EDU502

STANDARDS AND ASSESSMENT: GAUGING STUDENT GROWTH

Course Guide

This course takes a deeper look at assessment, focusing on how teachers can effectively design and use multiple types of assessments to inform instruction and make data-driven decisions about students. Formal, informal, formative, and summative assessments will be evaluated and linked to key objectives based on standards for learning. Critical elements of assessment will be explored including the role of assessment in teachers' planning and design of curriculum, management of data, consideration of student achievement, and monitoring of student progress.

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COURSE AT A GLANCE

COURSE DESCRIPTION

This course takes a deeper look at assessment, focusing on how teachers can effectively design and use multiple types of assessments to inform instruction and make data-driven decisions about students. Formal, informal, formative, and summative assessments will be evaluated and linked to key objectives based on standards for learning. Critical elements of assessment will be explored including the role of assessment in teachers' planning and design of curriculum, management of data, consideration of student achievement, and monitoring of student progress.

COURSE DESIGN

EDU502: *Standards and Assessment: Gauging Student Growth* is an informative and rigorous course that has been developed to inform, practice, and gain awareness of the process of using standards and assessment to inform teaching. As practicing teachers, it important that we continue to learn and apply new skills to engage in the continuous learning cycle so that we can be the best we can be for our students. The topic of this course will focus on assessment and how this skill meaningfully connects to the standard and our work in providing targeted instruction for all students.

This course will explore and improve your application in the areas of the continuous learning cycle, formative assessment, and summative assessment and how these skills can improve the teaching and learning process. Practical activities are embedded into the course which are intended to build upon your existing skills. Technology is leveraged in an innovative way to include Pinterest, interactive videos, electronic portfolio, video vignettes, and Teaching Channel resources.

As teachers, whether you are new to the field or have been serving as a teacher for many years, we know how important delivering instruction that meets the needs of all students is to our work and, more importantly, to the progress that our students are able to demonstrate. Using your own experiences can benefit the work and learning of others. We also know that we are required to use the standards to build our students' skills. Depending on your state, there may be varying requirements. Assessment is an integral part of our instruction because it helps us determine whether or not the goals of instruction are being met. This combination of alignment, technology, and the application of new ideas can inform our teaching in many ways.

This course is designed to accommodate flexible learning options, where students can progress through each of the six modules at their own pace. All six modules are expected to be completed in approximately six weeks. If the student anticipates needing time beyond six weeks to complete the course, the instructor should be notified by Module 3. An extension of up to 30 days may be granted and an Incomplete Grade Request submitted on the student's behalf.

PACING GUIDE	
Approximate Time per Module	**Estimated Completion**
*1 week/module	6 weeks *average
2-3 days/module	3-4 weeks
2 weeks/module	12 weeks

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will be able to

1. Apply a variety of assessment strategies in the classroom environment.
2. Investigate various assessment strategies in making data-driven decisions intended to support student success.
3. Evaluate the critical elements of assessment including the role of assessment, management of data, and consideration of individual student achievement.

COURSE MATERIALS

REQUIRED RESOURCES

Articles

Burns, M. (2015, Dec 14). Empowering teachers with tech-friendly formative assessment tools [Blog post]. Retrieved
from https://www.edutopia.org/blog/tech-friendly-formative-assessment-tools-monica-burns

Chappius, S., Chappius, J., and Stiggins, R. (2009). The quest for quality. *Educational Leadership,* (*67*)3, 14-19.
Retrieved from http://www.ascd.org/publications/educational-leadership.aspx

Lane, M.A. (2013, Dec 13). 10 data tracking apps you can use in your classroom tomorrow. Retrieved from
http://www.gpb.org/blogs/education-matters/2016/12/13/10-data-tracking-apps-you-can-use-your-class-tomorrow

Payne-Lewis, J. (2016, Mar 11). Dial up your formative assessments. Retrieved from
https://www.teachingchannel.org/blog/2016/03/11/formative-assessment-strategies/

Vierstra, G. (2015, Jan 09). *Planning to assess students: How to align your instruction* [Blog post]. Retrieved from
https://www.teachingchannel.org/blog/2015/01/09/planning-to-assess-parcc/

Multimedia

Ashford University Library. (n.d.). *Portoflium introduction* [Video file]. Retrieved from
https://ashford.mediaspace.kaltura.com/media/PorTFOLIUM+INTRODUCTION/0_epi6js1l

Caruso, S. J. (2017, Jan 03). *Add voice to Prezi* [Video file]. Retrieved from
https://www.youtube.com/watch?v=cbSJbHYmLWQ

Imperial County Office of Education. (n.d.). *How to unpack a standard* [Video file]. Retrieved from
https://www.mydigitalchalkboard.org/portal/default/Content/Viewer/Content?action=2&sciId=829

Keith, B. (2015, Apr 29). *How to record audio (add voice over) in PowerPoint* [Video file]. Retrieved from
https://www.youtube.com/watch?v=82AMcUwpM4E

Learning at the Primary Pond. (2015, March 3). *Pinterest for teachers* [Video file]. Retrieved from
https://www.youtube.com/watch?v=CEGq23KHi0o

Teaching Channel. (n.d.). SWBAT: *Communicating learning goals* [Video file]. Retrieved from
https://www.teachingchannel.org/videos/making-lesson-objectives-clear

Teaching Channel. (n.d.). *Daily assessment with tiered exit cards* [Video file]. Retrieved from
https://www.teachingchannel.org/videos/student-daily-assessment

Teaching Channel. (n.d.). *Differentiated instruction: Using data walls to guide instruction* [Video file]. Retrieved from
   https://www.teachingchannel.org/videos/differentiated-instruction-with-data-walls

Teaching Channel. (n.d.). *How data carousels help teachers build strategies to improve instruction* [Video file]. Retrieved
   from https://www.teachingchannel.org/videos/data-carousels-improve-instruction

Teaching Channel. (n.d.). *Listening & speaking: Formative assessment* [Video file]. Retrieved from
   https://www.teachingchannel.org/videos/assess-listening-speaking-skills-ousd

Teaching Channel. (n.d.). *Structure learning with KWL charts* [Video file]. Retrieved from
   https://www.teachingchannel.org/videos/structured-learning-teaching-tip

Teaching Channel. (n.d.). *"Skinnying" the standards into six buckets* [Video file]. Retrieved from
   https://www.teachingchannel.org/videos/breaking-down-common-core-sbw

Teaching Channel. (n.d.). *Teaching Channel presents: Common core state standards* [Video file]. Retrieved from
   https://www.teachingchannel.org/videos/tch-presents-common-core-state-standards

Teaching Channel. (n.d.). *Text what you learned: Using technology to assess learning* [Video file]. Retrieved from
   https://www.teachingchannel.org/videos/texting-to-assess-learning

Teaching Channel. (n.d.). *The stoplight method: An end-of-lesson assessment* [Video file]. Retrieved from
   https://www.teachingchannel.org/videos/daily-lesson-assessment

Teaching Channel. (n.d.). *Think alouds: Unpacking the standards* [Video file]. Retrieved from
   https://www.teachingchannel.org/videos/understanding-the-common-core-standards

Teaching Channel. (n.d.). *Unpacking sample assessment items* [Video file]. Retrieved from
   https://www.teachingchannel.org/videos/develop-quality-assessments-parcc

Teaching Channel. (n.d.). *Using CFAs to improve teaching and learning* [Video file]. Retrieved from
   https://www.teachingchannel.org/videos/common-formative-assessment

Teaching Channel. (n.d.). *Using tech tools for formative assessment* [Video file]. Retrieved from
   https://www.teachingchannel.org/videos/student-assessment-with-tech

Teaching Channel. (n.d.). *Using technology to collect classroom data* [Video file]. Retrieved from
   https://www.teachingchannel.org/videos/tech-friendly-formative-assessment-sfusd

Web Pages

Exploring Data Tracking Tools on Pinterest. (n.d.). Retrieved from https://www.pinterest.com/explore/student-data-
   tracking/?lp=true

Teaching channel's mission. (2018). Retrieved from https://www.teachingchannel.org/teaching-channels-mission

Website

Portfolium. (https://portfolium.com)

Supplemental Material

Great Schools Partnership. (2015, Jan 12). Design guide for summative assessment tasks [Word file].

>   https://greatschoolspartnership.org/wp-content/uploads/2016/11/DesignGuideCriteriaSummativeAssessment.pdf

RECOMMENDED RESOURCES

Article

The Writers at TeacherPop. (2015, April 22). *How to effectively track student progress*. Retrieved from

>   https://www.teachforamerica.org/teacherpop/how-effectively-track-student-progress

Web Pages

Carnegie Mellon University. (n.d.). Formative vs Summative Assessment - Eberly Center - Carnegie Mellon University.

>   Retrieved from https://www.cmu.edu/teaching/assessment/basics/formative-summative.html

Johnson, J. (2018). Unpacking common core standards March 5 and 26, 2013. Retrieved from

>   http://johnsonj.blog.monroe.edu/2013/03/28/pittsford-unpacking-common-core-standards-march-5-and-26-2013

Mueller, J. (2016). Authentic assessment toolbox. Retrieved from http://jfmueller.faculty.noctrl.edu/toolbox/

Wisconsin Department of Public Instruction. (2017) Formative assessment: 10 key questions [PDF file]. Retrieved from

>   https://dpi.wi.gov/sites/default/files/imce/strategic-
>
>   assessment/Formative%20Assessment%20FAQ%20FINAL%201_19_17.pdf

Supplemental Material

Haley-Speca, M.A. (2016) Using data and formative assessment to drive instruction [PDF file]. *Research for Better*

>   *Teaching*. Retrieved from
>
>   https://www.siprep.org/uploaded/ProfessionalDevelopment/Minutes/Using_Data_Formative_Assessment_St.Igna
>
>   tius_MAHS_Oct2016.pdf

Success at the Core: How Teams and Teachers Transform Instruction. (2010). Using data effectively [PDF file]. Retrieved

>   from https://dqam6mam97sh3.cloudfront.net/resources/uploaded_document/resource/414/Using-Data-Module2-
>
>   All-Handouts.pdf

COURSE GRADING

Multiple measures of assessment are used in the course, allowing students opportunities to demonstrate their learning in more than one way and giving consideration to individual learning styles. Course components that will be assessed are noted below.

DISCUSSIONS

In each module, students will participate in online discussions with their instructor. Discussions relate to assigned readings, videos, and other resources pertaining to the module topic. These discussions replace the interactive dialogue that occurs in the traditional classroom setting and provide valuable opportunities to exchange ideas, communicate understanding, and engage in critical thinking. Students are expected to post an initial response for the instructor to review and provide feedback. While a specific number of days interacting in the discussion is not required, it is expected that students check back in the discussion before advancing to the next module to address instructor feedback. **Discussions represent 30% of the overall course grade.**

JOURNALS

There are journal assignments due in Modules 1, 4, and 6 of this course. These journal entries will provide an opportunity for students to critically reflect on their own learning processes and their individual progress through the course. **Journals represent 9% of the overall course grade.**

ASSIGNMENTS

There are written assignments due in Modules 1, 3, 4, and 5 of this course. These assignments must reflect college-level writing. **Assignments represent 46% of the overall course grade.**

FINAL PROJECT

The final assignment for this course is a Final Project. The purpose of the Assessment Action Plan is for you to showcase the learning you achieved in the course including the creation of strategic goals which will inform your own teaching practice. **The Final Project represents 15% of the overall course grade.**

GRADING PERCENT BREAKDOWN

Activity	Grading Percent
Discussions	30
Journal Entries	9
Assignments	46
Final Project	15
Total	**100**

MODULE 1

STANDARDS, ASSESSMENTS, & OBJECTIVES: GETTING STARTED

To be completed during the first week of class.

Overview

Activity	Due Date	Format	Grading Percent
Post Your Introduction	Complete before advancing to Module 2	Discussion	2
Professional Learning Theory		Discussion	4
Module 1 Journal		Journal	3
Unpacking Standards		Assignment	6

Module 1 Learning Outcomes

Students will

1. Discuss the role of assessment in teaching.
2. Deconstruct standards to identify learning objectives.
3. Identify individual professional development goals related to standards and assessment.

Introduction

Welcome to the first module of your online course entitled, EDU502: *Standards and Assessment: Gauging Student Growth*! We are thrilled to welcome you to this course and glad you have selected this topic to meet your professional learning needs.

As practicing teachers, it is important that we continue to learn and apply new skills to engage in the continuous learning cycle so that we can be the best we can be for our students. The topic of this course will focus on assessment and how this skill meaningfully connects to the standard and our work in providing targeted instruction for all students.

As teachers, whether you are new to the field or have been serving as a teacher for many years, we know how important delivering instruction that meets the needs of all students is to our work and, more importantly, to the progress that our students are able to make. We also know that we are required to use the standards to build our students' skills. Depending on your state, there may be varying requirements. Assessment is an integral part of our instruction because it helps us determine whether the goals of instruction are being met. The combination and alignment of these areas can inform our teaching in many ways.

Final Project Pre-Exposure: This course is here to help you build your skills in the areas of standards, assessment, and teaching! Throughout this course, you will create an ePortfolio that will serve as a repository or your work. In the last module of this course, you will create an Assessment Action Plan (AAP) for use in your own classroom, as well as a presentation, which will be comprised of your own classroom data, tools, and knowledge from this course.

Required Resources

Multimedia

Imperial County Office of Education. (n.d.). *How to unpack a standard* [Video file]. Retrieved from
> https://www.mydigitalchalkboard.org/portal/default/Content/Viewer/Content?action=2&sciId=829
>> • In this 5-minute video, a trainer provides examples of deconstructing standards in several content areas and will assist you in your Module 1 Assignment: Unpacking Standards.
>> Accessibility Statement does not exist.
>> Privacy Policy

Teaching Channel. (n.d.). *"Skinnying" the standards into six buckets* [Video file]. Retrieved from
> https://www.teachingchannel.org/videos/breaking-down-common-core-sbw
>> • In this 10-minute video teacher Sarah Wessling demonstrates one strategy for deconstructing standards use in the classroom. This video will help you in your reflection for your Module 1 Journal.
>> Accessibility Statement does not exist.
>> Privacy Policy

Teaching Channel. (n.d.). *Teaching Channel presents: Common core state standards* [Video file]. Retrieved from
> https://www.teachingchannel.org/videos/tch-presents-common-core-state-standards

- In this 58-minute video you will see the cycle of assessment putting Common Core Standards into practice in various content areas. This foundational video will help you in your Module 1 Discussion: Post Your Introduction as well as throughout this course.

Accessibility Statement does not exist.

Privacy Policy

Teaching Channel. (n.d.). *Think alouds: Unpacking the standards* [Video file]. Retrieved from

https://www.teachingchannel.org/videos/understanding-the-common-core-standards

- In this 14-minute video Sarah Brown Wessling explains the Common Core State Standards and offers insights on how to implement the Core in classrooms across America. This video will help you in your Module 1 Assignment: Unpacking Standards.

Accessibility Statement does not exist.

Privacy Policy

Web Page

Teaching channel's mission. (2018). Retrieved from https://www.teachingchannel.org/teaching-channels-mission

- This webpage provides information about an educational resource we will be using throughout this course. This webpage will assist you in your Professional Learning Theory Discussion in this module.

Accessibility Statement does not exist.

Privacy Policy

Recommended Resource

Web Page

Johnson, J. (2018). Unpacking common core standards March 5 and 26, 2013. Retrieved from

http://johnsonj.blog.monroe.edu/2013/03/28/pittsford-unpacking-common-core-standards-march-5-and-26-2013/

- This document has training information and worksheets on standards and assessment and may assist you in your work in this module as well as throughout this course.

Accessibility Statement does not exist.

Privacy Policy does not exist.

Discussions

Participate in the following discussions:

1. **Post Your Introduction**. **[MLO: 1] [CLOs: 3]**. *Complete before advancing to Module 2*. Welcome to the course!

   Initial Post: Create an initial response that provides an introduction of you. Be sure to include a picture/emoji/avatar/representation of yourself as well! *Complete prior to advancing to Module 2*.

   Also, please take the time to watch this 57-minute video *Teaching Channel Presents: Common Core State Standards* to set the stage for our work in this course.
   - Your name, where you live, current work setting, and position held.
   - What is one success you had in the classroom this year?
   - Reflecting on the video, what are the pros and cons of using the Common Core State Standards (CCSS) from your professional perspective?

   Respond to Instructor:
   It is important that you check back into the discussion before moving on to the next module and address all feedback left by your instructor. Part of your learning includes an exchange of ideas and critical thinking on the topics of discussion. While a specific number of responses or days of interaction are not required, the opportunity to communicate one-to-one with your instructor offers different perspectives and experiences to consider as well as depth to your understanding, greatly enhancing your online learning experience.

2. **Professional Learning Theory [MLO: 3] [CLOs: 1, 3]**. *Complete before advancing to Module 2*. As you begin your journey in this course, take a look at the Teaching Channel's Mission. Here, you will find a terrific graphical image that explains this theory. There is also a short article that explains the research behind the theory, The Research That Drives Our Work. You will see that the emphasis here, from both the Teaching Channel and this course at Ashford University, is the skill building specific to the needs of teachers who are already working in the field. Additionally, we believe that the collaborative process can be greatly beneficial in this online learning platform as well.

   Initial Post: Create a robust initial response addressing the following prompts listed below. *Complete before advancing to Module 2*.
   Answer the following questions:

- What new ideas did you gain from the professional learning theory graphic? How does the graphic add to your current teaching practices?
- Using this professional learning theory and what you have already learned about this course, explain what you expect to gain from this course

Respond to Instructor:

It is important that you check back into the discussion before moving on to the next module and address all feedback left by your instructor. Part of your learning includes an exchange of ideas and critical thinking on the topics of discussion. While a specific number of responses or days of interaction are not required, the opportunity to communicate one-to-one with your instructor offers different perspectives and experiences to consider as well as depth to your understanding, greatly enhancing your online learning experience.

Journal

1. **Module 1 Journal [MLO: X, X] [CLOs: X, X]**. *Complete before advancing to Module 2*. To kick this off, let's reflect on the idea of re-wording and organizing standards to enhance your instructional goals. Review the "Skinnying" the Standards including the embedded 10-minute video. This video offers information as to how to bundle the "big ideas" of the standards which helps us create learning targets that are more accessible to both yourself and students on a day-to-day basis.

   Content Expectations: Here is a smattering of questions to fuel your thoughts. In your written response, reflect on your dispositions toward assessments in each of these five questions as both a learner and teacher.
   - Using your professional experience and reflective analysis after watching this video and reviewing the blog, what is the role assessment in your own teaching?
   - How might the "buckets" be used in your own classroom to break down standards to identify learning objectives?
   - Does the assessment process seem daunting to you from either viewpoint? Why and how?
   - Do your viewpoints run in parallel to others in our course or are they different? Explain.
   - Why do you think you have certain feelings about assessments—either positive or negative?

   Written Communication Expectations:
   - **Length Requirement (.5 points):** Two to three paragraphs not including the title and references pages.

- **Syntax and Mechanics (.25 points):** Display meticulous comprehension and organization of syntax and mechanics, such as spelling and grammar.
- **APA Formatting (.25 points):** Use APA 6th edition formatting consistently throughout the assignment.

Submitting your journal

- Submit your journal for evaluation in Waypoint.
- Notify your instructor by email upon submitting for grading. Failure to notify instructor will result in delayed receipt of valuable instructor feedback.

Assignment

1. **Unpacking Standards [MLO: 2] [CLOs: 2, 3]**. *Complete before advancing to Module 2*. Reflect on the content standards you use in your classroom in teaching, planning, and instruction. Very often, content standards are broad, and learning objectives may not always be obvious. Do you work with standards that can easily stand alone, or do your standards need to be deconstructed?

   Unpacking standards involves taking a standard and breaking it down into manageable learning targets so that both students and teachers can accurately identify what students should know and be able to do. Here is a video on how one master teacher unpacks the skills for learning in *Think Alouds: Unpacking the Standards*. Here is another quick video that walks you through the steps of *How to Unpack a Standard* in several different content areas.

   Content Expectations: Using at least three (3) content standards of your choice use the following or similar format (Unpacking Standards and Defining Objectives Template) to walk through and document the process of deconstruction.

   Be sure to include,

   - Identify at least 3 curricular standards
   - Identify what students are able to do (verbs) and what students need to know (nouns)
   - Describe intended learning targets including understandings, knowledge, and skills

<u>**Written Communication Expectations:**</u>

- **Length Requirement (.5 points):** One to two pages not including the title and references pages.
- **Syntax and Mechanics .25 (points):** Display meticulous comprehension and organization of syntax and mechanics, such as spelling and grammar.
- **APA Formatting (.25 points):** Use APA 6th edition formatting consistently throughout the assignment.

Submitting your assignment

- Submit your assignment for evaluation in Waypoint.
- Notify your instructor by email upon submitting for grading. Failure to notify instructor will result in delayed receipt of valuable instructor feedback.

MODULE 2

MANAGING STANDARDS & TRACKING DATA

To be completed during the second week of class.

Overview

Activity	Due Date	Format	Grading Percent
Lesson Objectives: Knowing Where You're Going	Complete before advancing to Module 3	Discussion	4
Introduction to Your ePortfolio		Discussion	4
Data Tracking Resource List		Assignment	8

Module 2 Learning Outcomes

Students will

1. Identify standards-based student learning objectives for your classroom.
2. Examine methods for tracking student progress.
3. Create an ePortfolio to support your professional development.

Introduction

Welcome to Module 2! In this module, we will build on the learning objectives that we use in designing our instruction with a standards-based focus while also identifying easy and practical ways to track student progress. Standards-based instruction means more than being aware of the standards for your state. It means going beyond simply embedding them into your lesson plans. Consistently teaching with activities and lessons that are specifically and intentionally designed to support every learner in their progress and mastery of the standards is what this process entails.

DuFour and Eaker (2006) pose the following guiding questions that are the foundation for standards-based instruction and the continuous learning cycle:

1. What do students need to know, understand, and be able to do?

2. How do we teach effectively to ensure all students are learning?

3. How do we know students are learning?

4. What do we do when students are not learning or are reaching mastery before expectation?

As practicing teachers, we know that there is not a one-size-fits-all for this process. We will explore different ideas and give you the opportunity to find what works best for you. Remember, it takes hard work, persistence, and strategic use of your own expertise. Think about the many ways we as teachers prepare our lessons and how we engage in the lesson planning process. Some of you may have a great way of designing your lessons that clearly connects your instruction to the standards. Some may be finding ways to do this and have tried different methods but are just not sure if there might be another way accomplish this more effectively. We will be exploring this process during Module 2.

Module 3 Preview/Transition: You have had the chance to reflect on your own professional process of creating outcomes from the standards and discovering the process of tracking student process that works best for you. Each teacher is different, and a single method of working through these steps is not always best for another teacher. It is exciting to see how many new ways of thinking are out there. Bottom line? It is about the ongoing teaching/learning cycle that supports all students.

Required Resources

Articles

Chappius, S., Chappius, J., and Stiggins, R. (2009). The quest for quality. *Educational Leadership,* (*67*)3, 14-19.
     Retrieved from http://www.ascd.org/publications/educational-leadership.aspx

> - This article has foundational information on standards and assessment, explaining the key role that learning objectives play. This resource will support you in your Module 2 Discussion: Lesson Objectives - Knowing Where You Are Going.
>
> Accessibility Statement does not exist.
>
> Privacy Policy

Lane, M.A. (2013, Dec 13). 10 data tracking apps you can use in your classroom tomorrow. Retrieved from
     http://www.gpb.org/blogs/education-matters/2016/12/13/10-data-tracking-apps-you-can-use-your-class-tomorrow

> - This article has foundational information on standards and assessment, explaining the key role that learning objectives play. This resource will support you in your Module 2 Discussion: Lesson Objectives - Knowing Where You Are Going.

[Accessibility Statement](#)

[Privacy Policy](#)

Multimedia

Ashford University Library. (n.d.). *Portoflium introduction* [Video file]. Retrieved from

https://ashford.mediaspace.kaltura.com/media/PorTFOLIUM+INTRODUCTION/0_epi6js1l

- This 2-minute video introduces the benefits of creating an ePortfolio in Portfolium. This will help you in your Module 2 Discussion: Introduction to Your ePortfolio.

Learning at the Primary Pond. (2015, March 3). *Pinterest for teachers* [Video file]. Retrieved from

https://www.youtube.com/watch?v=CEGq23KHi0o

- This 11-minute video demonstrates how teachers can use Pinterest as a resource for research and storing tracking tools. This may help you in your in your Module 2 Assignment: Data Tracking Resource List.

[Accessibility Statement](#)

[Privacy Policy](#)

Teaching Channel. (n.d.). *SWBAT: Communicating learning goals* [Video file]. Retrieved from

https://www.teachingchannel.org/videos/making-lesson-objectives-clear

- This video demonstrates one strategy for make learning objectives explicit to students. This will help you in your Module 2 Discussion: Lesson Objectives.

Accessibility Statement does not exist.

[Privacy Policy](#)

Teaching Channel. (n.d.). *Daily assessment with tiered exit cards* [Video file]. Retrieved from

https://www.teachingchannel.org/videos/student-daily-assessment

- This 4-minute video demonstrates how to provide quick and effective reteaching with daily tiered assessments. This will help you in your Module 2 Assignment: Data Tracking Resource List.

Accessibility Statement does not exist.

[Privacy Policy](#)

Teaching Channel. (n.d.). *Structure learning with KWL charts* [Video file]. Retrieved from

https://www.teachingchannel.org/videos/structured-learning-teaching-tip

- This 1-minute video demonstrates the use of KWL charts for formative assessment. This will help you in your Module 2 Assignment: Data Tracking Resource List.

Accessibility Statement does not exist.

Privacy Policy

Teaching Channel. (n.d.). *The stoplight method: An end-of-lesson assessment* [Video file]. Retrieved from

https://www.teachingchannel.org/videos/daily-lesson-assessment

- This 1-minute video demonstrates the use of exit slips for formative assessment. This may help you in
  your Module 2 Assignment: Data Tracking Resource List.

Accessibility Statement does not exist.

Privacy Policy

Web Page

Exploring Data Tracking Tools on Pinterest. (n.d.). Retrieved from https://www.pinterest.com/explore/student-data-

tracking/?lp=true

- This webpage highlights a variety of tracking tools for teachers. This and may help you in your
  Module 2 Assignment: Data Tracking Resource List.

Accessibility Statement does not exist.

Privacy Policy

Website

Portfolium. (https://portfolium.com)

- This website is where you will set up your ePortfolio for this course. This will help you in your
  Module 2 Discussion: Your ePortfolio.

Accessibility Statement

Privacy Policy

Recommended Resource

Article

The Writers at TeacherPop. (2015, April 22). *How to effectively track student progress*. Retrieved from

https://www.teachforamerica.org/teacherpop/how-effectively-track-student-progress

- This article provides tips and tools for teachers who are interested in examining both student-centered
  and teacher-centered tracking tools.

Accessibility Statement

Privacy Policy

Discussions

Participate in the following discussions:

1. **Lesson Objectives: Knowing Where You're Going [MLO: 1] [CLO: 2]**. *Complete before advancing to Module 3*. If you are not sure where you are going, how will you know you have gotten there? Lesson objectives are a teacher's roadmap and play a key role in student success. When learning objectives are well defined and accessible they not only provide students with a clear purpose, they can help guide your choice of instructional strategies and methods for assessment.

   How do you clarify learning objectives for yourself and your students? Read The Quest for Quality, and watch this one-minute video which demonstrates a master teacher clearly communicating her learning objectives to students: *SWBAT: Communicating Learning Goals*.

   Initial Post: Create a robust initial response that provides your reactions and experiences to the following prompts listed below. *Complete before advancing to Module 3*.
   - Why is developing clear learning objectives important?
   - Why is it important to share learning objectives with students? How do you do this in your classroom?
   - Share some upcoming learning objectives that you unpacked in Module 1 or those that you might like to work on better incorporating into your teaching.

   Respond to Instructor:
   It is important that you check back into the discussion before moving on to the next module and address all feedback left by your instructor. Part of your learning includes an exchange of ideas and critical thinking on the topics of discussion. While a specific number of responses or days of interaction are not required, the opportunity to communicate one-to-one with your instructor offers different perspectives and experiences to consider as well as depth to your understanding, greatly enhancing your online learning experience.

2. **Introduction to Your ePortfolio [MLO: 3] [CLOs: 1, 2, 3]**. *Complete before advancing to Module 3*. This discussion introduces you to Portfolium, the electronic portfolio (ePortfolio) tool being used by this university. As

an Ashford University student, you will not only have access to Portfolium during your time as a student, but you will retain lifetime unlimited access after leaving the university, without fees or capacity limit.

Step 1: Explore
View the multimedia ePortfolio *Portfolium Introduction* developed for the university (2:19).

Step 2: Create
- Select the Portfolium link in the course room.
- Click anywhere to access your account
- Set up your Profile located under "Me"

Complete the following:
- Avatar (may be a picture or other avatar to represent you)
- Cover image
- Tagline

Introduction: Write a brief introduction. As an option, you may use what you composed for Discussion 1: Post your introduction. This should be a representation of you that is appropriate to share with colleagues and other professionals.

Initial Post: Post an initial response in the discussion that includes
- A link to your ePortfolio
- A brief description of
- Your early impressions and use with Portfolium.
- How you see Portfolium supporting you in your day-to-day growth as a teacher as well as your long-term career goals.

Respond to Instructor:
It is important that you check back into the discussion prior to moving on to the next module and address all feedback left by your instructor. Part of your learning includes an exchange of ideas and critical thinking on the topics of discussion. While a specific number of responses or days of interaction are not required, the opportunity

to communicate one-to-one with your instructor offers different perspectives and experiences to consider as well as depth to your understanding, greatly enhancing your online learning experience.

Assignment

1. **Data Tracking Resource List [MLO: 2] [CLO: 2]**. *Complete before advancing to Module 3*. There are a variety of traditional methods for tracking how students are mastering content, which include charts, posters, rubrics, student response systems, and more. Additionally, in this digital age, teachers now have access to smartphone applications that also make simple work of tracking student progress. Whether you prefer low tech or high tech, Teach for America reminds us that all student tracking tools should

   - Fit your style of teaching and management.
   - Be time efficient.
   - Be relatable to the students.
   - Be updated regularly.

   (Teach for America, 2015)

You may lean on one method more than others, but having a resource list of tools can support more frequent and effective use in your classroom. Gather at least five student data tracking ideas. You can research these on your own or feel free to dive into the following resources:

Blog Article: 10 Data Tracking Apps You Can Use in Your Classroom Tomorrow
Exploring Data Tracking Tools on Pinterest

The Teaching Channel also provides several videos on unique ways to capture data. Most of the videos discuss the purpose of a particular assessment but the focus for this resource list is on *how* exactly the data is identified and stored for the teacher to review at a later time. Here are three videos to get you started:

Structure Learning with KWL Charts (1 minute)
Daily Assessment with Tiered Exit Cards (5 minutes)
The Stoplight Method: An End-Of-Lesson Assessment (1 minute)

Content Expectations: As you are reviewing various methods for tracking student data,
   - Compile those five tracking tools that resonate most for you in a Word document or create a Pinterest board called "Data Tracking Resources."

Pinterest is not only a great way to organize teaching tools but also allows you to expand your network with other like-minded educators. Those new to Pinterest can watch a how to video *Pinterest for Teachers*. Once you have a Pinterest account, you can follow The Teaching Channel by clicking on the red "Follow Button.

Submitting your assignment

- Archive your assignment in your ePortfolio by uploading your personal Pinterest Board link or a Word document with resources to you Portfolium account (Select "Add New Project"). Follow the step-by-step instructions.

- Once uploaded, add a title (e.g., Module 2: Data Tracking Resource List) and a one- to two-sentence description.

- Submit your assignment for evaluation in Waypoint by uploading a Word document with the Pinterest Link or a list of the actual resources. Please include the link to your ePortfolio in the comments box when uploading.

- Notify your instructor by email upon submitting for grading. Failure to notify instructor will result in delayed receipt of valuable instructor feedback.

MODULE 3

FORMATIVE ASSESSMENT IN ACTION

To be completed during the third week of class.

Overview

Activity	Due Date	Format	Grading Percent
Formative Assessment in Action	Complete before advancing to Module 4	Discussion	4
Formative Assessment Resource List		Assignment	7
Listening and Speaking - Formative Assessment in Real Life		Assignment	8

Module 3 Learning Outcomes

Students will

1. Investigate the role that formative assessment plays in education.
2. Examine preferred formative assessment strategies.
3. Employ a master teacher's experiences in using formative assessment in the classroom.

Introduction

Welcome to Module 3! In this module, we are going to dive into the use formative assessment in the classroom. The goal of this module is to examine formative assessment strategies as well as how we, as teachers, can make the most of this process to inform our own teaching practices. There are multiple videos and other valuable resources provided for you in the Required and Recommended Resources sections for this module. Be sure to take advantage of these resources as part of this module's activities.

Teachers use formative assessments in their classrooms on an ongoing basis to track students' progress. Formative assessment is "a deliberate process used by teachers and students during instruction that provides actionable feedback used to adjust ongoing teaching and learning strategies" (Mursky, 2015).

Data sources include student self-assessments, descriptive feedback to students, use of rubrics, multiple methods to check for understanding, examination of student work, tests, and quizzes. These assessments inform teachers' instructional decisions—day-to-day, even minute-by-minute—and serve as the basis for feedback to students to help improve their learning.

In this module, we will explore formative assessment, and in Module 4 we will continue with a deep dive into the summative assessment. Both forms of assessment are important for your work with students. We will also explore the type of data that is provided from each of these processes that we can regularly use to drive our classroom instruction.

Required Resources

Article

Payne-Lewis, J. (2016, Mar 11). Dial up your formative assessment technique. Retrieved from
  https://www.teachingchannel.org/blog/2016/03/11/formative-assessment-strategies/

    • This blog highlights a series of 7 videos (35 minutes total) which demonstrate how teachers can use a
     variety of formative assessments to improve student performance. This will help you in your Module
     3 Discussion: Formative Assessment in Action.

    Accessibility Statement does not exist.

    Privacy Policy

Multimedia

Learning at the Primary Pond. (2015, March 3). *Pinterest for teachers* [Video file]. Retrieved from
  https://www.youtube.com/watch?v=CEGq23KHi0o

    • This 11-minute video demonstrates how teachers can use Pinterest as a resource for research and
     storing tracking tools. This may help you in your in your Module 3 Assignment: Data Tracking
     Resource List.

    Accessibility Statement
    Privacy Policy

Teaching Channel. (n.d.). *Listening & speaking: Formative assessment* [Video file]. Retrieved from
  https://www.teachingchannel.org/videos/assess-listening-speaking-skills-ousd

- This 6-minute video demonstrates how teachers formatively assess speaking and listening skills to improve student performance. This will help you your Module 3 Discussion: Formative Assessment in Action.

Accessibility Statement does not exist.

Privacy Policy

Teaching Channel. (n.d.). *Using CFAs to improve teaching and learning* [Video file]. Retrieved from

https://www.teachingchannel.org/videos/common-formative-assessment

- This 6-minute video demonstrates how teachers formatively assess speaking and listening skills to improve student performance. This will help you your Module 3 Discussion: Formative Assessment in Action.

Accessibility Statement does not exist.

Privacy Policy

Recommended Resources

Web Page

Carnegie Mellon University. (n.d.). Formative vs Summative Assessment - Eberly Center - Carnegie Mellon University. Retrieved from https://www.cmu.edu/teaching/assessment/basics/formative-summative.html

- This webpage provides more detailed information on the difference between formative and summative assessment and may assist you in your discussion and/or assignment in this module.

Accessibility Statement does not exist.

Privacy Policy does not exist.

Supplemental Materials

Mursky, Chrystyna. (2015, Jan 30). Formative assessment practices to support student learning [Blog]. Retrieved from
https://www.teachingchannel.org/blog/2015/01/30/formative-assessment-practices-sbac/

- This blog provides more details on the core components of a balanced assessment system and may help you in your discussion or assignment in this module.

Success at the Core: How Teams and Teachers Transform Instruction. (2010). Using data effectively [PDF file]. Retrieved from https://dqam6mam97sh3.cloudfront.net/resources/uploaded_document/resource/414/Using-Data-Module2-All-Handouts.pdf

- This PDF file provides more detailed information on the role of formative and summative assessment in education and may assist you in your discussion or assignment in this module.

Wisconsin Department of Public Instruction. (2017) Formative assessment: 10 key questions [PDF file]. Retrieved from https://dpi.wi.gov/sites/default/files/imce/strategic-assessment/Formative%20Assessment%20FAQ%20FINAL%201_19_17.pdf

- This webpage provides more detailed information on the difference between formative and summative assessment and may assist you in your discussion and/or assignment in this module.

Accessibility Statement does not exist.

Privacy Policy

Discussion

Participate in the following discussion:

1. **Formative Assessment in Action [MLO: 1] [CLOs: 1, 2, 3]**. *Complete before advancing to Module 4*. Formative assessments provide timely, vital feedback to transform student outcomes. For this discussion, you will watch how a seventh-grade English Language Arts team develops, uses, and analyzes common formative assessments, and then designs a writing unit based on lessons learned from the data. Although this video focuses on *common formative assessments* which are slightly different from *formative assessments*, notice how these teachers create a framework in which they use the district standardized test to inform their day-to-day and short-term formative assessment strategies.

Prepare and Reflect

Before your initial post, watch this six-minute video *Using CFAs to Improve Teaching and Learning*, and reflect on where and when you see the following teacher skillset:

- **Appreciate the range of data important to impacting student achievement.** Teachers need multiple data sources. Data-literate schools use different kinds of data—some on a daily basis, some monthly or quarterly, and some annually—to sustain collaborative inquiry and continuously improve instruction. Formative assessments represent an important part of this mix.
- **Articulate learning goals.** Teachers' efforts should stem from key learning goals and sub-goals for a unit, assignment, or course before designing common formative assessments to measure students' mastery of these goals.
- **Design formative assessments.** Teachers know how to craft or tailor quality formative assessments.

- **Analyze the results of common formative assessments.** Teachers know how to analyze the data to glean information about students' progress and learning needs relative to the learning goals.
- **Use the results of common formative assessments to improve instruction.** Teachers identify specific instructional responses to the data. Responses might include re-teaching content, changing instructional approaches to meet the needs of all students, or developing more challenging materials.

Initial Post: Create a robust initial response that provides your responses to the following prompts listed below. *Complete before advancing to Module 4.*

- How do formative assessments fit into the learning cycle**?**
- Are there practices already in place in my classroom that would support the implementation of formative assessment? Where might there be gaps?
- What actions can I take to expand my skills and increase my use of formative assessment?
- What support and resources do I need to better utilize formative assessments in my classroom?
- How might I think about engaging students in assessing their own learning? What impact would that have?

Respond to Instructor:

It is important that you check back into the discussion before moving on to the next module and address all feedback left by your instructor. Part of your learning includes an exchange of ideas and critical thinking on the topics of discussion. While a specific number of responses or days of interaction are not required, the opportunity to communicate one-to-one with your instructor offers different perspectives and experiences to consider as well as depth to your understanding, greatly enhancing your online learning experience.

Assignments

1. **Formative Assessment Strategies Resource List [MLO: 2] [CLOs: 1, 3]**. *Complete before advancing to Module 3*. After reading Dial Up Your Formative Assessment Technique, continue watching two to three more videos on formative assessment strategies via the Teaching Channel. There are countless videos available, so pick and choose those that meet the needs of your classroom and personal teaching style.

Content Expectations: As you are reviewing various formative assessment strategies,

o Compile your ten (10) preferred assessment strategies, and house their links and descriptions in a Word document or create a Pinterest board called "Formative Assessment Strategies Resources."

Pinterest is not only a great way to organize teaching tools but allows you to expand your network with other like-minded educators. Those new to Pinterest can watch a how to video *Pinterest for Teachers*. Once you have a Pinterest account, you can follow The Teaching Channel by clicking on the red "Follow Button.

Submitting your assignment

- Archive your assignment in your ePortfolio by uploading your personal Pinterest Board link or a Word Document with resources to you Portfolium account (Select "Add new project"). Follow the step-by-step instructions.
    - o Once uploaded, add a title (e.g., Module 3: Formative Assessment Strategies) and a one- to two-sentence description.
    - o Submit your assignment for evaluation in Waypoint by uploading a Word document with the Pinterest Link or a list of the actual resources. Please include the link to your ePortfolio in the comments box when uploading.
    - o Notify your instructor by email upon submitting for grading. Failure to notify instructor will result in delayed receipt of valuable instructor feedback.

2. **Listening and Speaking - Formative Assessment in Real Life [MLO: 3] [CLOs: 2, 3]**. *Complete before advancing to Module 3*. As part of your learning experience in this course, you will observe a short video in addition to conducting a simple interview with a practicing teacher to better understand multiple perspectives on implementing formative assessments in real life.

Prepare

- Connect with a classroom teacher (e.g., an early childhood or K-12 teacher, administrator, special education director, previous or retired teacher, etc.) and ask the following questions.
- What does formative assessment look like in your classroom?
- How do you engage students in the process?
- What tips or tricks do you have in terms of managing your formative assessment goals?

- What are your favorite tools for managing your formative assessment student data?

- How do you use formative assessment data to inform your instruction?

- Please observe the following three-minute video *Listening & Speaking: Formative Assessment*. Here, you will see a teacher engaging in formative assessment in a language development context.

Reflect

Consider how both your interview findings and your observations from the video add to your understanding of the topic.

Content Expectations: In a two- to three-page response, address the following:

- In at least one paragraph, explain how the use of formative assessments, such as checklists, can help students focus on learning goals.

- In at least one paragraph, describe the ways to engage students in the formative assessment process.

- In at least one paragraph, share how you could you adapt Ms. Horwitz's checklist for use in your own classroom. What are the benefits? What are the drawbacks?

- In at least one paragraph, describe how you might use checklist data to inform instruction.

- In at least one paragraph, explain the type of progress monitoring tool you might use for documenting student progress during formative assessment? You are encouraged to include a blank document, photo, or other as an attachment.

Submitting your assignment

- Archive your assignment in your ePortfolio by uploading to your Portfolium account (Select "Add new project"). Follow the step-by-step instructions.

- Once uploaded, add a title (e.g., Module 3: Formative Assessment in Real Life) and a one- to two-sentence description.

- Submit your assignment for evaluation in Waypoint. Include the link to your ePortfolio in the comments box when uploading.

- Notify your instructor by email upon submitting for grading. Failure to notify instructor will result in delayed receipt of valuable instructor feedback.

MODULE 4

APPLYING A NEW FORMATIVE ASSESSMENT TOOL

To be completed during the fourth week of class.

Overview

Activity	Due Date	Format	Grading Percent
Using Technology to Engage and Assess	Complete before advancing to Module 5	Discussion	4
Module 4 Journal		Journal	3
Formative Assessment Video Recording		Assignment	9

Module 4 Learning Outcomes

Students will

1. Discuss the role of technology in assessment.
2. Design individualized formative assessment strategies.
3. Apply formative assessment strategies.
4. Classify your strengths and areas for improvement in formative assessment processes.

Introduction

In Module 4, we will uncover more in-depth information on the topic of formative assessment and how this data drives instruction. As practicing teachers, we know that instructional decisions must be based in the process of assessment and the data that is derived from those assessments. As a result, the instructional process must be implemented to be of the most value to the students in any given classroom setting. Therefore, in this module, we will explore "hands-on" formative assessment strategies as well as technological strategies to ensure that you are presented with a wide variety of tools to meet the needs of your classroom and your personal teaching style. Some ideas may be new to you. Other ideas may be strategies that you already use in your classroom. The key is to make this process effective and informative for you.

Data that drives instruction: Those professionals working in data-literate schools understand that examining only one source of data (typically state test results) at one point in time (typically in the fall, after a teacher's current students have gone on to the next grade) contributes little to continuous instructional improvement. Rather, teachers at these schools consider a variety of sources of data, some on a daily basis, some monthly or quarterly, and some annually. They analyze data together to explore how to advance student learning through improved instruction.

In this module we will be exploring formative assessment. However, it is critical that you keep in mind the role that summative assessment also plays in making data-driven instruction. You may initially note their distinct differences but begin to think about how both types of assessments can work together for even better results.

Summative and Formative Assessment

Type of Assessment	Definition	Examples of Purpose	Examples
Formative	Ongoing frequent assessment reflected by the collection of student performance data while instruction is occurring.	· To determine whether the student is progressing from day to day · To determine the effectiveness of the instruction for the individual student	· Timed test on math facts · Oral reading passages
Summative	One time assessment reflected by the collection of student performance data after instruction has occurred.	· To determine how the student learned to content · To assign end-of-term grades	· End-of-unit test · Final exams

Data-literate schools rely on both formative and summative assessments.

- Teachers gather *formative assessment data* while learning is in progress to diagnose student-learning needs, plan next steps, and provide students with feedback.

- Teachers gather *summative assessment data* after learning experiences to determine if students have met the intended learning goals.

(Success at the Core, 2010, pp.1-2)

Required Resources

Multimedia

Teaching Channel. (n.d.). *Text what you learned: Using technology to assess learning* [Video file]. Retrieved from

https://www.teachingchannel.org/videos/texting-to-assess-learning

- This 2-minute video demonstrates how teachers can use texting to assess learning. This will help you this in your Module 4 Discussion: Using Technology to Engage and Assess.

Accessibility Statement does not exist.

Privacy Policy

Teaching Channel. (n.d.). *Using tech tools for formative assessment* [Video file]. Retrieved from

https://www.teachingchannel.org/videos/student-assessment-with-tech

- This 2-minute video demonstrates how teachers collect and analyze formative assessment data. This will help you in your Module 4 Discussion: Using Technology to Engage and Assess.

Accessibility Statement does not exist.

Privacy Policy

Teaching Channel. (n.d.). *Using technology to collect classroom data* [Video file]. Retrieved from
https://www.teachingchannel.org/videos/tech-friendly-formative-assessment-sfusd

- This 2-minute video demonstrates how teachers can use technology to assess learning and gather student data. This and may help you in your Module 4 Discussion: Using Technology to Engage and Assess.

Accessibility Statement does not exist.

Privacy Policy

Recommended Resources

Web Page

Carnegie Mellon University. (n.d.). Align assessments, objectives, and strategies - Eberly Center - Carnegie Mellon University. Retrieved from https://www.cmu.edu/teaching/assessment/basics/alignment.html

- This webpage provides information on how assessments, learning objectives, and instructional strategies need to be closely aligned and may assist you in your discussion and assignment in Module 4.

Accessibility Statement does not exist.

Privacy Policy does not exist.

Supplemental Resources

Success at the Core: How Teams and Teachers Transform Instruction. (2010). Using data effectively module: Handout 1. Retrieved from https://dqam6mam97sh3.cloudfront.net/resources/uploaded_document/resource/414/Using-Data-Module2-All-Handouts.pdf

- This article explores the differences between formative and summative assessment and may assist you in your discussion and assignment in Module 4.

Accessibility Statement does not exist.

Privacy Policy

Discussion

Participate in the following discussion:

1. **Using Technology to Engage and Assess [MLO: 1] [CLO: 3]**. *Complete before advancing to Module 5*. There are a variety of ways to use technology to gather and organize assessment data on students. From using a teacher-designed app to taking pictures of student's work with a smartphone, here are just a few options for making assessment easier in the digital age:

   [Text What You Learned: Using Technology to Assess Learning](#)
   [Using Technology to Collect Classroom Data](#)
   [Using Tech Tools for Formative Assessment](#)

   Initial Post: Create a robust initial response that provides your responses to the following prompts listed below. *Complete before advancing to Module 5*.
   - What are the benefits of using technology to gather student data?
   - How might you see yourself using data gathered through technology?
   - Do you currently use technology to track data? If so, how?

- How do you see yourself growing professionally and using technology with assessment?

Respond to Instructor: It is important that you check back into the discussion before moving on to the next module and address all feedback left by your instructor. Part of your learning includes an exchange of ideas and critical thinking on the topics of discussion. While a specific number of responses or days of interaction are not required, the opportunity to communicate one-to-one with your instructor offers different perspectives and experiences to consider as well as depth to your understanding, greatly enhancing your online learning experience.

Journal

1. **Module 4 Journal [MLO: 4] [CLOs: 2, 3]**. *Complete before advancing to Module 5*. Great teachers reflect on their daily practice and adjust their instruction, interactions, and attitudes. As a reflective practitioner, you have the opportunity to use your professional background as well as new ideas obtained in this course to practice providing meaningful feedback.

   Content Expectations: Please review several different videos from the vast selection of formative assessment videos in the video library available at the Teaching Channel. Select two of the videos, and provide your expert feedback in oral form on the following points in the discussion. Create an audio or video response (see instructions below) in which you give a short description of each video and respond to the following:

   - What were the strengths of the use of this formative assessment tool? Provide two "shout outs" (an acknowledgment or public expression of appreciation). Explain.
   - What was one area that you felt could be improved? Why? Explain.
   - Imagine this was you in the video. What might be the benefit of the use of this same tool in your own classroom?

   Your audio or video response should be at least three to four minutes in length.

   Feel free to use your smartphone or preferred computer application to create a recording. You also have the option of recording audio or video directly into the classroom using the media comment tool:

   How Do I Record a Video Using the Rich Content Editor?
   How Do I Record Audio Using the Rich Content Editor?

   To share a recorded video using VoiceThread, Screencast, other:
   Step 1: Record your video using your iPhone, smartphone, or other recording device.

Step 2: Video Tool: Give it an appropriate title and upload it to your VoiceThread, Screencast, or other digital recording software account.

- **Publish** it with privacy settings that allow for public viewing.
- **Share** by copying your recording link.

Step 3: Upload to Portfolium

- Open your Portfolium account.
- Select "Portfolio" from the menu.
- Select "Add new project."
- Add a project title (appropriate with the assignment).
- Select "Paste a link" from the Attachments section.
- Paste your Vimeo video link as directed.
- Assign a category that aligns with your recording.
- Provide a brief description (one to two sentences).
- Select "Publish" at the bottom of the page.
- Click to Tool icon at the top of the page.
- Publish it with one of the following: Public, Private, or Portfolium Member access.
- Uncheck Comments box (Allow anyone on Portfolium to comment on this project).
- Viewers may be prompted to click on the VoiceThread Home, Screencast (Jing), or other recording link, taking them out of Portfolium and into your link.

You will see the following message: "Sorry, Because of its privacy settings, this video cannot be played here. Watch on VoiceThread, etc." This will still allow you to view the video, but it sends you to the recording link outside of Portfolium.

Submitting your journal

- Archive your audio/video file in your ePortfolio by uploading to your Portfolium account (Select "Add new project"). Follow the step-by-step instructions.
- Once uploaded, add a title (e.g., Module 4: Formative Assessment Reflection) and a one- to two-sentence description.

- Submit a link to your audio/video file for evaluation in Waypoint by pasting the link into a Word document that you upload. Please paste the Portfolium link in the comments box when uploading the Word document.

- Notify your instructor by email upon submitting for grading. Failure to notify instructor will result in delayed receipt of valuable instructor feedback.

Assignment

1. **Formative Assessment Video Recording [MLOs: 2, 3] [CLO: 1]**. *Complete before advancing to Module 5*. In Module 3, you compiled a variety of formative assessment tools. Pick one formative assessment tool and at least one target objective to focus on for a lesson plan you will cover in Module 5. Be sure to pick a reasonably sized topic to assess such as one to three learning objectives. An entire unit is too large; aim for one lesson or even one part of a lesson.

   Content Expectations:
   Step 1: Using the following or similar format (Formative Assessment Aligned Lesson Plan Template) to document your plan for using formative assessment for at least three learning objectives in your classroom. Note, you may need to individualize some parts of the provided template to meet your classroom's specific needs but be sure to include all of the following elements:
   - **Identify the Learning Standard(s) Addressed:** These are the actual state/district/local standards.
   - **Identify the Learning Target(s):** What will students know and be able to do as a result of this lesson?
   - **Identify the Relevance/Rationale:** Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?
   - **Describe the Formative Assessment Tool & Criteria for Success:** How will you and your students know if they have successfully met the outcomes? What specific criteria will be met in a successful product/process? What does success on this lesson's outcomes look like?
   - **Describe the Activities/Tasks:** What learning experiences will students engage in? How will you use these learning experiences or their student products as formative assessment opportunities?
   - **Describe the Resources/Materials:** What texts, digital resources, and materials will be used in this lesson?
   - **Identify the Opportunities for Access for All:** How will you ensure that all students have access to and are able to engage appropriately in this lesson? Consider all aspects of student diversity

- **Identify the Opportunities for Modifications/Accommodations for Children with Disabilities:** What curriculum modifications and/or classroom accommodations will you make for Students with Disabilities in your class? Be as specific as possible.

Step 2: Referring to your *Formative Assessment Aligned Lesson Plan,*

o Create a 3-4 minute recording of yourself implementing the formative assessment strategy.

The focus of this video is in your demonstration in using the selected formative assessment tool in your own classroom. You are ONLY to record yourself and are NOT to include any students in this process. You can ask a colleague to video you demonstrating this activity using your cell phone so the activity is viewable in progress. The video that you create should ONLY include you in the implementation of this selected formative assessment strategy. Do not include individual students or groups of students. The video should be between three to four minutes in length and then be uploaded to your portfolio.

Feel free to use your smartphone or preferred computer application to create a recording. You also have the option of recording video directly into the classroom using the media comment tool:
[How Do I Record a Video Using the Rich Content Editor?](#)

To share a recorded video using VoiceThread, Screencast, or other:

Step 1: Record your video using your iPhone, smartphone, or other recording device.

Step 2: Video Tool: Give it an appropriate title and **upload** it to your VoiceThread, Screencast, or other digital recording software account.
- **Publish** it with privacy settings that allow for public viewing
- **Share** by copying your recording link

Step 3: Upload to Portfolium
- Open your Portfolium account.
- Select "Portfolio" from the menu.
- Select "Add new project."

- Add a project title (appropriate with the assignment).
- Select "Paste a link" from the Attachments section.
- Paste your Vimeo video link as directed.
- Assign a category that aligns with your recording.
- Provide a brief description (one to two sentences).
- Select "Publish" at the bottom of the page.
- Click to Tool icon at the top of the page.
- Publish it with either Public, Private, or Portfolium Member access.
- Uncheck Comments box (Allow anyone on Portfolium to comment on this project).
- Viewers may be prompted to click on the VoiceThread Home, Screencast (Jing), or other recording link, taking them out of Portfolium and into your link.

You will see the following message: "Sorry, Because of its privacy settings, this video cannot be played here. Watch on VoiceThread, etc." This will still allow you to view the video, but it sends you to the recording link outside of Portfolium.

Submitting your assignment

- Archive your video file in your ePortfolio by uploading to your Portfolium account (Select "Add new project"). Follow the step-by-step instructions.
- Once uploaded, add a title (e.g., Module 4: Formative Assessment Video Recording) and a one- to two-sentence description.
- Upload your Formative Assessment Aligned Lesson Plan (from Step 1) and within the document include the link to your video file on Portfolium. Also, paste the Portfolium link to the video file in the comments box when uploading the Formative Assessment Aligned Lesson Plan.

MODULE 5

SUMMATIVE ASSESSMENT IN ACTION

To be completed during the fifth week of class.

Overview

Activity	Due Date	Format	Grading Percent
Making Standardized Assessments Work for You	Complete before advancing to Module 6	Discussion	4
Summative Assessment Evaluation		Assignment	8

Module 5 Learning Outcomes

Students will

1. Investigate the role that summative assessment plays in education.
2. Discuss methods for incorporating standardized assessment items into instructional design.
3. Evaluate one summative assessment tool for effectiveness.

Introduction

"The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark" (Carnegie Mellon University, n.d.). Summative assessments are a fact of educational life. Teachers and students might initially be intimidated by the nature of summative assessments, such as standardized tests, but these assessments hold many benefits. Summative assessments are not only strong motivators for students, but they provide valuable data for teachers and administrators. In this module, we will take some time to deep dive into summative assessments to explore how to make them more effective for your teaching practice.

There are several ways to use summative assessments to enhance the learning process and make you an even stronger teacher. To make summative assessments work for you, use a framework of backward planning. When we backward plan, we can better align the lessons, formative assessments, and teacher-created tests that lead up to it. Additionally, this helps

us avoid the idea that we are "teaching to the test." Backward planning circumvents the "sprint and cover" mode in which teachers may feel the need to accelerate instruction to cover all assessment items. Backward planning ensures we are making time for depth of concepts as well as critical thinking.

Required Resources

Article

Vierstra, G. (2015, Jan 09). *Planning to assess students: How to align your instruction* [Blog post]. Retrieved from

        https://www.teachingchannel.org/blog/2015/01/09/planning-to-assess-parcc/

- This blog post discusses the importance of assessment planning and includes a 5-minute overview of PARCC Tools as well as several links to tools specifically designed for the ELA/literacy and math standards. This will help you in your Module 5 Discussion: Making Standardized Assessments Work for You.

    Accessibility Statement does not exist.

    Privacy Policy

Multimedia

Teaching Channel. (n.d.). *Unpacking sample assessment items* [Video file]. Retrieved from

        https://www.teachingchannel.org/videos/develop-quality-assessments-parcc

- This video demonstrates how teachers inform their teaching practice by unpacking standardized assessment items. This will help you in your Module 5 Discussion: Making Standardized Assessments Work for You.

    Accessibility Statement does not exist.

    Privacy Policy

Supplemental Material

Great Schools Partnership. (2015, Jan 12). Design guide for summative assessment tasks [Word file].

        https://greatschoolspartnership.org/wp-content/uploads/2016/11/DesignGuideCriteriaSummativeAssessment.pdf

- This guide describes the criteria that should be considered when creating summative assessments. This tool will help you with your Module 5 Assignment: Summative Assessment Evaluation.

    Accessibility Statement does not exist.

    Privacy Policy does not exist.

Recommended Resources

Web Page

Carnegie Mellon University. (n.d.). Formative vs Summative Assessment - Eberly Center - Carnegie Mellon University.

Retrieved from https://www.cmu.edu/teaching/assessment/basics/formative-summative.html

- This article explores the differences between formative and summative assessment and may assist you in your discussion and assignment in Module 5.

Accessibility Statement does not exist.

Privacy Policy does not exist.

Discussion

Participate in the following discussion:

1. **Making Standardized Assessments Work for You [MLO: 1] [CLOs: 1, 2, 3]**. *Complete before advancing to Module 6.* One aspect of the summative assessment process is standardized testing. Because teachers do not have control over the construction of these tests, a standardized test can seem like a formidable opponent. However, when we examine and unpack assessment items, we have one more tool to support us in creating curriculum that produces results. Watch this quick video *Unpacking Sample Assessment Items* to understand better how to use standardized test items to inform instruction. Additionally, please review this blog Planning to Assess: How to Align Your Instruction for more tools, ideas, and inspiration before responding to the questions below.

   Initial Post: Create a robust initial response that provides your responses to the following prompts listed below. *Complete before advancing to Module 6.*
   - What do you think you could learn from examining sample assessment items?
   - How can sample assessment items help you create your own questions back in the classroom?
   - How might you think about designing instructional tasks that reflect standard items in order to prepare students for standardized assessments?

   Respond to Instructor: It is important that you check back into the discussion before moving on to the next module and address all feedback left by your instructor. Part of your learning includes an exchange of ideas and critical thinking on the topics of discussion. While a specific number of responses or days of interaction are not required, the opportunity to communicate one-to-one with your instructor offers different perspectives and

experiences to consider as well as depth to your understanding, greatly enhancing your online learning experience.

Assignment

1. **Summative Assessment Evaluation [MLO: 2] [CLOs: 1, 2, 3]**. *Complete before advancing to Module 6.* Evaluate one summative assessment tool that you use in your classroom/school/district. This may be an exam, final paper, or project with a rubric or table of specifications, and so forth. The goal of this assignment is to identify the major standards to be assessed in the tool and to ensure that tasks are accurately reflective of the standards as well as clear and meaningful for students. Since this summative assessment impacts your classroom, you will also think about how your teaching practice and activities can be influenced by a better understanding of this assessment tool to better meet student needs.

   Content Expectations: Using the Design Guide for Summative Assessment Tasks address the following bullet points in a short, one- to two-page written analysis. Be sure to provide details and examples to support your thinking.
   - **Identify the Major Content-Area Standards:** What are the major content-area **standards** that this tool is trying to assess? What are the various major skills or concepts that students will be able to demonstrate in this assessment?
   - **Describe How Aligned The Assessment Task is to the Standard(s):** How **aligned** is the assessment task to the standards (performance indicators)? Does the content knowledge and skills required in assessment tasks match the standards? Does the assessment allow students to pursue multiple pathways to demonstrate proficiency?
   - **Describe How Accessible the Assessment Task is to All Students:** How accessible is the assessment task to all students? Are expectations of the assessment tasks clear to students?
   - Describe How Relevant The Assessment Task is to the Real World: Does the assessment lend itself to a real-world scenario?

   Additionally be sure to:
   - Identify three strengths of the assessment.
   - Identify three areas for instructional modifications and improvements to better meet the needs of students in your classroom.

Written Communication Expectations:

- Length Requirement (.5 points): One to two pages not including the title and references pages.

- Syntax and Mechanics (.25 points): Display meticulous comprehension and organization of syntax and mechanics, such as spelling and grammar.

- **APA Formatting (.25 points):** Use APA 6th edition formatting consistently throughout the assignment.

Submitting your assignment

- Archive your assignment in your ePortfolio by uploading to your Portfolium account (Select "Add new project"). Follow the step-by-step instructions.

- Once uploaded, add a title (e.g., Module 5: Summative Evaluation) and a one- to two-sentence description.

- Submit your assignment for evaluation in Waypoint. Include the link to your ePortfolio in the comments box when uploading.

- Notify your instructor by email upon submitting for grading. Failure to notify instructor will result in delayed receipt of valuable instructor feedback.

MODULE 6

ACTION PLANNING

To be completed during the sixth week of class.

Overview

Activity	Due Date	Format	Grading Percent
Using Data Effectively	Complete to conclude the course.	Discussion	4
Module 6 Journal: Professional Reflection on Application		Journal	3
Assessment Action Plan (AAP)		Final Project	15

Module 6 Learning Outcomes

Students will

1. Examine methods for using student data to improve instruction.
2. Create a data-driven action plan to improve student achievement.
3. Reframe personal goals in teaching, assessment, and student achievement.

Introduction

Welcome to Module 6, the final module of EDU502! Throughout this course, you have considered a wide variety of tools, resources, and practices around standards and assessment. Your work in this course so far has prepared you for the final step of the feedback loop—to analyze your thoughtfully collected data and modify your instruction based on your insights. In this module, you will use your newfound knowledge and skills as well as your own teaching experience to analyze student data and plan for improving instruction.

The goal in this last phase is to reflect on meaningful feedback that can be used to tailor instruction. Additionally, you will create a short presentation, which will celebrate the great work you have created in this course. We encourage you to share

your work online and with colleagues, as your investment in your own professional development is also valuable to the field as a whole. Ultimately, the aim of this presentation is to promote the kind of reflection and learning which will make you an even more successful teacher.

Required Resources

Article

Burns, M. (2015, Dec 14). Empowering teachers with tech-friendly formative assessment tools [Blog post]. Retrieved

from https://www.edutopia.org/blog/tech-friendly-formative-assessment-tools-monica-burns

- This blog post supports teachers in locating the right technological tool for building data collection into everyday teaching practices. This may help you with your Module 6 Discussion: Using Data Effectively.

Accessibility Statement does not exist.

Privacy Policy

Multimedia

Caruso, S. J. (2017, Jan 03). *Add voice to Prezi* [Video file]. Retrieved from

https://www.youtube.com/watch?v=cbSJbHYmLWQ

- This 9-minute video demonstrates how you can record voice with a Prezi presentation. This tool may help you with your Module 6 Final Project: Assessment Action Plan.

Accessibility Statement

Privacy Policy

Keith, B. (2015, Apr 29). *How to record audio (add voice over) in PowerPoint* [Video file]. Retrieved from

https://www.youtube.com/watch?v=82AMcUwpM4E

- In this 9-minute video you will learn how to record audio on PowerPoint slides and publish the recorded presentation as a video that you can upload to YouTube. This may help you in your Module 6 Final Project: Assessment Action Plan.

Accessibility Statement

Privacy Policy

Teaching Channel. (n.d.). *Data walls* [Video file]. Retrieved from https://www.teachingchannel.org/videos/differentiated-

instruction-with-data-walls

- This 8-minute video demonstrate how one school organizes assessment data using data walls which are then analyzed to inform instruction. This video will help you with your Module 6 Discussion: Using Data Effectively.

Accessibility Statement does not exist.

Privacy Policy

Teaching Channel. (n.d.). *Data carousels* [Video file]. Retrieved from https://www.teachingchannel.org/videos/data-carousels-improve-instruction

- This 7-minute video demonstrates how one school leadership team organizes assessment data results into a data carousel in order to analyze data to improve instruction. This video will help you with your Module 6 Discussion: Using Data Effectively.

Accessibility Statement does not exist.

Privacy Policy

Recommended Resources

Web Page

Mueller, J. (2016). Authentic assessment toolbox. Retrieved from http://jfmueller.faculty.noctrl.edu/toolbox/

- This online resource is a how-to on creating authentic tasks, rubrics, and standards for measuring and improving student learning. This may help you with your Module 6 Final Project: Assessment Action Plan.

Accessibility Statement does not exist.

Privacy Policy

Supplemental Material

Haley-Speca, M.A. (2016) Using data and formative assessment to drive instruction [PDF file]. *Research for Better Teaching*. Retrieved from https://www.siprep.org/uploaded/ProfessionalDevelopment/Minutes/Using_Data_Formative_Assessment_St.Ignatius_MAHS_Oct2016.pdf

- This resource offers a wide variety tools for supporting teachers in using data and formative assessment to inform instruction. This may help you with your Module 6 Discussion: Using Data Effectively.

Accessibility Statement does not exist.

Privacy Policy

Discussion

Participate in the following discussion:

1. **Using Data Effectively [MLO: 1] [CLOs: 1, 2, 3]**. *Complete to conclude the course.* Successful teachers draw upon multiple sources of data and use a variety of methods to analyze student data. By educating ourselves about the effective use of data, we can build these capacities in our classroom as well as in our schools as a whole.

   Review the following Teaching Channel Video resources:

   Data Walls
   - In this video, you will see how a teacher and coach use a data wall to discuss one student's strengths and areas in need of improvement, and then plan instructional responses.

   Data Carousels
   - Here you will see that data collection and analysis are a school-wide effort. This school uses a data carousel activity to support the use of data to improve instruction. In this video, you will see what the team learns from the data and how they plan to act on this new information

   Initial Post: Create a robust initial response that provides your responses to the following prompts listed below. *Complete to conclude the course.* After watching these videos, respond to the following questions:
   - What data sources do teachers at your school utilize?
   - How do leadership teams (including schoolwide, content, and grade-level teams) promote and guide the use of data at our school?
   - What's challenging about using data to improve instruction

   Respond to Instructor: It is important that you check back into the discussion before moving on to the next module and address all feedback left by your instructor. Part of your learning includes an exchange of ideas and critical thinking on the topics of discussion. While a specific number of responses or days of interaction are not required, the opportunity to communicate one-to-one with your instructor offers different perspectives and experiences to consider as well as depth to your understanding, greatly enhancing your online learning experience.

Journal

1. **Module 6 Journal: Professional Reflection on Application [MLO: 3] [CLOs: 1, 2, 3]**. *Complete to conclude the course*. For this journal, reflect on how this course has impacted your own role and goals regarding teaching, assessment, and student achievement. What were your biggest takeaways? What will you be able to apply in your own classroom right away? As professional educators, our commitment to the ongoing learning of new skills, no matter how big or small, can add to our teaching success as well as our student success.

   Content Expectations: Respond to the following questions:
   - What are your top strengths when it comes to implementing assessments and meeting standards-based objectives?
   - What are some areas in which you will continue to work? What resources might you use to continue to grow professionally in this area?
   - Lastly, how have the insights, knowledge, and information gained from this entire course contributed to your own best practices as an educator?

   Written Communication Expectations:
   - **Length Requirement (.5 points):** Two to three paragraphs not including the title and references pages.
   - **Syntax and Mechanics (.25 points):** Display meticulous comprehension and organization of syntax and mechanics, such as spelling and grammar.
   - **APA Formatting (.25 points):** Use APA 6th edition formatting consistently throughout the assignment.

   Submitting your journal
   - Submit your journal for evaluation in Waypoint.
   - Notify your instructor by email upon submitting for grading. Failure to notify instructor will result in delayed receipt of valuable instructor feedback.

Final Project

1. **Assessment Action Plan (AAP) [MLO: 2] [CLOs: 1, 2, 3]**. *Complete to conclude the course*. As mentioned in the first module of our course, delivering instruction that meets the needs of all students is essential to our work

in the classroom. We have learned that assessment is an integral part of our instruction because it helps us determine whether or not the goals of instruction are being met. The combination and alignment of these areas can inform our teaching in many ways. The purpose of this Final Project is for you to develop an Assessment Action Plan (AAP) that will support your own instructional practice, which you will present via video. The video will describe your AAP as well as how you might use this plan in the future to inform your own teaching, curriculum design, and classroom goals for student achievement.

For the AAP you will refer back to your completed Formative Assessment Aligned Lesson Plan and Formative Assessment Video Recording (from Module 4) and Summative Assessment Evaluation (from Module 5). When you reflect on your findings from both the formative assessment implementation and the summative assessment evaluation, where do you see errors, misconceptions, gaps, and issues?

Content Expectations: Use the following or similar format (Assessment Action Plan Template) to and organize at least three (3) detailed action steps that can be used in your classroom in the future. Be sure to,

- **Identify 3 Assessment Findings and Observations**
    - When you reflect on problems areas in your analyzing student's performance in the formative assessment findings, you may want to ask yourself:
        - Which components of students' work are missing?
        - Do students frequently give the same incorrect answers for the same items?
        - Where are students missing points on the rubric?
        - What might students have been thinking to make the errors that they did?

    - When you reflect on weaknesses in your summative assessment evaluation, you may find
        - Tasks require skills and knowledge not aligned to standards and learning objectives.
        - Expectations are undefined or unclear.
        - Tasks provide little or no opportunity for student choice.
        - Tasks are culturally irrelevant or insensitive.

- **Identify 3 Action Steps**
    - Next, you will need to identify specific action steps for corrective activities. Can you adjust learning objectives? Do students clearly understand the learning objectives? How can you better

contextualize information? Are questions open-ended enough? How can you re-teach? How can you extend ideas to make them more meaningful to students?

- **Identify 3 Modifications/Accommodations**
  - Additionally, what extra action will you take for students of differing abilities? Gifted students? ELLs?

- **Identify Tasks Outside the Classroom**
  - Finally, whom will you reach out to for support? Do you need to spend time doing research? Talking to other teachers? Signing up for professional development opportunities? The sky is the limit here!

Written Communication Expectations:
- **Length Requirement (.5 points):** One to two pages (using template) not including the title and references pages.
- **Syntax and Mechanics (.25 points):** Display meticulous comprehension and organization of syntax and mechanics, such as spelling and grammar.
- **APA Formatting (.25 points):** Use APA 6th edition formatting consistently throughout the assignment.

Step 2 (10 points) The purpose of this part of the Final Project is to document the hard work you have completed in this course and, if desired, the platform to share your work with others. You never know, your own findings in this process can influence a fellow or future teacher. You may even want to reflect on this video at a later time to see identify your own professional development. Feel free to share with your colleagues and administration because this presentation demonstrates your commitment to your work as well as to the field of education. Celebrate it and share it!

Content Expectations:
- Create a 5-6 minute video describing your
  - Assessment Findings including specific plans for corrective activities, modifications/accommodations, and tasks outside the classroom.

o   Include a quick overview of your key takeaways from this course and how they will be used to take action in your classroom in the future (Refer to Module 6 Journal).

Feel free to use your smartphone or preferred computer application to create a recording. You also have the option of recording video directly into the classroom using the media comment tool: *How Do I Record a Video Using the Rich Content Editor?*

To share a recorded video using VoiceThread, Screencast, or other:

Step 1: Record your video using your iPhone, smart phone, or other recording device.

Step 2: Video Tool: Give it an appropriate title and **upload** it to your VoiceThread, Screencast, or other digital recording software account.

- **Publish** it with privacy settings that allow for public viewing.
- **Share**" by copying your recording link.

Step 3: Upload to Portfolium

- Open your Portfolium account.
- Select "Portfolio" from the menu.
- Select "Add new project."
- Add a project title (appropriate with the assignment).
- Select "Paste a link" from the Attachments section
- Paste your Vimeo video link as directed.
- Assign a category that aligns with your recording.
- Provide a brief description (1-2 sentences).
- Select "Publish" at the bottom of the page.
- Click to Tool icon at the top of the page.
- Publish it with one of the following: Public, Private, or Portfolium Member access.
- Uncheck Comments box (Allow anyone on Portfolium to comment on this project).
- Viewers may be prompted to click on the VoiceThread Home, Screencast (Jing), or other recording link, taking them out of Portfolium and into your link.

You will see the following message: "Sorry, Because of its privacy settings, this video cannot be played here. Watch on VoiceThread, etc." This will still allow you to view the video, but it sends you to the recording link outside of Portfolium.

Submitting your assignment
- Archive your video file in your ePortfolio by uploading to your Portfolium account (Select "Add new project"). Follow the step-by-step instructions.
- Once uploaded, add a title (e.g., Module 6: Assessment Action Plan) and a one- to two-sentence description.
- Upload your written Assessment Action Plan for evaluation in Waypoint. Paste the Portfolium link to the video file in the comments box when uploading the Formative Assessment Aligned Lesson Plan.
- Notify your instructor by email upon submitting for grading. Failure to notify instructor will result in delayed receipt of valuable instructor feedback.

COURSE MAP

The course map illustrates the careful design of the course through which each learning outcome is supported by one or more specific learning activities in order to create integrity and pedagogical depth in the learning experience.

Learning Outcome	Week	Activity
1. Apply a variety of assessment strategies in the classroom environment	1	▪ Professional Learning Theory—Discussion
	1	▪ Module 1 Journal—Journal
	2	▪ Introduction to Your ePortfolio—Discussion
	3	▪ Formative Assessment in Action—Discussion
	3	▪ Formative Assessment Strategies Resource List—Assignment
	4	▪ Module 4 Journal—Journal
	4	▪ Formative Assessment Video Recording—Assignment
	5	▪ Making Standardized Assessment Work for You—Discussion
	5	▪ Summative Assessment Evaluation—Assignment
	6	▪ Using Data Effectively—Discussion
	6	▪ Module 6 Journal: Professional Reflection on Application—Journal
	6	▪ Assessment Action Plan (AAP)—Final Project
2. Investigate various assessment strategies in making data-driven decisions intended to support student success.	1	▪ Unpacking Standards—Assignment
	2	▪ Lesson Objectives: Knowing Where You're Going—Discussion

		2	▪ Introduction to Your ePortfolio—Discussion
		3	▪ Data Tracking Resource List—Assignment
		3	▪ Formative Assessment in Action—Discussion
		5	▪ Making Standardized Assessment Work for You—Discussion
		5	▪ Summative Assessment Evaluation—Assignment
		6	▪ Using Data Effectively—Discussion
		6	▪ Module 6 Journal: Professional Reflection on Application—Journal
		6	▪ Assessment Action Plan (AAP)—Final Project
3. Evaluate the critical elements of assessment including the role of assessment, management of data, and consideration of individual student achievement.		1	▪ Post Your Introduction – Discussion
		2	▪ Introduction to Your ePortfolio—Discussion
		3	▪ Formative Assessment in Action—Discussion
		3	▪ Formative Assessment Strategies Resource List—Assignment
		4	▪ Using Technology to Engage and Assess—Discussion
		4	▪ Model 4 Journal—Journal
		5	▪ Making Standardized Assessment Work for You—Discussion
		5	▪ Summative Assessment Evaluation—Assignment
		6	▪ Using Data Effectively—Discussion
		6	▪ Module 6 Journal: Professional Reflection on Application—Journal

		▪ Assessment Action Plan (AAP)— Final Project