



**EDU 51707 KA**  
**All About Assessment- Part III:**  
**Project-Based Learning and Alternative Assessments**

**Description:**

This course focuses on the decision-making skills required in developing alternative assessments and projects for optimal authentic learning and differing learning styles. The strengths and weaknesses of classroom evaluation procedures, both formal and informal, are examined. Rubrics are created for grading all assignments. Building on sound curriculum building practices, participants will analyze learning outcomes in their teaching and apply them to planning alternative assessments. Different types of alternative assessments, including portfolios and project-based assessment will be examined. Additionally, participants will examine the process of peer and self-evaluation in assessment. Participants will design and alternative assessment for authentic use, with accompanying rubrics. RESULTS

**Class Meeting Day: Saturday, October 10**

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

**Ending Date:** October 31

**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.; 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. Implement appropriate instruction and assessment models to enhance the learning of all students.
2. Utilize measurements and evaluation accurately and systematically to monitor and promote learning.
3. Identify and apply into design work the various cognitive levels according to Bloom's Taxonomy as applied to alternative assessments.
4. Explain with critical thought the advantages and disadvantages of various types of formal and informal assessment as it applies to alternative methods.
5. Apply the tenets of curriculum content and design to support the learners' construction of knowledge.

6. Design rubrics to support and ensure reliable assessment results in project-based and alternative assessments.
7. Create assessments for all students considering aspects of different learning style.

### 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:

*Saturday, October 10th, 2020, 8 am-4pm*

#### Part I:

- What is Alternative Assessment?
- Project-Based Assessment
- Peer- and Self-Assessment Models
- Portfolios
- Connecting Alternative Assessment and Competencies

#### Part II:

- Parents and Assessment
- Assessment and Rubrics – The Good, the Bad, and the Ugly
- Creating a Yummy Rubric!
- Discussion of Forum and Final Projects

### Bibliography:

Articles and Videos available in Google Drive

### Evaluation:

### Assignments At-A-Glance

Assignment/Activity	Due Date	Qty.	Points	Total Points
Class Attendance and Participation	10/10	1	50	50
<b>Assignment 1:</b> Forum Response - An Alternative Assessment Analysis	10/20	1	50	50
<b>Assignment 2:</b> Alternative Assessment Plan	10/31	1	100	100
<b>TOTAL POINTS</b>				<b>200</b>

### Grading Scale

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



# Alternative Assessment Rubric

	<b>Outstanding (10)</b>	<b>Proficient (8-9)</b>	<b>Basic (6-7)</b>	<b>Unsatisfactory (0-5)</b>
<b>Objective of Alternative Assessment</b>	Objective is clear and concise. A strong link is made between this alternative assessment and the goals of education and the goals of this discipline. Candidate cites the state standard(s) that this assessment addresses and clearly explains how this assessment satisfies the standard.	Objective is clear and concise. Connections to the goals of education or the goals of this discipline are made. The pertinent state standards are listed and briefly explained.	Objective is clear. Connections to the goals of education and the goals of this discipline are attempted. The pertinent state standards are listed and briefly explained.	Objective is unclear. No attempt is made to connect the objective to the goals of education or the goals of this discipline. No mention of state standards.
<b>Explanation of Required Task (x2)</b>	The task is age appropriate, meaningful, measurable and requires integration across disciplines. The assignment includes an authentic performance activity requiring higher level thinking and geared toward multiple learning styles.	The task is age appropriate, meaningful, measurable and requires integration across disciplines. Explanation does not clarify both the higher level thinking and the multiple learning styles requirement.	The task is age appropriate and meaningful, but may be hard to measure accurately. Discipline integration is attempted, but is weak. Explanation does not clarify the higher level thinking or multiple learning styles requirement.	Task is not age appropriate, meaningful, or measurable. Discipline integration is not mentioned. Explanation does not clarify the higher level thinking requirement and multiple learning styles are not identified.
<b>Assignment Guidelines (Student-Friendly) (X2)</b>	Clear, thorough, and reasonable assignments guidelines are included. Assignment guidelines include all specifics needed by students to complete the project, e.g. length requirements, necessary components, etc.	Clear and reasonable assignments guidelines are included. Not all specific assignment guidelines needed by students to complete the project are provided.	Assignment guidelines are included; however, students would have questions regarding assignment specifics.	Assignment guidelines are unclear, unreasonable, and lack specificity.
<b>Grading Criteria: Rubrics (X2)</b>	Rubrics created for this assignment are directly linked to assignment guidelines. Criteria are specific and clearly measurable and descriptors are comprehensive. A computerized program was used to create more than one of the rubrics.	Rubrics created for this assignment are directly linked to assignment guidelines. Criteria are specific and clearly measurable and descriptors are comprehensive. A computerized program was used to create at least one of the rubrics.	Rubrics created for this assignment are not directly linked to assignment guidelines. Criteria are fairly specific and measurable. Descriptors are a little vague. A computerized program was used to create at least one of the rubrics.	Rubrics created for this assignment are not directly linked to assignment guidelines. Criteria are not specific or clearly measurable and descriptors are unclear and not comprehensive. A computerized program was not used to create any of the rubrics.
<b>Modifications for Special Needs Learners/ Differentiated Assessment</b>	The assessment clearly offers multiple appropriate, creative, and well-integrated challenges for students of all levels, including gifted and talented students, and students with special needs.	The assessment includes a single example of differentiated assessment for gifted/talented students, and students with special needs.	The assessment plan includes minimal differentiated instruction, is limited to either gifted or talented students OR students with special needs.	No assessment modifications for students with special needs, or extension activities for gifted or talented students are mentioned.
<b>Point Values</b>	Point distributions are fair and easy to use. The link between rubrics and total point values is clear. Explanation for weighting system is provided and the most important tasks are weighted more than less important tasks.	Point distributions are fair and easy to use. Explanation for weighting system is provided.	Point distributions are fair and easy to use. Explanation for weighting system is provided.	Point distributions are random and complicated to use. No explanation for weighting system is provided and tasks are not differentiated in terms of weight.
<b>Quality of Writing</b>	Paper is well written in terms of grammar, mechanics, and spelling. Information is well organized according to assignment guidelines.	Paper has a few grammatical, mechanical, and/or spelling errors; however, they do not impair understanding. Information is well organized according to assignment guidelines.	Paper is understandable and follows the basic guidelines.	Very difficult to gain meaning from the paper due to numerous grammatical, mechanical, and/or spelling errors and overall lack of organization.

## 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](http://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](mailto: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](http://www.ottawa.edu) under "General Policies."

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.