



The Learning Tree Professional Development Network, LLC
Course Syllabus

Course Title: Assessment, Data, & Analysis

Credits: 3 credits

Class Type: Accelerated Fully Online

Participants taking this course for PDPs are required to complete ONE discussion board post, ONE written response, and a modified (to a lesser degree) final assignment in order to earn a Massachusetts Department of Elementary and Secondary Education approved certificate.

Participants taking this course for CEUs are required to complete ONE discussion board post, ONE written response, and a written reflection on an educator's professional accomplishment and growth resulting from participation in the course.

COURSE DESCRIPTION:

This course will provide educators with an overview of Assessment, Data, & Analysis. Participants will explore the application of assessment to student progress and instruction. Different types of assessment will be reviewed including progress monitoring and benchmark assessments. Differentiation and assessment of instruction using the principles of Universal Design for Learning will be reviewed. Other course topics will include strategies for data collection, tips for analysis, and design of intervention and instructional plans based upon assessment results.

Course Prerequisites: None

LEARNING GOALS:

GLOBAL GOALS OF THE COURSE:

1. Define, critique, and implement the concepts of assessment for student achievement.
2. Critique current research and theories on student assessments.

INSTRUCTIONAL OBJECTIVES:

1. Design a student assessment plan.
2. Evaluate, select, and implement student assessments.
3. Evaluate, determine, and apply the techniques of assessment for instructional planning.
4. Evaluate, select, and implement best instructional practices for intervention planning using assessment data.
5. Select, based upon criteria, and implement varying types of assessment.
6. Design and implement varying types of assessment.
7. Design and implement differentiated assessments for student needs.

TEACHING/LEARNING ACTIVITIES:

Video clips, PowerPoints, readings, graphic organizers, teaching tools, sample lessons, classroom discussion, lecture, etc. will all be implemented to demonstrate concepts.

REQUIRED READINGS:

Burke, K. (2010). *Formative Assessment Tools: Real Time and Real Fast, Balanced Assessment: From Formative to Summative* (pp. 119-140). Bloomington, IN: Solution Tree Press.

Tomlinson, C.A., Moon, T., & Imbeau, M.B. *Assessment and Student Success in a Differentiated Classroom White Paper*. ASCD Professional Learning Services, 2015.

<http://www.ascd.org/ASCD/pdf/siteASCD/publications/assessment-and-di-whitepaper.pdf>

EVALUATION METHODS:

1. **One Page Response Journals:** Some week participants will be given a required article to read. Participants should write a one page response to each article on particular weeks when journals are assigned. Participants should respond to the article, not summarize it. How does it affect you as an educator? How can you implement this in your own educational setting? Would you want to implement it?

One Page Response Journals Rubric (Online Response Journal Rubric)

Article Content has been incorporated: journal response is mindful of article's content (25 pts)

Reflection: journal response demonstrates participant's reaction to the article's content (25 pts)

Course Concepts have been integrated: journal response is reflective of course content (25 pts)

Journal Requirements have been met: journal response is a minimum of one page (25 pts)

2. **Online Discussions:** Participants are asked to discuss assignments. These discussions can include **meaningful** questions, stories, examples, concerns, ideas, etc. To get full credit for these discussions, a participant must post a response, question, story, etc. at least once during the assigned week.

Online Discussions Rubric (Discussion Board Rubric)

Discussion Content: discussion post is reflective of assignment week's topic AND discussion post contributes meaningfully to the discussion and participant learning (50 pts)

Discussion Requirements: discussion post is a response, question, story, or reflection to assigned week's topic AND participant posted at least one post to assigned week's discussion board (50 pts)

3. **Quiz:** One quiz will be assigned on Week Four. The quiz will check participants' understanding of the course topics. This will be a multiple choice format. The quiz will include an assessment of newly presented information from the current week's topic and previously learned content from previous weeks' topics.
4. **Final Assignment:** For the final assignment, participants will create a one-hour professional development workshop presentation to be used to train educators on one aspect of Assessment, Data, & Analysis presented in this course. Participants' can choose from any one of the following topics as the focus of their final assignment: Types of Assessments, Progress Monitoring Assessments, Benchmark Assessments, Data Collection, Data Analysis, or Intervention and Instructional Planning.

Participants' workshops should demonstrate an understanding of information gained from course content, materials, and discussion. The final assignment is due at the end of Week Six.

Final Assignment Required Elements and Rubric:

- Digital presentation (i.e. PowerPoint, Google Slides) teaching/relaying information on the topic of the workshop. The PowerPoint shall be a minimum of 15 slides, not counting the title, closing, and/or reference slides of the presentation. (50 points)
- Creation of one workshop audience activity designed to teach a topic of the workshop (30 points)
- Inclusion of course content. Sources are cited directly on corresponding slides or on a reference slide at the end of the presentation (20 points)

TESTING AND GRADING:

- 30% Written assignments (response journals)
- 15% Online discussions
- 15% Quiz
- 40% Final Assignment

Grading Scale-Graduate:

A 94-100 (4.0); A- 90-93 (3.7); B+ 87-89 (3.3); B 84-86 (3.0); B- 80-83 (2.7); C+ 77-79 (2.3); C 74-76 (2.0); C- 70-73 (1.7); F 69 or below (0.0)

ADA Policy

If you as a student qualify as a person with a disability as defined in Chapter 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), you are strongly encouraged to register through the accrediting affiliated college or university. As a student, it is your responsibility to present your accommodation letter to your instructor at the beginning of each semester.

Academic Integrity Statement

Students are required to abide by the Academic Integrity Policy.

By taking this course, students agree that all required assignments may be subject to submission for "similarity review" to Turnitin.com, a tool intended to not just detect instances of plagiarism, but to prevent it as well. The tool is intended to help students identify passages that are unoriginal, incorrectly cited, or lacking appropriate source information. Submitted assignments may also be archived in the Turnitin.com database for the purpose of checking for possible future instances of plagiarism, additional similarity searches, and other educational purposes at the discretion of the instructor. For more information, please review the Privacy and Security guide at Turnitin.com.

Course Credit Guidelines

For a graduate three credit course, students are expected to receive a minimum of 135 hours of instruction and work outside of the class by the conclusion of the course.

6 Week online course - This course is a 3-credit course, which means that students are expected to do at least 22.5 hours of course-related work each week of the 6-week term. This includes work done completing assigned readings, studying for test and examinations, preparing written assignments, and other course-related tasks.

Class attendance is expected of all students up to and including the last day of scheduled classes in the semester. Students must plan accordingly.

TOPICAL TIMELINE

Week One

- Topics Covered:
 - Assessment in Schools
 - Assessment in Classrooms

- o Universal Design for Learning
 - Types of Assessment

Assignments

Discussion Post.

Week Two

- Topics Covered:
 - o Progress Monitoring Assessments

Required Readings

Burke, K. (2010). Formative Assessment Tools: Real Time and Real Fast, Balanced Assessment: From Formative to Summative (pp. 119-140). Bloomington, IN: Solution Tree Press.

Other Assignments

One Page Written Response.

Week Three

- Topics Covered:
 - o Benchmark Assessments
 - o Differentiation in Assessment

Required Readings

Tomlinson, C.A., Moon, T., & Imbeau, M.B. Assessment and Student Success in a Differentiated Classroom White Paper. ASCD Professional Learning Services, 2015.
<http://www.ascd.org/ASCD/pdf/siteASCD/publications/assessment-and-di-whitepaper.pdf>

Other Assignments

One Page Written Response.

Week Four

- Topics Covered:
 - o Data Collection

Assignment

Quiz

Week Five

- Topics Covered:
 - o Data Analysis

Other Assignment

Discussion Post.

Week Six

- Topics Covered:
 - o Intervention and Instructional Planning

Assignment

Final Assignment.

* Syllabus is subject to change.

TOPICAL OUTLINE

Instructional Activity	Description of Activity	Time Spent
<p>Week One</p> <ul style="list-style-type: none"> ● Topics Covered: <ul style="list-style-type: none"> ○ Assessment in Schools ○ Assessment in Classrooms ○ Types of Assessment <p>Assignments Discussion Post.</p>	<p>Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*</p>	<p>22.5</p>
<p>Week Two</p> <ul style="list-style-type: none"> ● Topics Covered: <ul style="list-style-type: none"> ○ Progress Monitoring Assessments <p>Required Readings Burke, K. (2010). Formative Assessment Tools: Real Time and Real Fast, Balanced Assessment: From Formative to Summative (pp. 119-140). Bloomington, IN: Solution Tree Press.</p> <p>Other Assignments One Page Written Response.</p>	<p>Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*</p>	<p>22.5</p>
<p>Week Three</p> <ul style="list-style-type: none"> ● Topics Covered: <ul style="list-style-type: none"> ○ Benchmark Assessments <p>Required Readings Tomlinson, C.A., Moon, T., & Imbeau, M.B. Assessment and Student Success in a Differentiated Classroom White Paper. ASCD Professional Learning Services, 2015. http://www.ascd.org/ASCD/pdf/siteASCD/publications/assessment-and-di-whitepaper.pdf</p> <p>Other Assignments One Page Written Response.</p>	<p>Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*</p>	<p>22.5</p>
<p>Week Four</p> <ul style="list-style-type: none"> ● Topics Covered: <ul style="list-style-type: none"> ○ Data Collection <p>Assignment Quiz</p>	<p>Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*</p>	<p>22.5</p>
<p>Week Five</p> <ul style="list-style-type: none"> ● Topics Covered: <ul style="list-style-type: none"> ○ Data Analysis <p>Other Assignment Discussion Post.</p>	<p>Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*</p>	<p>22.5</p>
<p>Week Six</p> <ul style="list-style-type: none"> ● Topics Covered: 	<p>Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3</p>	<p>22.5</p>

<ul style="list-style-type: none"> o Intervention and Instructional Planning <p>Assignment Final Assignment.</p>	<p>hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*</p>	
	<p>*hrs are estimates</p>	<p>Total 135 hours</p>