PBS TeacherLine Course Syllabus

Title

Using Assessment and Evaluation (formerly INST140)

Target Audience

This course is intended for pre-service and in-service teachers of grades K-12.

Prerequisites

To successfully participate and complete the assignments in this course, the learner must:
- Have past experience using the classroom computer.
- Have past experience working with the Internet.
- Be familiar with taking an online course or have completed the PBS "Practice Learning Online with TeacherLine" course.
- Be familiar with elementary, middle, or high school educational content.

Course Description

Welcome to Using Assessment and Evaluations. In today's political climate there is much debate about how we can most effectively hold the education community accountable for student achievement. Some argue that it is essential to establish metrics that will help determine whether or not a student is prepared to advance. Still others caution against over-testing our children for fear that this will force teachers to discard creative curricula for test-focused curricula. As a result, local, state, and national education entities are using and developing many different kinds of assessment and evaluation tools. Amidst this profusion of choices and options, it is critical to understand that when assessment and evaluation are used properly -- in a traditional or alternative format -- they provide important data sources that inform teaching and learning. This course is designed to help you understand your choices and help you select and implement the best assessment and evaluation options for you and your students.

Instructor/Facilitator

See instructor/facilitator sheet.

Credits

To be determined by college or university.

Goals

At the end of this course, learners will:

- Understand the difference between evaluation and assessment.
- Understand the various types and purposes of specific assessments.
- Learn how assessment and evaluation results provide data sources for informed decision making.

- Understand the importance of adopting backwards design method in the curriculum-planning process.
- Understand how to better create a fair grading system.
- Learn to design effective rubrics.
- Create a rubric for a lesson plan and implement it in the classroom.

Outline of Content and Assignments

After previewing the documents in the Course Information area, learners will proceed to Course Content to complete the following six sessions, working through each session in order. Throughout the sessions, learners are asked to articulate their ideas in various forms: they are encouraged to reflect on their ideas and experiences in their online journal; the discussions in the discussion forum are designed to allow learners to glean information from other learners' experiences. As a final project, learners create an assessment plan and design a rubric which they implement in the classroom. They also write a reflection paper on the experience of implementing the plan and the rubric.

This course is designed to address ISTE's *Educational Technology Standards and Performance Indicators for All Teachers*. These standards define the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings.
This course specifically addresses the following ISTE NETS*T:

ISTE NETS*T
Standards I(A); IV(A, B, C); V(C)

I. Technology Operations and Concepts
Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

    A. Demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students).

IV. Assessment and Evaluation
Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:

    A. Apply technology in assessing student learning of subject matter using a variety of assessment techniques.
    B. Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
    C. Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

V. Productivity and Professional Practice
Teachers use technology to enhance their productivity and professional practice. Teachers:

    C. Apply technology to increase productivity.

Visit cnets.iste.org for a full list of the ISTE's *Educational Technology Standards and Performance Indicators for All Teachers* and more information about these standards.

PBS TeacherLine Course Syllabus

<u>Session 1: Assessment vs. Evaluation</u>

Learners will begin this session by introducing themselves to fellow learners in the discussion forum and by setting some goals. Learners will also jump right into the subject matter by creating questions to guide their learning. Finally, they will learn about the difference between assessment and evaluation and the various types of assessment and evaluation.

By the end of this session, learners will be able to:
- Define their professional goals and expectations for this course in their online journal.
- Explain previous knowledge about assessment and evaluation.
- Describe how standards have impacted evaluation and assessment classroom practice.
- Analyze and reflect on their student-questioning techniques.

  Read
  - "Chapter One: Educative assessment: Designing assessments to inform and improve student performance"
  - "Closed and Open-ended Questions"

  View video
  - "Encourage"
  - "Explain This"

  Write in online journal
  - Reflect on expectations for this course.
  - Reflect on prior knowledge.
  - Reflect on using open- and closed-ended questions in the classroom.

  Participate in an online discussion
  - Introduce themselves to other learners.
  - Discuss the ways that assessment and evaluation results influence teaching practices.

  Additional Resources (not required)
  - The Challenge of Standards from PBS FRONTLINE
  - Testing. Teaching. Learning? from PBS FRONTLINE
  - Parents' Guide to Standardized Testing from Colorín Colorado
  - Secrets of the SAT from PBS Frontline
  - No Child Left Behind from Online NewsHour

<u>Session 2: Designed for Achievement</u>

This session introduces the theory of backward design to learners. The "backward design" approach to curriculum development involves planning learning activities with assessment in mind. Through backward design lesson planning, learners can ensure that they are assessing the knowledge and skills intended, and that the planned learning activities prepare students to show what they know. Learners will be asked to compare the backward design strategy with their current methods of planning lessons.

By the end of the session, learners will be able to:
- Discuss the challenges associated with using the principle of backward design.
- Describe ways to include students in designing assessments in their classroom.

  Read

PBS TeacherLine®

INST325 – Using Assessment and Evaluation

- "What is Backward Design?"
- "The Immigrant Experience Sample Lesson Plan"
- "Global Warming Lesson Plan"
- "Political Analysis Through Satire Lesson Plan"
- " Working Inside the Black Box: Assessment for Learning in the Classroom"

View video
- "Weather Tools"
- "Guidelines"

Write in online journal
- Reflect on the value of self-assessment.

Participate in an online discussion
- Discuss challenges associated with using backward design and ways to overcome them.

Session 3: Learning in the Assessment Matrix

After learning about backward design, learners will begin to identify ways to include assessment- and evaluation-driven designs into their teaching. In this session, they will explore how to create lessons and learning activities that prepare students for assessment; learn about alternatives to traditional types of assessment and evaluation; and explore ways to integrate Bloom's taxonomy into assessment and evaluation plans.

By the end of this session, learners will be able to:
- Compare and contrast how using an assessment and evaluation approach differs from their current teaching practices.
- Discuss how to plan learning activities and instruction aligned with appropriate learning objectives and skills.
- Create an Assessment Planning Matrix and assign an appropriate assessment method for each skill and activity.
- Create an assessment and evaluation proposal for a unit of study.

Read
- "Understanding Our Assessment Alternatives"
- American Family: Community Journals lesson plan
- Lewis & Clark: Documenting an Historic Journey lesson plan
- Michael Palin's Hemingway Adventure: This Way with Hemingway lesson plan
- "Aligning Best Assessment Methods Chart"
- "Bloom's Taxonomy Chart"
- "The Disappearing Black Farmer" lesson plan

View videos
- "Research"
- "Journals"
- "Project-based"

Complete assignment and activity
- Assessment or Evaluation Proposal: Final Project Part I.
- Complete Assessment Planning Matrix

Write in online journal
- Reflect on how focusing on an assessment- and evaluation-driven curriculum differs from their current approaches to teaching.

Participate in online discussion
- Discuss objectives for students, ways to effectively assess those sets of skills or knowledge, and the learning activities that will help demonstrate mastery when assessed by chosen methods.

Additional Resources (not required)
- "Bloom's Taxonomy" from The University of Victoria
- "Assessing Young Children" from PBS Teachers

Session 4: Grading Issues

In this session, learners will begin to identify the benefits and challenges of grading. They will consider how they currently grade their students and use a case study to explore the nuances involved in assigning a final grade. Finally, they will learn about how technology can be used throughout the curriculum.

By the end of this session, learners will be able to:
- Analyze how inaccurate grading affected their learning.
- Analyze the grades given to students and discuss alternative assessment methods.

Read
- "Intersections"
- "Linking Data and Learning – The Grow Network Study"
- "Curriculum Design and Technology Integration"
- "What Are Grades For?"
- "Computerized Gradebooks and the Myth of Objectivity"
- "Giving Students the Grades They Deserve Table."

View video
- "Clipboards"

Explore
- "Technology Assessment" interactive
- North Central Regional Educational Laboratory Web site
- State Educational Technology Directors Association (SETDA) Web site
- "Testing with Tech: The Role of Technology in Supporting and Enhancing Assessment" from Edutopia Web site

Write in online journal
- Reflect on personal experiences with receiving grades.

Participate in online discussion
- Discuss the grades given to students in the "Giving Students the Grades They Deserve Table."

Additional Resources (not required)
- Join the Discussion from FRONTLINE: Testing Our Schools
- "Testing, Assessment, and Excellence" from FRONTLINE: Testing Our Schools

Session 5: Creating Rubrics

In this session, learners will learn about the necessary steps one takes to create a rubric, review example rubrics and programs that help generate rubric templates, and think about how to design a scoring rubric. Once learners have created a rubric they will be asked to use it to assess and/or evaluate their students.

By the end of the session, learners will be able to:

- Describe previous experience with the rubric steps and identify three benefits of using the rubric steps in future classroom practice.
- Create an assessment rubric.
- Discuss how to use scoring rubrics in the classroom.

    Read
    - "Rubric Steps"
    - "Tale of a Lonely Sea Turtle" lesson plan
    - "Building A Classroom Community and Bully-Free Zone" lesson plan
    - "The Legendary Raptors" lesson plan
    - "Scoring Rubrics"

    Explore
    - Rubrics for Web Lessons Web site
    - Rubistar Web site
    - Edutopia: How Do Rubrics Help?
    - Rubrics Interactive

    Participate in an Online Discussion
    - How have you used rubrics in the classroom? How do you think they can be useful?

    Write in online journal
    - Reflect on the following: "How could you incorporate these steps into your assessment practices? Identify three benefits for using these steps in future classroom practice?"

    Complete assignment
    - Final Project Part II: Design a Rubric Assignment – learners will create a rubric for their final project lesson.

Session 6: Ongoing Assessment

In this session, learners will reflect on what they have learned, what questions they still have, and what their next steps are for continuing to incorporate a balanced assessment approach.

By the end of this session, learners will be able to:

- Reflect on how they would incorporate portfolios as an assessment tool.
- Analyze and evaluate the implementation of an assessment rubric with their students.
- Assess their learning in this course by comparing their prior knowledge and acquired knowledge in the online journal.

- Analyze the learning experience in this course by reflecting on their professional goals and expectations in the online journal.

Explore
- "Building student portfolios online" Web site
- "Electronic Portfolios: Students, Teachers, and Life Long Learners" Web site

Write in online journal
- Reflect on the how would include the work generated by the learning activities/assessment of your final project in a portfolio
- Acquired knowledge
- Professional goals and expectations

Final Project
- Make final revisions on "Designing a Rubric" Part II
- Part III: Reflection Paper – learners will write a reflection paper that focuses on their experience of implementing their assessment plan and rubric with their students.

Additional Resources (not required)
- "The Power of Portfolios" from Early Childhood Today
- Electronic Portfolio Development Web site
- "The Power of Portfolios" from Education World

Schedule

This course is scheduled to take approximately 30 hours to complete. The number of hours identified for each course reflects time spent online, but does not reflect the total time spent completing offline coursework and assignments. All learners are different and learners will likely spend double the indicated number of hours completing all coursework depending on learning styles and work habits.

Requirements

Learners are expected to:
- Complete all assignments.
- Participate and actively engage in discussions with fellow learners while contributing to the social construction of knowledge.
- Be self-directed and self-motivated.
- Ask for assistance when they need it.

Materials (hardware, software, plug-ins)

Technical Requirements
- Word processor
- Internet service provider
- E-mail

Academic Dishonesty Policy

To be inserted by university institution only

PBS TeacherLine Course Syllabus

<u>Evaluation</u>

This course is evaluated on a letter grade basis, and may be available for graduate credit. See graduate credit details pertaining to specific graduate credit institutions.