

# **ED547: Evaluating Learning**

## **Spring 2016 (Online Course: Starts first day of CLASSES!)**

### **CONTACT INFORMATION**

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**Course Web site:** [www.tamut.edu](http://www.tamut.edu) Go to BLACKBOARD.

### **COURSE SEMESTER CREDIT HOURS: 3**

### **COURSE DESCRIPTION**

The components of a comprehensive assessment program to improve student achievement and the process and procedures to manage these systems will be analyzed in this course. The differences and similarities between formative and summative assessment will be emphasized in relationship to student learning. The situational application of assessing student needs, developing instructional goals, designing instructional assessments to achieve goals, and evaluating students' work for improvement and achievement will be the focus.

### **COURSE RATIONALE**

An effective assessment program provides feedback about the instructional program by gathering and evaluating a variety of data to improve the operational effectiveness and efficiency of the educational programs offered. The relationship between the written, taught, tested, and learned curriculum forms the foundation of an effective assessment program.

The assessment program is the process for gathering evidence of student learning to guide instructional decisions. To be effective, assessment systems must provide formative evaluation data delivered in a timely and understandable form to all users in an effort to make sound instructional decisions for student improvement. When feedback is delivered in this manner, educators and students are able to manage and monitor student progress toward mastering the curriculum standards. Formative evaluation is referred to as assessment *for* learning and is a continual evidence of learning throughout the year.

The assessment program must also provide summative evaluation data that can be utilized to make statements of the status of student learning at a particular point in time or to prioritize the effectiveness of instructional programs. The summative evaluation is referred to as assessment *of* learning. It occurs after the learning has happened and provides information about how each student has performed on the local, state, or national standards.

An effective assessment system must be aligned to the written, taught, and tested curriculum. The program must balance the formative and summative evaluation processes and must utilize the information gathered for all users to make sound instructional decisions at all

levels. This course will enable the student to utilize formative and summative evaluations to improve student learning.

### **RECOMMENDED PREREQUISITE**

ED 520 Research Literature and Techniques

ED 551 Innovative Teaching Strategies

### **COURSE DELIVERY METHOD**

ED547 is a fully online course. Course materials will be available in learning modules. Guidelines and rubrics for the field-based and research components are available on BLACKBOARD using the information tab. Students are expected to actively participate and communicate through BLACKBOARD **starting on the FIRST DAY OF CLASSES.**

### **REQUIRED TEXTBOOKS/RESOURCES**

APA Reference	ISBN
<b>Required:</b>	
Stiggins, R., Arter, J., Chappuis, J., and Chappuis, S. (2004). <i>Classroom assessment for student learning: Doing it right- using it well.</i> Portland, OR: Assessment Training Institute, Inc.	<b>ISBN13:</b> 978-0132685887 <b>ISBN10:</b> 0132685884

## **STUDENT LEARNING OUTCOMES (SLO)**

1. The student will interpret a campus Texas Accountability and Performance Report (TAPR) to set accountability goals for each index with 90% accuracy, as evaluated by a checklist provided by the instructor.
2. The student will create a training module on the STAAR assessment program with 90% accuracy, as evaluated by a checklist provided by the instructor.
3. Upon completion of Web-based class modules and activities, the student will demonstrate knowledge and skills of assessment by completing module assignments with 90% accuracy, as evaluated using criteria provided by the instructor.
4. The student will deconstruct grade level STAAR tests by creating a list of question stems to implement as instructional scaffolds to improve student achievement with 90% accuracy, as evaluated by criteria provided by the instructor.
5. The student will construct an assessment portfolio highlighting formative assessment techniques to enhance student learning and score at least a 3 on a holistic grading scale provided by the instructor.

### **Course Requirements/Assignments/Field Based Activities**

Examinations: A midterm and final examination will be administered. The exams will be comprehensive evaluations of all material covered in the course and will be worth 100 points each. The exams will include objective and subjective formats.

Training Module: Students will select a relevant assessment topic and create an online training module. The training module will be evaluated using a criteria rating scale provided by the instructor. The training module will be worth 200 points

Web-based Activities: Students will complete learning modules and assignments through Blackboard. Activities will be graded using criteria provided by the instructor and will be 360 points in total. Completion of **all** modules is required to successfully complete the course.

Portfolio: Students will construct a portfolio of formative and summative assessments implemented in the classroom to evaluate and enhance student learning. The portfolio will include authentic artifacts

and is worth 200 points. This is a course requirement. Failure to submit a mentoring could result in a final grade of "F."

**METHODS OF EVALUATION**

**Grading:**

☐ Students are expected to develop and demonstrate mastery of the course content.

	<b>Points</b>
<b>Training Module (Failure to complete components of the training module will result in a FAILING GRADE FOR THE COURSE)</b> Grading criteria are posted under course information.	200
<b>Portfolio (Failure to complete <u>all</u> components of the project with appropriate DOCUMENTATION will result in FAILING GRADE FOR THE COURSE)</b> Grading criteria are posted under course information.	200
<b>Learning Modules (Failure to complete ALL required modules will result in a FAILING GRADE FOR THE COURSE)</b> Grading criteria are included in each module.	360
<b>Examinations (Failure to complete both exams in the designated time frame will result in a FAILING GRADE FOR THE COURSE)</b>	200
<b>Total Possible Points for Course</b>	<b>960</b>

**Final Grade:**

- Final course grade will be based upon the total points earned. Course grade will be assigned based on the following scale:

<b>Grade</b>	<b>Points</b>	<b>Percentage*</b>
<b>A</b>	864-960	90-100%
<b>B</b>	768-863	80-89%
<b>C</b>	672-767	70-79%
<b>D</b>	576-671	60-69%
<b>F</b>	0-575	0-59%

**NOTE:** If the FINAL TOTAL POINTS are adjusted to a higher or lower number than 960, then the grades will be based upon the new FINAL TOTAL POINTS and the percentage scale listed above.

## **COURSE OUTLINE**

- Session 1** Definition of assessment, Assessment versus evaluation
- Session 2** The assessment continuum, Principles of effective assessment
- Session 3** Measurement-based assessments, Federal accountability system
- Session 4** State accountability system, Interpreting and using an AEIS report
- Session 5-** Summative and formative assessments
- Session 6** Formative assessment, Assessment for learning
- Session 7** Performance-based assessments
- Session 8** Authentic assessments, Portfolios
- Session 9** Summative assessment, Assessment of learning
- Session 10** TAKS Deconstruction
- Session 11** Grading and reporting systems
- Session 12** Feedback for learning
- Session 13** Showcase of student research and field-based activities

## Class Participation

Students are required to participate in conference calls as scheduled and complete weekly modules. Students are expected to check Blackboard at least one time per day. A new module will be posted each Monday by 4:00 and will be due by the following Sunday at midnight. Module activities will not be accepted later than the due date. Students may submit a four-page paper covering the topics in the module to make up the missing points. No more than two papers may be submitted so it is important to keep up with course modules according to the course calendar. All assignments will be due by the last class date.

## University Policies

- I. **Disability Accommodations:** Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.
- II. **Academic Integrity:** Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty and may be grounds for a grade of 'F' in the course and/or disciplinary actions. For additional information, see the university catalog.
- III. **A&M-Texarkana Email Address:** Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.
- IV. **Drop Policy:** Effective Fall 2013, students who no longer wish to attend their course(s) will be required to submit the necessary paperwork to the Registrar's Office in order to be officially dropped/withdrawn from their course(s). Those student who do not follow the correct drop/withdraw procedure will remain registered in their course(s) and receive the grade issued by the instructor. Students may find the drop/withdraw form on the "Dropping/Withdraw a Class" page of the Registrar website. Students who wish to drop an individual class or withdraw from the university during the semester will be required to consult with the student service departments listed on the form so they can be fully informed of the consequences, if any, regarding the dropping or withdrawing of their classes. This will be in addition to obtaining the instructor's signature for the course they are dropping/withdrawing

Drop/Withdraw deadlines for the Spring 2014 Semester		
Session	Drop without a grade	Last day drop/withdraw
Spring 2016	See Web Site	See Web Site

- V. **Class Participation:** Students are responsible for beginning their participation on the FIRST CLASS DAY by logging on and completing assignments according to the COURSE CALENDAR. Failure to submit online assignments between the first day of classes and the University census date (according to the University schedule) will result in an ADMINISTRATIVE DROP from the course.

## VI. Student Technical Assistance:

- Solutions to common problems and FAQ's for your web-enhanced and web courses are found at this link: <http://www.tamut.edu/Training/Student%20Training/index.html>

- If you cannot find your resolution there, you can send in a support request detailing your specific problem here: <http://www.tamut.edu/techde/support.htm>
- Blackboard Helpdesk contacts (office hours are: Monday - Friday, 8:00a to 5:00p)  
Julia Allen (main contact) 903-223-3154 [julia.allen@tamut.edu](mailto:julia.allen@tamut.edu)  
Nikki Thomson (alternate) 903-223-3083 [nikki.thomson@tamut.edu](mailto:nikki.thomson@tamut.edu)  
Jayson Ferguson (alternate) 903-223-3105 [jayson.ferguson@tamut.edu](mailto:jayson.ferguson@tamut.edu)

## VII. Technical Requirements:

### Minimum Windows PC Requirements:

- Pentium IV 1.5GHz+ (preferred: Core Duo)
  - 1 GB RAM minimum (preferred: 2 GB)
  - 128MB Video Card minimum - Sound Card is required for some courses
  - 56K modem minimum (Cable or DSL required for some courses)
  - Windows 2000, XP, Vista or 7
  - Web browser (Internet Explorer 7.0+; Firefox 3.0+)
  - Microsoft Word, minimum Office 97
- Some courses will need plug-ins such as Flash player 10 +, QuickTime player 7.0+, Adobe Reader 9.0+, Java Runtime Environment (Java 1.6.0\_15), Windows Media Player 10+, RealPlayer, and Macromedia/Adobe Shockwave.

Some online courses may also require a CD ROM (8x minimum, higher recommended)

Blackboard has certified the following browsers for computers running Windows Operating Systems:

- Internet Explorer 8 or 9 (IE is not supported on Windows XP)
- Mozilla Firefox 3.6+
- Google Chrome

### Minimum Apple Macintosh Requirements:

- Intel Core 2.0GHz+
- 1 GB RAM (preferred: 2 GB)
- 128MB Video Card minimum - Sound Card is required for some courses
- 56K modem minimum (Cable or DSL required for some courses)
- Web browser (Firefox 3.0+ ; Safari 3.0+)
- Microsoft Word, minimum Office 97

Some courses will need plug-ins such as Flash player 10+, QuickTime player 7.0+, Adobe Reader 9.0+, Java Runtime Environment, RealPlayer, and Macromedia/Adobe Shockwave.

Some online courses may also require a CD ROM (8x minimum, higher recommended)

Blackboard has certified the following browsers for computers running Macintosh Operating Systems:

- Mac OS 10.2 (Jaguar): (Safari 1 is compatible)
- Mac OS 10.3 (Panther): Safari 1.2 (Firefox 1.5 is compatible)
- Mac OS 10.4 (Tiger): Safari 2 and Firefox 1.5
- Mac OS 10.5 (Leopard): (Firefox 2.0 is compatible)

NOTE: If you do not have reliable fast internet at home, use the university computer to ensure assignments are completed on time.

### I-OS and Android Devices

These devices are currently supported using the Blackboard Mobile App, available for free from your App Store or scan the code below:



To access Texas A&M University - Texarkana, there is an individual license fee of \$1.99 per year or \$5.99 lifetime. This fee gives you access to the university from all your (same platform) devices; it is not necessary to pay the fee for each device you own.

NOTE: The professor reserves the right to make changes to the syllabus and will notify students accordingly.







