

# Content and Assessment

## Course Description

Effective teachers assess student knowledge before, during, and after instruction in order to collect feedback, and understand how and when to adjust teaching and learning appropriately. Purposeful formative and summative assessments may improve student achievement and challenge students at their instructional levels. In this course, participants will explore ways to engage students in collaborative learning, how to monitor student learning, the role of self-assessment and progress monitoring, and how authentic and performance assessment can improve content knowledge, learning, retention, and application.

## Course Alignments

This PLS 3rd Learning course is aligned to Charlotte Danielson's **Framework for Teaching**:

Domain 1 – 1A and 1F

Domain 2 – n/a

Domain 3 – 3A 3B, and 3D

Domain 4 – n/a

## Course Outcomes

Upon completion of this class, the learner will be able to:

1. Identify strategies for implementing student-centered learning and for facilitating peer-to-peer learning.
2. Develop approaches that integrate 21st Century skills into explanations of content.
3. Evaluate web-based and other technology tools for engaging students in collaborative learning activities.
4. Develop strategies for making connections between new content and students' interests, experiences, backgrounds, and prior knowledge.
5. Identify resources for improving knowledge of his or her content area/discipline and connecting that knowledge to related concepts.
6. Identify professional development opportunities beyond the classroom that make a difference in the field of teaching and learning in his or her content area.
7. Differentiate between different types of assessments.
8. Design assessments that are aligned with learning outcomes.
9. Determine appropriate tools for scoring and evaluation.
10. Identify strategies for providing high quality feedback on student progress.
11. Determine ways in which different forms of assessment can be used to inform and differentiate instruction.

12. Develop student self-assessment tools that are aligned with learning outcomes.
13. Analyze various forms of authentic assessments that are aligned with outcomes.
14. Explain how fair assessments foster learning and hold teachers and students accountable.
15. Identify strategies for differentiating assessments and providing student choice for learning.
16. Outline approaches for effectively sharing and communicating assessment information.

## Topical Outline

## List of Concepts

### Explaining Content: Student to Student

Student-centered and peer-to-peer learning; approaches that integrate 21st Century skills; tools that effectively engage students in the collaborative learning process

### Explaining Content: Teacher to Student

Presenting, explaining, and designing activities related to content; strategies and activities to make connections to student interests, experiences, backgrounds, and prior knowledge

### Enhancing Content and Pedagogical Knowledge

Improve content backgrounds, pedagogy, and resources; share knowledge of content area; develop opportunities beyond the classroom

### Fundamentals of Assessment

Formative and summative assessments; design new and improve existing assessments; rubrics and scoring tools

### Instruction in Assessment

Monitoring and adjusting student learning; providing feedback to students; facilitating student self-assessment; authentic and performance assessment

### Advanced Assessment Strategies

Providing choice among assessments; sharing assignments, assessments, and rubrics with stakeholders; informing, improving, and acquiring meaningful feedback

## Course Assessments and Links to Institutional Outcomes and Course Outcomes

Throughout the course, the learner will be assessed and evaluated on the completion of the following assessments. Participants will complete a course project designed to strengthen professional practice and extend knowledge related to the specific content of the course. This project is divided into multiple graded activities to be completed throughout the term.

<b>Modules</b>	<b>Topics of Modules</b>	<b>Points</b>
Module 1:	Explaining Content: Student to Student	30
Module 2:	Explaining Content: Teacher to Student	30
Module 3:	Enhancing Content and Pedagogical Knowledge	29
Module 4:	Fundamentals of Assessment	58
Module 5:	Instruction in Assessment	48
Module 6:	Advanced Assessment Strategies	48
All	Final Paper	50
All	Course Project	50
All	Annotated Bibliography	50
All	Content and Assessment Unit Plan	26
<b>Total</b>		<b>419</b>

### Hours by Module

Module 1: Explaining Content: Student to Student	
Readings	7 hours
Assignments	5 hours
Final Paper	2 hours
Annotated Bibliography	2 hours
Contribution to Course Capstone	2 hours

Module 2: Explaining Content: Teacher to Student	
Readings	7 hours
Assignments	5 hours
Final Paper	2 hours
Annotated Bibliography	2 hours

Contribution to Course Capstone	2 hours
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Module 3: Enhancing Content and Pedagogical Knowledge	
Readings	9 hours
Assignments	5 hours
Final Paper	3 hours
Annotated Bibliography	2 hours
Contribution to Course Capstone	3 hours

Module 4: Fundamentals of Assessment	
Readings	8 hours
Assignments	7 hours
Final Paper	3 hours
Annotated Bibliography	2 hours
Contribution to Course Capstone	3 hours

Module 5: Instruction in Assessment	
Readings	8 hours
Assignments	7 hours
Final Paper	3 hours
Annotated Bibliography	2 hours

Contribution to Course Capstone	2 hours
Content and Assessment Unit Plan	5 hours

Module 6: Advanced Assessment Strategies	
Readings	8 hours
Assignments	7 hours
Scholarly Paper	3 hours
Annotated Bibliography	2 hours
Contribution to Course Capstone	2 hours
Content and Assessment Unit Plan	5 hours

### **Instructional Methodology**

The instructional methodology of this course focuses on developing, enhancing, and improving the instructional expertise and pedagogical knowledge base of practicing educators. Strategies include presentation of new content through online readings, active construction of knowledge through practice and problem solving, collaborative group work, personal reflection, structured small-group or whole-class discussion, analysis of assigned reading, and the application of course content and skills to participant’s individual grade level, subject area(s), and classroom.

### **Grading Scale**

The course facilitator will post the college-specific grading scale.

### **PLS 3rd Learning’s Late Policy**

There will be a 10% deduction of points per day for all posts and submitted assignments that are late. Replies posted after the due date will earn no points. In rare cases, partially or poorly completed assignments may be resubmitted for partial credit at the discretion of the instructor. The following exceptions apply:

- If a participant is sick/hospitalized or has a death in the family, the timing of makeup work may be arranged with the course facilitator. No points will be deducted if the work is completed according to the agreement.
- If a participant is on vacation/traveling/etc., the participant must contact the course facilitator ahead of time to avoid a penalty. This type of absence may occur only once during a course. All posts should be submitted for the missed module before leaving.

- If a participant has difficulty completing everything in a week, an extension can be granted if the participant contacts the facilitator during the week (not at the last minute).

### **PLS 3rd Learning's Participant Drop Policy**

- Participants are eligible to receive a refund if they attend class for one week or less. This means participants must withdraw by the end of Module 1 to receive a refund.
- Refunds of the balance of tuition paid will be given, minus the \$50 deposit.

### **PLS 3rd Learning's Academic Integrity Policy**

PLS 3rd Learning expects absolute academic honesty and integrity from every course participant. The specific Academic Integrity and Honor Code Policies of our partner colleges and universities are embraced and enforced by PLS 3rd Learning instructors. The following are considered to be serious violations:

- Plagiarism: the use of another's ideas, data, or words without proper acknowledgement.
- Fabrication: the use of invented information or the falsification of research or other findings with the intent to deceive.
- Collusion: improper collaboration with another in preparing assignments or projects.
- Cheating: an act of deception by which a student misrepresents that he or she has mastered information on an academic exercise that he or she has not mastered.
- Academic Misconduct: tampering with grades, or taking part in obtaining or distributing any part of student work that is not his or her own.

Violation or suspected violation will be investigated and pursued according to specific college/university procedures.

### **Identity Authentication**

The college/university, PLS 3rd Learning, and students share a joint responsibility to ensure that each student's contribution in an online course activity comes from that student alone. For the student, this responsibility has two parts:

1. Students are responsible for positively ensuring that every contribution to an online course created with the student's computer account is made by the student alone. Contributions covered under this policy include: written assignments; quiz and exam submissions; discussion forum postings; live participation in text-based chat sessions, phone conferences, and videoconferences. If a student allows another person to write or make any kind of submission to an online activity in the student's name, then this constitutes cheating and will be treated as a violation of academic honesty.
2. Students are responsible for ensuring the integrity of their computer account security by following the actions required of them by the PLS 3rd Learning Acceptable Use Policy. These actions include keeping passcodes private,

updating passcodes when required by PLS 3rd Learning, and reporting breaches of the security policy to the IT Helpdesk.

### **Course Evaluation**

The evaluation of learner work will be based on the defined criteria for learner assessments. The criteria for learner assessments will be outlined for students prior to instructional activities and engagement with student learning targets (outcomes). Grading is based solely on the evaluation of student learning targets and defined criteria for learner assessments.

Formative assessment of learning outcomes is conducted throughout the course, using a variety of means that include the following: completion of assessments; constructive contributions to class discussions (whole-class as well as small-group); sharing of valuable, pertinent, and/or applicable ideas and experiences; and active participation in online interactions. It is expected that each participant will contribute to the academic quality of the course.

Summative assessment includes the completion of weekly learning activities and assignments for which the participant will need to synthesize class content, apply it to his or her own practice, and complete a plan for implementing the major components of content and skill acquired during the course.

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