

Course Number: EDU 51705 KA

Title: All About Assessment- Part I: Ethics, Beliefs, and Best Practices in Assessment

Description:

This course is an exploration of the multi-faceted role of curriculum planning and assessment. The teacher's responsibilities in the assessment process will be presented for evaluation. Emphasis will be given to ethics and assessment. Participants will study the formation and application of formative and summative assessments to align with curricular mapping. Participants will explore and challenge the philosophies and beliefs that undergird personal assessment practices. RESULTS

Class Meeting Day: Friday, June 4, 2021

Times 8 a.m. to 4 p.m.

Ending Date: June 25

Attendance: Attendance for entire class time is required. Due to the condensed class time allotment, students who do not attend class all day will not be able to pass this course.

Contact Information: Carolyn Doolittle, Ed.D.; carolyn.doolittle@ottawa.edu or carolyndoolittle63@gmail.com

Instructor Bio- Dr. Carolyn Doolittle is currently a reading specialist in the Gardner-Edgerton School District, and has also taught in the elementary and secondary ELA classroom. After spending more than twenty years in teacher education programs as adviser, professor, and program director, she felt it was time to return to the world of K-12 teaching, to gain a sense of what the realities of teaching are for the 21st Century teacher. Dr. Doolittle holds an Ed.D. in Curriculum and Instruction, specializing in reading and language arts. She serves on her district's ELA curriculum committee and as an instructional coach. In order to stay connected to the higher ed. classroom, she continues to adjunct, and present at various conferences and workshops.

Course Prerequisites: none

Course Materials: none

Course Objectives:

Students will be able to:

1. Reflect with critical insight on the ethical implications of assessment practices as they relate to all learners.
2. Identify assessment issues and describe various positions regarding these issues.
3. Implement appropriate instruction and assessment models to enhance the learning of all students.
4. Utilize measurements and evaluation accurately and systematically to monitor and promote learning.
5. Apply their knowledge of curriculum content and assessment design to support the learners' construction of knowledge.
6. Design assessments for all students considering aspects of different learning styles.
7. Apply the process of evaluation to self, reflecting on beliefs, attitudes, and future goals.

Professional Education Program

Kansas Education Systems Accreditation Framework: The Five R's Classification for this course is RESULTS.

Course Methods and Procedures: The method of instruction in this course will consist of, but not limited to short lecture; demonstrations, independent and small group inquiry, Internet searches, viewing and critiquing of audio-visual materials, active in-class discussion, sharing of reflective experiences, presentations by students, reading assignments and integration of course materials in authentic action planning.

Course Outline:

Friday, June 4, 2021 8 am-4pm

Part I:

- Assessment and the teacher's responsibilities
- Ethics and assessment
- The problem of bias and grade inflation trends;
- The Qualities of Assessment
- Exploring what you believe about assessment

Part II:

- Assessment Philosophies and Curricular Models;
- The Nuts and Bolts of Curricular Design; KUDos
- Backward Design and the UbD Model
- Designing Curriculum with Learning Styles in Mind
- Curriculum Mapping

Bibliography:

Articles available in [Google Drive](#)

Evaluation:

Assignments At-A-Glance

Assignment/Activity	Due Date	Qty.	Points	Total Points
Class Attendance and Participation	6/4	1	50	50
Assignment 1: Big 3 Plan – Putting your personal beliefs into action!	6/12	1	30	30
Assignment 2: UbD Curriculum/ Assessment Unit Plan Artifact	6/25	1	100	100
TOTAL POINTS				180

Grading Scale

Grade	Percentage	Points
A	90 to 100%	
B	80 to 89%	
C	70 to 79%	
D	60 to 69%	
F	< 60%	

The Big 3

Consider what you've learned in this workshop on the importance of developing a personal philosophy on assessment, as well as any follow-up reading you've done. What 3 "I Believe" statements can you make regarding assessment? Using each of those ideas, write an action statement which will show how your philosophy and beliefs on assessment will impact your classroom practice.

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Big Three "I Believe" Action Plan Rubric

	Exceptional	Proficient	Basic	Unsatisfactory
Big 3 "I Believe" statements	Three statements are all present, concise, insightful and professionally engaging	Statements are all present but some aspect of concise, insightful, and/or professionally engaging needs to be developed	Not all present; limited effort and depth of thinking	Not all 3 statements are present
Meaningful Development of ideas	Ideas are clear; relevant supportive detail is present; professional fidelity is ensured	Ideas are mostly clear; relevant, supportive detail is present but some development of ideas would ensure professional fidelity	Ideas need further development to ensure professional fidelity	Ideas are unclear and/or not well developed; lacks professional fidelity
Implementation of Action Statements	Discussion of implementation is clear and sequential; implementation of action statements is virtually guaranteed	Discussion of implementation was appropriate; implementation of action statements looks promising	Discussion of implementation was weak; implementation of action statements will be challenging	Discussion of implementation was very weak; implementation of action statements will be quite challenging

The Big 3



Big Idea #1:

Big Idea #2:

Big Idea #3:

UbD Curriculum/ Assessment Unit Plan Artifact

	Exceptional Exceeds Expectation 10 pts.	Proficient Meets Expectations 8-9 pts	Basic Needs Improvement 6-7 pts	Does Not Meet Expectations 0-5 pts.
Rationale/ Standards/ Developmentally appropriate goals (X2)	Rationale clearly represent direction for analysis and basis for inquiry. Matched and clearly connected to KS Standards, competencies, or other appropriate curricular guides; Major concepts and assumptions of learning are developmentally appropriate	Rationale provide direction. Matched but not clearly connected to KS standards, competencies, or other appropriate curricular guides; Most concepts and assumptions of learning are developmentally appropriate	Rationale do not effectively guide direction. Not adequately matched or connected to KS Standards, competencies or other curricular guides; Concepts and assumptions of learning are sometimes not clear or not listed	Rationale are vague and do not point toward analysis. Not matched or connected to KS Standards, competencies or other appropriate curricular guides; Concepts and assumptions of learning are not clear or not listed
Unit Objectives/ Subject matter knowledge/ Skills/ Reasoning (X2)	Objectives are clearly observable and measurable; Clearly stated application of subject matter knowledge and skills; requires reasoning across all Bloom's levels.	Objectives are somewhat observable and measurable; Stated application of subject matter knowledge and skills; Limited (1 or 2) opportunities for higher order Bloom's reasoning.	Objectives are either not observable or not measurable; Minimal application of subject matter knowledge and skills; Domains and levels are addressed limitedly. Low level Bloom's reasoning.	Objectives are not observable and also are not measurable; Application of subject matter knowledge and skills not evident; Most Bloom's levels are not addressed
Curricular Plans: UbD Model used— 3 stages, essential vocabulary and literacy activities; logical learning sequence, and assessments (X2)	Effectively describes all essential elements of the UbD Model; clearly written and sequenced.	Includes all essential elements of UbD Model; some clarification may be needed.	Some missing elements of UbD Model; clarification is needed in several areas.	Many missing elements of the UbD Model; poorly written.
Differentiated Instruction—RTI or MTSS model employed (X2)	The lesson clearly offers appropriate, creative, and well-integrated challenges for students of all levels, including gifted and talented students, and students with special needs.	The lesson includes thorough plans for differentiated instruction for gifted and talented students, or students with special needs.	The lesson plan includes minimal differentiated instruction, is limited to either gifted or talented students OR students with special needs.	No modifications for students with special needs, or extension activities for gifted or talented students are mentioned..
Plans for Assessment (X2)	Appropriate and connected to all standards/competencies; Pre- and Post- Assessments included and clearly match; Specific description of both formative and summative assessments; Details at least two different ways to represent learning; (e.g. concept map, quiz, reflective response).	Appropriate; connected to some standards/competencies; Plans for both formative and summative assessment; Pre- and Post-Assessments included, but don't equally match; States at least two different ways to represent learning; e.g. concept map, quiz, reflective response.	Connected to objectives to a limited degree; No Pre-Assessment given; Plans for either formative or summative assessment; States one way to represent learning; e.g. concept map, quiz, reflective response.	Assessment does not match standards/competencies and/or not appropriate; No pre-assessment; Does not include plans for either formative or summative assessment; Does not include any ways to represent learning.

University Policies and Procedures

University Policies and Procedures: Students are to review the Student Handbook for all policies and procedures. Student Handbooks can be found on the Ottawa University website (www.ottawa.edu) and on the flash drive you received at orientation.

Academic Dishonesty and Plagiarism: Academic dishonesty will result in failure on a particular assignment or possible failure in the course. Dishonesty includes such actions as cheating on examinations or assignments, turning someone else's work in as if it were your own, and plagiarism. Plagiarism includes failing to adequately cite sources of information, using someone's ideas, information, and/or words as if they were your own, etc.

The Ottawa University Student Handbook states, "The penalty for plagiarism or any other form of academic dishonesty will be failure in the course in which the academic dishonesty occurred."

Instructional Variance: Course content and schedule may vary from outline to meet the needs of a particular group of students. The instructor will explain the rationale for any variance as it occurs.

Homework requirement information: Homework for accelerated courses requires 4-8 hours of independent work each week (outside of class). Some students may conclude homework study in fewer hours and some students may require additional hours beyond this estimate. Careful consideration should be given to this estimate when planning your personal schedule for this course. Online students should also follow this expectation beyond the time he/she spends interacting within the online course .

Information Literacy: Ottawa University supports the information literacy of its faculty and students. Faculty and students will receive ongoing training in the use of academic resources through its library personnel. Faculty members are advised to utilize the Myers' Library online databases for class preparation and student assignments. Students are encouraged to incorporate research materials from the Myers' Library online databases in fulfilling course assignments. Each database in the Myers' Library collection offers a tutorial for its use. Additionally, an online tutorial regarding research for all academic disciplines will be available.

Special Accommodations: If you are a student with a disability that may affect your learning, please contact the campus ADA Coordinator, Denise Haushahn, denise.haushahn@ottawa.edu or 913/266-8805), immediately to evaluate your request and implement any special accommodations required. The following is the procedure for requesting accommodation:

1. Students must declare their disabilities and request related classroom accommodations by: (a) completing an Accommodations Request Form, and (b) submitting recent documentation of a disability.
2. Requests for accommodation, along with documentation, must be received for evaluation at least one to two weeks prior to implementation of accommodations (that is, 1 – 2 weeks prior to the term start).
3. Additional information is available in the "General Policies" section of the Student Handbook at www.ottawa.edu under "General Policies."

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Mission Statement

The mission of Ottawa University

Building on its foundation as a Christ-inspired community of grace and open inquiry, Ottawa University prepares professional and liberal arts graduates for lifetimes of personal significance, vocational fulfillment, and service to God and humanity.