



## Professional Education Unit

Department of Foundational and Graduate Studies in Education

Learning Theories and Assessment in Education (face to face (web-enhanced))

EDF 311: 001

M W 8 to 9 a.m. (501 Ginger Hall) & F (online)

Fall 2011

Timothy W. Conner II, [t.conner@moreheadstate.edu](mailto:t.conner@moreheadstate.edu) [**preferred method of communication**]  
 503-E Ginger Hall (5<sup>th</sup> floor office suite), Phone (606) 783-2505  
 On Campus Office Hours: M/W (9 a.m. to 11:00 a.m. and 1 p.m. to 1:30 p.m.); Mt. Sterling  
 Campus Hours: TH 4:30 p.m. to 5:30 p.m.; or by appointment

*Note 1: I am normally in my office and available to see students during my posted office hours. Occasionally, however, a meeting or other activity will keep me away. Therefore, before driving to campus or coming to see me, it is ALWAYS best to contact me (via e-mail or phone) to make an appointment.*

*Note 2: Dates to file forms for graduation (Fall graduations must be submitted to registrar by Oct. 15<sup>th</sup>; Spring/Summer graduations must be submitted to registrar by Mar. 15<sup>th</sup>).*

**Course Description:** This course considers the principles of learning and cognition, motivation, individual differences, and adjustment of students, especially as they are applied to the classroom. This course includes study related to culturally diverse and exceptional populations. Theories, principles, and concepts of human development, learning, motivation, and assessment are presented and applied to the interpretation and explanation of human behavior in relation to classroom practices and the teaching profession. Field experiences in school settings are required and are considered to be a foundational element of the course.

**Required Field Experience Hours:** Upon completion of all course requirements, each candidate will receive **12 level II field experience hours** for the course.

*“Community Engagement: A Light to and from the Mountains”*

*The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to*

*improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.*

### **Conceptual Framework Outcomes (CFO's):**

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings;
- 2) are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning;
- 3) demonstrate professional dispositions;
- 4) are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students; and
- 5) engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

**Student Learning Outcomes (SLO's):** By the end of this course, the candidate will be able to:

1. **identify, describe, and analyze** various learning theories and approaches to learning;
2. **explain** the implications of learning theory for teaching, learning, and assessment to all involved in the educational context;
3. **understand** major issues related to human physical, cognitive, social, and emotional development and relate these to the educational context;
4. **apply** principles and concepts derived from learning theory to the **identification, analysis, and resolution** of problems faced by stakeholders as they work collectively toward improving educational outcomes for learners;
5. **use** principles gleaned from learning theories to **select, design and evaluate** curricular plans that emphasize the development of students’ critical thinking, problem solving, and overall academic performance;
6. **design instructional activities and evaluation tools** reflective of the needs of learners and aligned with the educational standards, goals, and content established by national and state professional entities appropriate to the candidate’s content area(s);

7. **utilize assessment techniques** to effectively evaluate and **communicate** student learning based upon preselected learner goals and objectives;
8. **understand** the relationship between learning and academic motivation and **describe** techniques that motivate students to learn and **want** to learn;
9. **advance and defend**, both orally and in writing, informed opinions concerning pertinent issues related to learning theory, the practice of teaching, the process of learning, and the assessment of knowledge;
10. **understand** the personal, cultural, and historical experiences of learners and **develop** teaching and assessment strategies inclusive of and appropriate for diversities that may exist among learners in schools;
11. **develop methods** for removing barriers to learning faced by students as related to societal expectations regarding ethnicity, class, gender, and other sociocultural influences;
12. **apply** course concepts in the objective recording and subsequent interpretation of human behavior in field placement settings;
13. **analyze** and **reflect** upon the effectiveness of various teaching and assessment methods utilized by educational professionals in delivering instruction and evaluating student learning.
14. **explain** student learning and classroom/school assessment practices observed in the field utilizing theoretical constructs and course concepts; and
15. **reflect upon and revise** beliefs and prospective practices concerning teaching and learning.

**Required Textbook/Materials:**

Woolfolk, A. (2010). *Educational psychology* (with MyEducationLab), 11/E. Upper Saddle River, NJ: Pearson. **NOTE: MyEducationLab not required, but suggested.**

***All students in this course are required to purchase a Folio 180 account.***

To purchase Folio180 online or through the MSU Bookstore:

1. Purchase Folio180 at the MSU Bookstore and follow the instructions included with that purchase.
2. To purchase online, go to [www.folio180.com/msuky/coe](http://www.folio180.com/msuky/coe) <<http://www.folio180.com/msuky/coe>>
3. Complete registration and payment information. Your login information will be emailed to you.
4. Note: if you have a Folio180 account, you will NOT need to purchase Folio180--we will provide your Folio180 account information to you via email. Announcements and instructions will also be made on the CoE Facebook page.
5. You will be able to continue using your Folio180 account through any graduate programs you might enroll in through MSU.
6. NOTE: students must have purchased or activated their Folio180 account by midterm or they will receive an "E" at midterm per TEP policy.



<b>performance for Folio 180)</b>	such that the unit appropriately reflects state and national standards appropriate to their content area. Candidates will also realign or create new unit assessment items such that they appropriately assess state and nationally mandated content for assessment. <b>Further instructions will be provided on the course Blackboard site. Note:</b> The completed plan will be appropriate for use in the student's portfolio to demonstrate developing competencies in Kentucky Teacher Standards I, II, and V (revised Feb. 2008). <b>As this is the critical performance for the class, candidates <u>must</u> turn in a printed copy by the due date and submit an electronic copy in their FOLIO180 account to receive credit for the course.</b>
Weekly Formative Exams: 20%	There will be weekly formative exams posted to Blackboard. The formative exams on Blackboard will cover the course readings as listed on the syllabus schedule.
Mid-Term and Final Exams: (15% each)	<p>The Mid-term and final exams will cover course content from all sources (text, lecture, classroom activities, assignments, supplementary materials, etc.). Candidates may prepare a "crib sheet" for use during the Mid-term and final exams [one sheet, 8 ½ X 11, hand-written notes, both sides].</p> <p><b><i>Make-Up Exams:</i></b> <i>It is the responsibility of the student to attend ALL examination sessions. Make-up exams will only be granted for university excused absences (show documentation as soon as possible after receiving it from your coach/instructor), and emergencies (with proper documentation; see Eagle Handbook for examples).</i></p>

**Grading Scale:**

90% - 100 %	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
below 60%	E

**Format for Completing Assignments:**

1. Put name, course #, section #, date and assignment title in **stapled** upper left hand corner.
2. Use Times New Roman, 12 pt. font only
3. Double-space all assignments
4. Use 1 in. margins all the way around.

**Attendance Policy:** Coming to every class prepared is an expected professional disposition of all candidates in the course. Various in-class quizzes/activities (individual and/or small group) will be presented and will be used in partial determination of the course grade. Because “life

happens” (examples include: “I was sick,” “My car broke down,” “Death in the family,” “I was on a university excused trip,”) I will assign a set of “Life Happens” assignments which can be completed by the student to make up or replace up to three of the in class activities. These assignments will be generated from the MyEdLab supplement to the course text and will be assigned toward the end of the term with specific due dates announced. If the assignments are not completed by the due date and time, they will not count for replacement credit.

**NOTE:** The candidate is responsible for studying text materials, as well as their participation within all class and group activities. Exam material will come from the text, MyEdLab resources, lectures, activities, and class discussions. Please be sure to pace your reading of the assigned material according to the course reading schedule (see syllabus) rather than the pace of in-class activities and discussions. Some assigned readings and topics may not be discussed in class.

**Late Work Policy:** Papers and reports are due at the beginning of class time on the dates listed for the specific assignment due. Students may submit written assignments after the due date and time (*with the exclusion of* “Life Happens” assignments, exams, and in-class activities), but the assignment will receive a 10% deduction in points (for first week it is late). If an assignment is more than one week past the due date, it will only be accepted for half of the original value. The instructor will accept work until the date and start time of the final exam. **After the start of the final exam time, no additional work will be accepted for “credit”.**

**Websites for NCATE/ EPSB Alignment:**

<http://www.kyepsb.net/teacherprep/standards.asp> This site contains the revised KYS.

**CIITS: This link will take you to the Kentucky Core Academic Standards**

“The Continuous Instructional Improvement Technology System (CIITS) will connect standards, electronically stored instructional resources, curriculum, formative assessments, instruction, professional learning and evaluation of teachers and principals in one place, thereby improving instructional outcomes, teacher effectiveness and leadership.”

--Terry Holliday, Ph.D.  
Kentucky Education Commissioner  
on the vision for CIITS

(Taken 2011 from the KY Dept. of Education Website, August 2011)

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+Curriculum+Documents/default.htm> This site contains the KERA Combined Curriculum Documents 4.1 (Academic Expectations, Program of Studies, and Core Content for Assessment with DOK Levels). **For those subjects not yet deconstructed or for those that are curious about this system of standards.**

<http://www.kyepsb.net/teacherprep/cart/themes6.asp> This site lists the four themes of pre-service teacher preparation that are integrated within this course.

### **Academic Honesty**

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet, a book, or any other source when appropriate credit is not given. The policy is located at <http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

### **Americans with Disabilities Act (ADA)**

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, [www.moreheadstate.edu/acs/](http://www.moreheadstate.edu/acs/)

### **Campus Safety Statement**

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>

**\*\*\* Cell phones, computers/laptops, and music listening devices are not permitted during class unless otherwise approved by the instructor.**

**\*\*\* As this course utilizes Blackboard technology, registration for Blackboard is required. For this course, Blackboard will be utilized for weekly, formative, exams, discussion board forums, and as a location of several additional course supplements (websites of interest, detailed descriptions of assignments for the course, etc.). Please check access to Blackboard immediately and familiarize yourself with the layout of the course Blackboard environment. Please note that you must now use your MSU e-mail for all MSU courses. Blackboard does not allow you to change your e-mail to a private e-mail. This is a change starting this fall 2011 semester.**

**EDF 311-001 (face to face (web-enhanced))  
Fall 2011 Tentative Daily Schedule**

Date	Topic	Readings	Assignments Due
Mon. 8/22	Intro. to course; Discuss F.E.s; Syllabus; Bb; Campus Safety etc.; Learning, Teaching, & Educational Psychology	CH 1	<ul style="list-style-type: none"> <li>• Ask questions about course expectations (as needed)</li> <li>• Have all course materials purchased</li> <li>• MyEdLab (watch all videos/ podcasts)</li> </ul>
Wed. 8/24	Cognitive Development and Language (Definition of development, Piaget, Vygotsky, Implications, Language Development, Diversity and Convergences)	CH 2	<ul style="list-style-type: none"> <li>• Check to make sure you have Blackboard access/explore</li> <li>• Bring F.E. packet to class to take notes</li> <li>• MyEdLab (watch all videos)</li> <li>• Bring schedule to fill out observation hours form</li> <li>• <b>Formative Quiz</b> (CHS 1 &amp; 2) due 11:55 p.m. Sun., 8/28!</li> </ul>
Mon. 8/29	Self, Social, and Moral Development (Bronfenbrenner, families, peers, teachers, physical development, self-concept/identity, Erikson, Ethnic/Racial identity, self-concept, self-esteem)	CH 3	<ul style="list-style-type: none"> <li>• My Education lab (watch videos etc.)</li> </ul>
Wed. 8/31	CH 3 cont...		<ul style="list-style-type: none"> <li>• <b>Formative Quiz</b> (CH 3) due 11:55 p.m. Sun., 9/4!</li> </ul>
Mon. 9/5	<b>Labor Day: No Class</b>		
Wed. 9/7	Learner Differences and Learning Needs (Intelligence, Learning & Thinking Styles, Individual differences, Students with Learning Challenges, Gifted and Talented, Diversity and Convergences in Learning Abilities)	CH 4	<ul style="list-style-type: none"> <li>• MyEdLab (watch all videos/podcasts)</li> <li>• <b>Formative Quiz</b> (CH 4) due 11:55 p.m. Sun., 9/11!</li> </ul>
Mon. 9/12	Culture and Diversity (Diverse classrooms, Economic and SES differences, Ethnicity & Race, Language Differences, Gender, Multicultural Education, Diversity & Convergences); Cultural Discontinuity Hypothesis and Appalachia- not in book	CH 5	<ul style="list-style-type: none"> <li>• MyEdLab (watch all videos/podcasts)</li> </ul>
Wed. 9/14	Culture and Diversity (CH 5) cont...	CH 5 cont...	<ul style="list-style-type: none"> <li>• <b>Formative Quiz</b> (CH 5) due 11:55 p.m. Sun., 9/18!</li> </ul>
Mon. 9/19	Behavioral Views of Learning (Understanding Learning, Early explanations- Contiguity and Classical Conditioning, Operant Conditioning, ABA, Behavioral Approaches to Teaching and Management, Challenges to Behavioral Views, Problems and Issues, Diversity & Convergences)	CH 6	<ul style="list-style-type: none"> <li>• MyEdLab (watch all videos/podcasts)</li> </ul>
Wed. 9/21	Behavioral Views of Learning (CH 6) cont...	CH 6 cont...	<ul style="list-style-type: none"> <li>• MyEdLab (watch all videos/podcasts)</li> <li>• <b>Formative Quiz</b> (CH 6) due 11:55 p.m. Sun., 9/25!</li> </ul>
Mon. 9/26	Cognitive Views of Learning (Elements, Brain, Knowledge, Memory, Long-term Memory, Becoming knowledgeable, Diversity and Convergences)	CH 7	<ul style="list-style-type: none"> <li>• MyEdLab (watch all videos/podcasts)</li> </ul>
Wed. 9/28	Cognitive Views of Learning cont...	CH 7 cont...	<ul style="list-style-type: none"> <li>• <b>Formative Quiz</b> (CH 7) due 11:55 p.m. Sun., 10/2!</li> </ul>
Mon. 10/3	Complex Cognitive Processes (Metacognition, Learning Strategies, Problem Solving, Creativity, Critical Thinking, Teaching for Transfer, Diversity & Convergences)	CH 8	<ul style="list-style-type: none"> <li>• MyEdLab (watch all videos/podcasts)</li> </ul>
Wed. 10/5	Complex Cognitive Processes cont...	CH 8 cont...	<ul style="list-style-type: none"> <li>• <b>Formative Quiz</b> (CH 8) due 11:55 p.m. Sun., 10/9!</li> </ul>
Mon. 10/10	<b>Discuss IUARP Assignment: Standards, Objectives, Instruction, and Assessment; Bloom</b>		<b>Bring Printed Assignment Instructions and Rubric</b>

Wed. 10/12	<b>Midterm Exam: CHS 1-8</b>	CHS 1-8; Study Guide	<ul style="list-style-type: none"> <li>• Test Prep Suggestions: Complete Study Guide; Make Crib Sheet; Review Textbook &amp; MyEdLab Resources (quizzes etc...)</li> <li>• Bring #2 pencil, crib sheet, and blank paper for essays</li> </ul>
Mon. 10/17	Teaching Every Student (Research, Planning, Teaching Approaches, Differentiated Instruction; Diversity & Convergences); Accountability Systems	CH 13; Review State and National Standards links on Bb (under External Links)	<ul style="list-style-type: none"> <li>• MyEdLab (watch all videos/podcasts)</li> </ul>
Wed. 10/19	Classroom Assessment & Grading (Basics of Assessment; Classroom Assessment: Testing; Alternatives to Traditional Assessments)	CH 14 pp. 494-512	<ul style="list-style-type: none"> <li>• MyEdLab (watch all videos/podcasts)</li> <li>• <b>Reminder: Formative Quiz</b> (CH 13 &amp; 14 pp. 494-512) due 11:55 p.m. Sun., 10/23!</li> </ul>
Mon. 10/24	Classroom Assessment & Grading (Grading; Standardized Testing; Diversity & Convergences in Assessment); Assessments in F.E.; IUARP	CH 14 pp. 513-530	<ul style="list-style-type: none"> <li>• MyEdLab (watch all videos/podcasts)</li> </ul>
Wed. 10/26	<b>Library Day for IUARP: Go to library and find text for IUARP. Review assignment for questions.</b>		<ul style="list-style-type: none"> <li>• <b>We will go to the library to find resources for your IUARP. This assignment is quite involved (it is your critical performance piece) so you might want to find your unit now.</b></li> <li>• <b>Meet in front of library at 8 a.m.</b></li> <li>• <b>Reminder: Formative Quiz</b> (CH 14, pp. 513-530 and questions related to IUARP assignment and lecture due 11:55 p.m. Sun., 10/30)</li> </ul>
Mon 10/31	Creating Learning Environments (Organization; Positive Learning Environment; Maintaining a Good Environment; Dealing with Discipline Problems; Violence in Schools; Need for Communication; Diversity & Convergences)	CH: 12	<b>Reminder: Formative Quiz</b> (CH 12 due 11:55 p.m. Sun, 11/6)
Wed 11/2 to Sunday 11/6	<b>Instructor Presenting Research at MSERA No Classes or Office Hours</b>	Wed 11/2 to Sunday 11/6	<b>Instructor Presenting Research at MSERA No Classes or Office Hours</b> <b>Reminder: Formative Quiz</b> (CH 12 due 11:55 p.m. Sun, 11/6)
Mon. 11/7	The Learning Sciences & Constructivism (Learning Sciences; Cognitive & Social Constructivism; Applying Constructivist Perspectives; Service Learning; Learning in a Digital World; Diversity & Convergences)	CH 9	<ul style="list-style-type: none"> <li>• MyEdLab (watch all videos/podcasts)</li> </ul>
Wed. 11/9	The Learning Sciences & Constructivism cont...	CH 9 cont...	<ul style="list-style-type: none"> <li>• <b>Formative Quiz</b> (CH 9) due 11:55 p.m. Sun., 11/13!</li> <li>• <b>Discussion Board 1 due by 11:55 p.m. Sun, 11/13</b></li> </ul>
Mon. 11/14	Social Cognitive Views of Learning & Motivation (Social Cognitive Theory, Applying SCT; Self-Regulated Learning; Teaching Toward Self-Efficacy & Self-Regulated Learning; Diversity & Convergences)	CH 10	<ul style="list-style-type: none"> <li>• MyEdLab (watch all videos/podcasts)</li> </ul>
Wed. 11/16	Social Cognitive Views of Learning & Motivation cont...	CH 10 cont...	<ul style="list-style-type: none"> <li>• MyEdLab (watch all videos/podcasts)</li> <li>• <b>Reminder: Formative Quiz</b> (CH 10) due 11:55 p.m. Sun., 11/20!</li> <li>• <b>Discussion Board 2 due by 11:55 p.m. Sun., 11/20</b></li> </ul>
Mon. 11/21	Motivation in Teaching & Learning (What is Motivation?; Needs; Goal Orientations; Beliefs & Self-Perceptions; Interests, Curiosity, Emotions, & Anxiety; Motivation to	CH 11	<ul style="list-style-type: none"> <li>• MyEdLab (watch all videos/podcasts)</li> </ul>

	Learn in School: On TARGET; Diversity & Convergences)		
Wed. 11/23	<b>Thanksgiving Break: No School</b>		No Quiz!!!
Mon. 11/28	<b>Working Day: IUARP</b>		<b>No official meeting: Use the time to finalize your IUARP or schedule a meeting</b>
Wed. 11/30	Motivation in Teaching & Learning cont...	CH 11 cont...	<ul style="list-style-type: none"> <li>• <b>Reminder: Formative Quiz (CH 11) due 11:55 p.m. Sun., 12/4!</b></li> <li>• <b>FE Log due today (printed and stapled with all documentation)— Drop it off in my mailbox or in person by 4 p.m.</b></li> <li>• <b>Discussion Board Forum 3 due Sun 12/4 by 11:55 p.m.</b></li> </ul>
Mon. 12/5	<b>Working Day 2: IUARP</b>		<b>No official meeting: Use the time to finalize your IUARP for upload in Folio 180!</b>
<b>Wed. 12/7</b>	Principles of Learning & Teaching Practice, future of careers in education	Review any PLT materials you have (see green section in back of text); discuss education careers	<ul style="list-style-type: none"> <li>• <b>IUARP Hardcopy due today</b></li> <li>• <b>Reminder: IUARP must be in FOLIO180 by 12/15 at noon to receive a course grade!!!</b></li> <li>• <b>Discussion Board Forum 4 due 11:55 p.m., Sun., 12/11</b></li> <li>• <b>BYOB and I'll bring doughnuts— feel free to bring something to share!</b></li> </ul>
<b>Finals Week</b>	<b><u>EDF 311-001: Final exam is Tuesday (12/14) from 8 a.m. to 10 a.m.</u></b>	Study guide; Review all materials since midterm exam; Review Crib Sheet Questions	<ul style="list-style-type: none"> <li>• Any work for ½ credit has to be in before the final exam starts (see syllabus)</li> <li>• Test Prep Suggestions: Complete Study Guide; Make Crib Sheet; Review Textbooks &amp; MyEdLab Resources</li> <li>• <b>Reminder: IUARP must be in Folio 180 by 12/15 at noon to receive a course grade!!!</b></li> </ul>

**NCATE/ EPSB Accreditation Alignment of CFO's and SLO's:**

<b>Aligned with→ Assessment→ (percent values)</b>	<b>Kentucky Teacher Standards (KYS)</b>	<b>Kentucky Core Academic Standards (KCAS)</b>	<b>Education Professional Standards Board (EPSB)</b>	<b>NCATE</b>
In-class Quizzes/Activities (for attendance): <b>10%</b> CFO: 3 SLO: 1-15	1-5, 7, 8	N/A: This is not a course in pedagogy	Diversity, Assessment, Literacy, & Closing the Achievement Gap	1,2, 3, and 4
Field Experience Observation Log: <b>15%</b> CFO: 1- 5 SLO: 1- 4; 8-15	1, 3, 4, 5, 7	N/A: This is not a course in pedagogy	Diversity, Assessment, Literacy, & Closing the Achievement Gap	1, 2, 3, and 4
Discussion Board Forums (to address field experiences): <b>10%</b> CFO: 1-5 SLO: 1-4; 8-15	1, 3, 4-7	N/A: This is not a course in pedagogy	Diversity, Assessment, Literacy, & Closing the Achievement Gap	1,2, 3, and 4
Instructional Unit Analysis and Realignment Plan (IUARP): <b>15%</b> CFO: 1- 4 SLO: 1- 15	1, 2, 5, 7	N/A: This is not a course in pedagogy	Diversity, Literacy, & Closing the Achievement Gap	1,2, and 4
Weekly, Formative Exams: <b>20%</b> CFO: 1- 4 SLO: 1-15	1- 10	N/A: This is not a course in pedagogy	Diversity, Assessment, Literacy, & Closing the Achievement Gap	1,2, and 4
Mid-term and Final Exam: <b>15% each</b> CFO: 1- 4 SLO: 1- 15	1- 10	N/A: This is not a course in pedagogy	Diversity, Assessment, Literacy, & Closing the Achievement Gap	1,2, 3, and 4