

## 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 provide 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.

Once it has been determined how student learning will be assessed, the instructor identifies learning activities and gathers content that will allow students to successfully meet learning objectives. Notice the instructor provides several opportunities for students to interact with the content and with their peers in both synchronous and asynchronous settings. Next, the instructor gives each module a title and decides on the duration. This will be helpful when entering the course into the LMS, as well as in ensuring that the scope of the course is manageable and the content is logically sequenced.

Course Goal(s)	Learning Objective(s)	Assessment(s)	Learning Activities and Content <small>(e.g., readings, videos, Zoom meetings, homework)</small>		Module Title and Duration
			Synchronous	Asynchronous	
<p>Students will be able to:</p> <p>1. Demonstrate an understating of federal and state assessment law and TN Value Added Assessment System.</p>	<p>Students will be able to:</p> <p>A. Recall federal and state assessment law.</p> <p>B. Define TVAAS and explain how it works</p> <p>C. Explain school level growth data.</p> <p><i>Aligned with Course Goal 1.</i></p>	<p><b>Assessment Law Quiz:</b> Students will be given 45 minutes to complete a 10-question short answer quiz in CANVAS. <i>(Objectives A &amp; B)</i></p> <p><b>TVAAS Paper:</b> Write a descriptive paper examining academic growth data from a selected school using both TVAAS and state report card data. <i>(Objective C)</i></p>	<p>Watch:</p> <ul style="list-style-type: none"> <li>How TVAAS Works (12:29 min video)</li> </ul> <p>Read/Discuss/Collaborate</p> <ul style="list-style-type: none"> <li>Common Misperceptions about TVAAS (jigsaw)</li> <li>Three Facts about TVAAS</li> </ul>	<p>Read:</p> <ul style="list-style-type: none"> <li>Summary Analysis of ESSA</li> <li>TN State ESSA Plan (identified pages only)</li> <li>TVAAS Policymaker Brief</li> <li>Measuring Student Growth in TN: Understanding TVAAS</li> </ul> <p>Watch:</p> <ul style="list-style-type: none"> <li>Using TVAAS to Improve Your Instruction (8:43 min video)</li> </ul> <p>Explore:</p> <ul style="list-style-type: none"> <li>TVAAS Public Site</li> <li>TN State Report Card Site</li> </ul> <p>Discuss:</p> <ul style="list-style-type: none"> <li>Understanding TVAAS article (Use Three A's plus 1 protocol)</li> </ul>	<p>Module Title: Federal and State Assessment Law</p> <p>Length of Study: 1 week</p>

<p>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.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>A. Define the principles of assessment and explain their importance.</li> <li>B. Describe the different types of assessments, including how and when they should be used and give examples of each.</li> <li>C. Apply the principles of assessment to analyze an assessment.</li> </ul> <p><i>Aligned with Course Goal 2.</i></p>	<p><b>Assessment Kahoot!:</b> Quick check for understanding over reading material. Winner will be rewarded. <i>(formative) (Objective A)</i></p> <p><b>Principles of Assessment Quiz:</b> Students will be given 25 minutes to complete a 15-question quiz on CANVAS. Quiz will be given using ProctorFree and include multiple choice, true/false, and short answer questions. <i>(Objectives A &amp; B)</i></p> <p><b>Assessment Analysis:</b> 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). <i>(Objective C)</i></p>	<p>Watch/Listen:</p> <ul style="list-style-type: none"> <li>• <a href="#">Assessments in Education</a> (video)</li> </ul> <p>Discuss:</p> <ul style="list-style-type: none"> <li>• <a href="#">Your views on assessment- Pro or Con</a></li> </ul> <p>Watch/Listen/Discuss/Collaborate:</p> <ul style="list-style-type: none"> <li>• <a href="#">The Assessment Purpose Triangle</a> (interactive Lecture)</li> <li>• <a href="#">Generate/Sort/Synthesize Activity</a></li> </ul>	<p>Watch/Listen:</p> <ul style="list-style-type: none"> <li>• <a href="#">The Purpose of Assessment</a> (video)</li> </ul> <p>Read:</p> <ul style="list-style-type: none"> <li>• <a href="#">Text Chapters 1-5</a></li> <li>• <a href="#">Types of Assessment Brief</a></li> <li>• <a href="#">Principles of Assessment Brief</a></li> </ul> <p>Write</p> <ul style="list-style-type: none"> <li>• <a href="#">Choose a TN state standard, from that standard write a learning objective. What evidence will you need to know that students met the objective?</a></li> </ul>	<p>Module Title: Principles of Assessment</p> <p>Length of Study: 2 weeks</p>
<p>3. 4. Analyze assessment data independently and collaboratively to identify patterns and gaps in learning, guide planning and instruction, and provide meaningful feedback to all learners.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>A. Interpret and present assessment scores using classroom data.</li> <li>B. Use assessment data to create an instructional plan to improve student outcomes using the Continuous Improvement Model.</li> </ul> <p><i>Aligned with Course Goal 3.</i></p>	<p><b>Data Analysis:</b> 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. <i>(Objective A)</i></p> <p><b>PDCA:</b> Based on the classroom assessment data provided, and the outcomes of the “grade-level team data meeting,” design an instructional plan using the Plan-Do-Check-Out Cycle. <i>(Objective B)</i></p>	<p>Watch/Discuss:</p> <ul style="list-style-type: none"> <li>• <a href="#">Man on Fire Clip</a></li> </ul> <p>Watch/Listen/Discuss:</p> <ul style="list-style-type: none"> <li>• <a href="#">Effectively Facilitating Data Talks</a> (Interactive Lecture)</li> </ul> <p>Collaborate:</p> <ul style="list-style-type: none"> <li>• <a href="#">Mock grade-level team data meeting</a></li> </ul>	<p>Read:</p> <ul style="list-style-type: none"> <li>• <a href="#">Text Chapter 11</a></li> <li>• <a href="#">Using the PDCA Cycle to support continuous improvement</a></li> <li>• <a href="#">Five Good Ways to Talk about Data</a> (Annotate with Perusall)</li> </ul> <p>Watch</p> <ul style="list-style-type: none"> <li>• <a href="#">Two Terrific Types of School Data Meetings</a> (8:32 min video)</li> <li>• <a href="#">K-12 Data Visualization</a> (5 min video)</li> </ul> <p>Write</p> <ul style="list-style-type: none"> <li>• <a href="#">Class data set analysis</a></li> </ul>	<p>Module Title: Got Data! Now Use It!</p> <p>Length of Study: 1 week</p>

5. Design assessments aligning learning objectives and assessment methods.					
6. Make appropriate accommodations in assessments and learning conditions, especially for learners with disabilities and language learning needs					