## COURSE PLANNING TEMPLATE: WEEKLY ORGANIZATION

**Course Description:** This semester-long course will examine the key concepts in educational assessment, their applications in both Tennessee and nationally, and tools to improve assessment as a teacher or instructional leader within the school. A variety of assessment theories, models, and practices are presented with a focus on student and school improvement. Applications of current data assessment methods are evaluated.

*After determining course goals and learning objectives, the instructor decides how to assess student learning. Notice that each learning objective is assessed and the instructor uses a variety of assessment methods.*

| Course Goal(s) | Learning Objective(s) | Assessment(s) | Learning Activities and Content *(e.g., readings, videos, Zoom meetings, homework)* | | Module Title and Duration |
|---|---|---|---|---|---|
| | | | Synchronous | Asynchronous | |
| Students will be able to:<br><br>1. Demonstrate an understating of federal and state assessment law and TN Value Added Assessment System. | Students will be able to:<br>A. Recall federal and state assessment law.<br>B. Define TVAAS and explain how it works<br>C. Explain school level growth data.<br><br>**Aligned with Course Goal 1.** | **Assessment Law Quiz:** Students will be given 45 minutes to complete a 10-question short-answer quiz in CANVAS. (O*bjectives A & B*)<br><br>**TVAAS Paper:** Write a descriptive paper examining academic growth data from a selected school using both TVAAS and state report card data. (*Objective C*) | | | |
| 2. Explain the types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias. | Students will be able to:<br>A. Define the principles of assessment and explain their importance.<br>B. Describe the different types of assessments, including how and when they should be used and give examples of each.<br>C. Apply the principles of assessment to analyze an assessment.<br><br>**Aligned with Course Goal 2.** | **Assessment Kahoot!:** Quick check for understanding over reading material. Winner will be rewarded. *(formative) (Objective A)*<br><br>**Principles of Assessment Quiz:** Students will be given 25 minutes to complete a 15-question quiz on CANVAS. The quiz will be given using ProctorFree and include multiple-choice, true/false, and short-answer questions. (*Objectives A & B*)<br><br>**Assessment Analysis:** Evaluate a provided assessment using Table 5.6 in text. Write a brief summary of the results. Your summary should include the total number of items with errors, the total number of rules violated, and discussion of the specific rules violated (how was it violated, how could you improve the item). (*Objective C*) | | | |

IRISCENTER™

*Source: Adapted from Vanderbilt University's Center for Teaching*

CENTER for TEACHING

| | | | | |
|---|---|---|---|---|
| 3. Analyze assessment data independently and collaboratively to identify patterns and gaps in learning, guide planning and instruction, and provide meaningful feedback to all learners. | Students will be able to:<br>A. Interpret and present assessment scores using classroom data.<br>B. Use assessment data to create an instructional plan to improve student outcomes using the Continuous Improvement Model.<br><br>**Aligned with Course Goal 3.** | **Data Analysis**: Use provided set of classroom assessment data (student choice of ELA or Math assessment) to analyze student results. Analysis must include visualization of data, and detailed analysis summaries of assessment data, assessment questions, and standards assessed. Template will be provided. (*Objective A*)<br><br>**PDCA:** Based on the classroom assessment data provided and the outcomes of the "grade-level team meeting," design an instructional plan using the Plan-Do-Check-Out Cycle. (*Objective B*) | | |
| 4. Design assessments aligning learning objectives and assessment methods. | | | | |
| | | | | |
| | | | | |
| 5. Make appropriate accommodations in assessments and learning conditions, especially for learners with disabilities and language learning needs. | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |