentic, asset-based learning environments, curricula, and pedagogical approaches that affirm and cultivate students’ diverse cultural, linguistic, cognitive, and socioeconomic resources as disciplinarily relevant instructional and pedagogical resources.

PLO 3: Critically examine, design, and implement ongoing feedback-based approaches to assessment that center formative guidance during the learning process as opportunities for students to revise, expand, and grow as learners.

‘Course Learning Outcomes

Credential candidates will be able to:

- Understand and explain the purposes of classroom assessment (TPE5, TPE4, TPE1)
- Identify the research-based principles and practices that underlie formative assessment during instruction (TPE5, TPE2, TPE4, TPE1)

- Apply assessment principles to develop rubrics, scoring guides, and progress indicators to support classroom learning (e.g. textbooks, curriculum guides and Internet resources). (TPE1, TPE 5)
- Analyze student work from the perspective of psychological theories of learning and cognition and discuss this work with colleagues. (TPE3, TPE6)
- Critique and self-assess video-based lessons based on the principles of educational assessment. (TPE5)
- Develop lesson and/or unit plans that implement the principles of embedded informal and formal assessment to support all learners (TPE1, TPE5)
- Demonstrate, use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum (TPE 3)
- Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, etc. (TPE 4)
- Use visible research-based assessment strategies/principles as a means to develop more equitable learning activities for students from diverse backgrounds, including English language learners, and traditionally underrepresented groups. (TPE2, TPE4, TPE5)

Course Equity Objectives

Credential candidates will be able to:

- Design learning activities that engage and support all learners. (TPE 1, TPE5)
- Develop lessons that use students' backgrounds and prior experience as the foundation of learning. (TPE 2, TPE4, TPE5)
- Develop lessons that integrate strategies to support English language learners in content area learning. (TPE1, TPE5)

Required Texts/Readings

Book

- Duckor, B. & Holmberg, C. (2023). *Feedback for continuous improvement: New perspectives, possibilities, and perspectives*. Thousand Oaks, CA: Corwin.

Available at SJSU MLK Jr. Library as [ebook](https://csu-sjsu.primo.exlibrisgroup.com/permalink/01CALS_SJO/tu4ck5/alma991014082297802919) via https://csu-sjsu.primo.exlibrisgroup.com/permalink/01CALS_SJO/tu4ck5/alma991014082297802919

- **Copy of grade level content standards** (e.g. Common Core, NGSS, etc.) in your subject area. These documents can be accessed at the California State Department of Education (www.cde.ca.gov)

Other Readings

- Supplemental *weekly materials* will be distributed via Canvas.

Other Resources: Online Modules of Each of the Formative Assessment Moves

[Nine online modules](#) that give robust overviews of each of the 7 formative assessment moves and their roles in creating more equitable learning and assessment practices and environments:

Library Liaison

Mantra Roy Email: mantra.roy@sjsu.edu

Statement re: Health and Safety

As we all work together to support the health and safety of our community, we will be following SJSU and Santa Clara County requirements. Masks are not required. If you aren't feeling well or have been exposed to COVID-19, please do not come to campus. If you have to miss an on campus class meeting, please notify me in advance and we will make accommodation(s). If you become sick and are unable to attend multiple course meetings, please check in with me and contact your advisor. Thank you in advance for your patience and flexibility as we work to ensure a high-quality learning experience while also prioritizing the health and safety of our Lurie College community.

Course Activities, Requirements, and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Instructional Activities:

1. Lectures and mini-lectures
2. Small group and whole class discussions, as well as responses to online discussion board prompts
3. Experiential learning exercises
4. Participation in own and classmates' construction of classroom assessment tools, including feedback and reflection on the use of AI
5. Reflective documentation (i.e., sense-making about the classroom assessment tools construction process)

Major Assignments of the Course: (1) Team Teaching and (2) Designing a Formal Assessment for a Major Assignment

In EDTE 282, there are two major assignments: the "Team Teaching" experience and the task of "Designing a Formal Assessment for a Major Assignment."

Major Assignment 1: Team Teaching

The Team Teaching assignment invites you to plan, enact/teach, and reflect on an episode of team teaching (10-20 minutes) intended to engage your classmates in the concepts integral to a facet of formative feedback (i.e, the directionalities of teacher-driven, peer-to-peer-driven, self-driven feedback; the configurations of whole class, small group, individual feedback, or the modalities of written, spoken, or nonverbal feedback).

You will meet with your instructor during class time ahead of your teaching episode to receive scaffolded support to ensure your success, as well as receive timely formative feedback on your teaching plans well BEFORE you teach. Time is also dedicated in-class for reflection during a structured debrief after you teach. Your classmates will provide feedback on your teaching too.

Major Assignment 2: Designing a Formal Assessment for a Major Assignment Assignment

The second major assignment has 5 components to it. We will refer to this major assignment as “The Designing a Formal Assessment for a Major Assignment Assignment” though not every assessment we design as part of it will be considered “formal.” This assignment has 5 components:

1. Define a **learning goal** using a course-provided taxonomy, your state content standards, and AI (+ Reflection 1).
2. **Choose a rich task, describe a multi-day assignment** that will ensure you will be able to gather evidence on the extent to which students achieved the learning goal described in #1. While completing this assignment students need opportunities to give and receive feedback about it from each other and from you, the teacher, as well as supported opportunities for revision (+ Reflection 2)
3. Create a traditional **analytic rubric** to assess the completed work/performance (+ Reflection 3).
4. Create **two progress guides**:
 - a. one to help students generate next steps and formative feedback for themselves and for their peers,
 - b. one to help you as the teacher determine what to do next with students whose current work is at different levels (+Reflection 4)
5. **Reflect in writing** on the process of designing a formal assessment for a major assignment by compiling your 4 reflections, re-reading them, and then writing Reflection 5 in response to the prompts on Canvas (see “Assignment 5: Reflecting in Writing”).

The five components of Major Assignment 2 will be weighted as follows:

1. Define a learning goal (10 points)
2. Describe a rich task, multi-day assignment (20 points)
3. Create an analytic rubric (20 points)
4. Create two progress guides (30 points)
5. Reflect in writing (20 points)

Grading Information

In-class activities	20%
Canvas Discussion Board entries	20%
Team Teaching	20%
<u>Designing a Formal Assessment</u>	<u>40%</u>
Total	100%

<i>Grade</i>	<i>Percentage</i>
<i>A plus</i>	<i>99 to 100%</i>
<i>A</i>	<i>94 to 98.9%</i>
<i>A minus</i>	<i>90 to 93.9%</i>
<i>B plus</i>	<i>88 to 89.9 %</i>
<i>B</i>	<i>84 to 87.9%</i>
<i>B minus</i>	<i>80 to 83.9%</i>

<i>Grade</i>	<i>Percentage</i>
<i>C plus</i>	<i>78 to 79.9%</i>
<i>C</i>	<i>74 to 77.9%</i>
<i>C minus</i>	<i>70 to 73.9%</i>
<i>D plus</i>	<i>67 to 69.9%</i>
<i>D</i>	<i>63 to 66.9%</i>
<i>D minus</i>	<i>60 to 62.9%</i>
<i>F</i>	<i>0 to 59.9%</i>

This course must be passed with a B- or better as a credential program requirement.

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

EDTE 282 Assessment and Evaluation in Secondary Schools, Summer 2024

Course Schedule

The schedule below is subject to change with fair notice via Canvas announcement. Classes are on campus and in person unless otherwise noted.

Session	Date	Themes / Topics / Questions	Reading, Video, and Audio Resources
1	M 6/1	On the Role of Learning Goals , Tasks, and Cycles of Feedback for Continuous Improvement Figures to support thematic focus: Overview (Fig. 1.1)	Reading (in-class): pp. 8-17 in textbook (<i>Feedback for Continuous Improvement</i>) Optional Reading: Duckor, B., & Perlstein, D. (2014). Assessing habits of mind: Teaching to the test at Central Park East Secondary School. <i>Teachers College Record</i> , 116(2), 1-33.

Session	Date	Themes / Topics / Questions	Reading, Video, and Audio Resources
2	W 6/3	On the Role of Learning Goals, Tasks, and Cycles of Feedback for Continuous Improvement Figures to support thematic focus: Formative Feedback Process Model (1.4) and Progress Guide (1.3)	Reading (in-class): pp. 17-28, in textbook Read BEFORE class: Duckor, B. & Holmberg, C. (2024). Engaging, motivating, and supporting students through feedback. <i>Phi Delta Kappan</i>, 106(1). Optional Reading: Wiggins, G. (2012). Seven keys to effective feedback. <i>Educational Leadership</i>, 70(1), 10-16.
Due Date	F 6/5	What's Due? Component 1 of the major assignment (i.e., (define a learning goal) + 2-paragraph written reflection (see Assignment for Prompts)	When? How? Due by 11:59pm, on Friday, June 5, turned in on CANVAS via Assignments
3	M 6/8	Directionality Figure to support thematic focus: Overview (Fig. 1.1) “Graduation by Portfolio” (video documentary of Central Park East Secondary School on Vimeo) TT: What is formative feedback?	Reading (in-class): pp. 36-40, 60-64, 80-87 Recommended reading: Connecting Across Disciplines in Project-Based Learning (PBL) https://www.edutopia.org/article/interdisciplinary-project-based-learning
4	W 6/10	Directionality Figure to support thematic focus: (Fig. 4.3) Pull out, p. 90 “Essential Self-Driven Feedback Practices Supported by Research” TT: Peer-to-peer driven formative feedback	Reading (in-class): pp. 91-103
Due Date	F 6/12	What's Due? Component 2 of the major assignment (i.e., describe a multi-day assignment using the template on Canvas) + 2-paragraph written reflection (see Assignment for Prompts)	When? How? Due by 11:59pm on Friday, June 12 turned in on CANVAS via Assignments

Session	Date	Themes / Topics / Questions	Reading, Video, and Audio Resources
5	M 6/15	Configurations Figure to support thematic focus: Overview (Fig. 1.1) Thematic Focus: Feedback with Individuals (Try it Tomorrow: Make your "Positive" really stand out) Compare EDTE 282 rubric criteria to: this TT: Self-driven formative feedback	Reading (in-class): pp. 118-124, 144-149, 176-182, pp. 186-197 Required reading BEFORE class: Popham, W. J. (1997). What's wrong-and what's right-with rubrics. <i>Educational Leadership</i>, 55, 72-75. Optional Reading: Panadero, E., & Jonsson, A. (2013). The use of scoring rubrics for formative assessment purposes revisited: A review. <i>Educational Research Review</i>, 9, 129-144.
6	W 6/17	TT: Whole class formative feedback Rubric work	
Due Date	F 6/18	What's Due? Component 3 of the major assignment (i.e., create an analytic rubric using AI) + 2-paragraph written reflection (see Assignment for Prompts)	When? How? Due by 11:59pm on Thursday, June 18, turned in on CANVAS via Assignments
7	M 6/22	ASYNCHRONOUS Modality Figure to support thematic focus: Overview (Fig. 1.1) TT: Individual formative feedback	Reading: pp. 212-218, 250-254, pp. 274-279
8	W 6/24	ASYNCHRONOUS Modality Thematic Focus: Spoken (Definition "Dialogic", p. 257) and Nonverbal (Table 10.1)	Reading: pp. 285-291
Due Date	F 6/26	What's Due? Component 4 of the major assignment (i.e., create two progress guides) + 2-paragraph written reflection (see Assignment for Prompts)	When? How? Due by 11:59pm on Friday, June 26, turned in on CANVAS via Assignments

Session	Date	Themes / Topics / Questions	Reading, Video, and Audio Resources
9	M 6/29	AI-enriched Tools and Processes (On generating rich tasks, rubrics, progress guides) TT: Spoken/nonverbal formative feedback	Reading (in-class): pp. 136-138 Required reading: Set of short readings on AI and Classroom Assessment , AI and Feedback
10	W 7/1	Recap and Review Figures to support thematic focus: Planning Matrices (Tables)	Optional Reading: Coffey, J. E., Hammer, D., Levin, D. M., & Grant, T. (2011). The missing disciplinary substance of formative assessment. <i>Journal of Research in Science Teaching</i> , 48(10), 1109-1136.
Due Date	M 7/3	What's Due? Component 5 of the major assignment (i.e., reflect in writing on the entire process) (see Assignment for Prompts)	When? How? Due by 11:59pm on Friday, July 3, turned in on CANVAS via Assignments

Video/Audio Resources to Support Your Learning

Date	Topic	Resource	Link
	Overview of FA Moves	"FA Moves: Module 1 Introduction"	Introduction to FA Moves
	Connecting Informal and Formal Assessment	"Graduation by Portfolio"	Graduation by Portfolio documentary
	Priming	"Assessment for Learning to Support Student Achievement: Priming"	Priming Module
	Posing	"Assessment for Learning to Support Student Achievement: Posing"	Posing Module
	Pausing	"Assessment for Learning to Support Student Achievement: Pausing"	Pausing Module
	Probing	"Assessment for Learning to Support Student Achievement: Probing"	Probing Module
	Bouncing	"Assessment for Learning to Support Student Achievement: Bouncing"	Bouncing Module

	Tagging	"Assessment for Learning to Support Student Achievement: Tagging"	Tagging Module
	Binning	"Assessment for Learning to Support Student Achievement: Binning"	Binning Module
	Feedback	Vrain Waves Podcast	Search for "Feedback is Nourishment" presented by Vrain Waves featuring Duckor and Holmberg