EDU 270
Using Data and Assessment for Planning, Instruction and Learning
2 credits

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Section: 1
Time: 6:00-7:50 pm
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Instructor: Amy Riebel
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Section: 1
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Course prerequisites:
EDU 102 and 203

This course will present students with best current practices and principles of assessment across the curriculum of elementary schools. The characteristics and uses of both formal and informal assessment instruments and procedures will be studied for emphasis on formative assessment and principles and practices for effective standards-based instruction. Students will also learn how to design, administer, and interpret a variety of assessment measures.

Learner Outcomes
The learning targets for this course will introduce students to a clear understanding of assessment including purpose, design elements, outcomes and communication. The course will also provide opportunities for students to design high quality assessments aligned with instructional outcomes and Common Core State Standards. Throughout this course students will:

1. Learn how to analyze multiple types of assessment results in order to identify trends in student learning.
2. Identify data sources related to school performance that are available to the general public and critically analyze those various data sources to draw conclusions about strengths and limitations of the data.
3. Learn the importance of and methods for communicating assessment results (feedback) to students, parents, educators, and people outside the education profession.
4. Explore a variety of assessment strategies which can inform classroom instruction and promote individual student learning.

5. Analyze and categorize learning targets in order to identify aligned assessments that will effectively measure those learning targets.

6. Articulate, in a cohesive assessment plan, how you may use formative and summative assessments that will promote student self-assessment and provide feedback to students and families.

**InTASC Standard #6: Assessment**
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

**Wisconsin Teacher Standard #4: Assessment**
Teachers know how to test for student progress. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

**Course Resources**

- Additional readings and resources will be provided by the instructor throughout the course. Document will be housed in shared Google folder *CU 270 for Students*
- All students should create a Google account for assignment submittal, presentation, document and resource sharing.

**Course Assessments**
1. **Data Analysis (12%)**: Engage in a process of data analysis from the school and classroom perspective in order to identify trends in results and come to some generalizations. (Learner Outcome 1)
2. **Case Study (25%)**: Students will analyze multiple data sources to provide a portrait of district and school performance. Drawing on this analysis, students will offer insight into consistency and/or discrepancy in various data sources. Using the Case Study data, students will describe strategies for communicating those insights and information to stakeholders. (Learner Outcomes 2 and 3)
3. **Assessment Aligned with instruction (13%)**: Students will identify assessment strategies which align to learning targets. (Learner Outcomes 4 and 5)
4. **Assessment Statement and Plan (25%)**: Students will develop a cohesive plan to use formative and summative assessments that will promote student self-assessment and provide feedback to students and families. (Learner Outcome 6)
5. **Participation (25%)**: Students will engage in class activities through reading responses / discussion / presentations / collaborative group work. (Learner Outcomes 1-6)
## Course Expectations
- Weekly and timely attendance is required
- No late assignments will be accepted

## Assessment

EDU 270 uses the Carroll University Grading System:

<table>
<thead>
<tr>
<th>LETTER GRADE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>AB</td>
<td>Intermediate grade</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>BC</td>
<td>Intermediate grade</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
</tr>
<tr>
<td>D</td>
<td>Low, merely passing</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
</tr>
</tbody>
</table>

EDU 270 draws on this grading scale when assessing progress and providing feedback:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Performance Level</th>
<th>Performance Level Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>EXCELLENT</td>
<td>Distinguished: Work stands out in its quality and critical thinking.</td>
</tr>
<tr>
<td>AB</td>
<td>Intermediate grade</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>PROFICIENT</td>
<td>Proficient: Acceptable as submitted, all of the critical components for this assignment are included and described.</td>
</tr>
<tr>
<td>BC</td>
<td>Intermediate grade</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>AVERAGE</td>
<td>Basic: Acceptable, although revisions are suggested for quality improvement in one or more important components.</td>
</tr>
<tr>
<td>D</td>
<td>LOW, MERELY PASSING</td>
<td>Needs Revisions: Revisions are needed because one or more of the critical components are not satisfactorily described.</td>
</tr>
<tr>
<td>F</td>
<td>FAILURE</td>
<td>Unacceptable: Must be revised and resubmitted because more than one of the components are not satisfactorily described, missing, or incomplete.</td>
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</tbody>
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When assignments are submitted, students will receive a performance level rating and narrative comments will be used to provide feedback. Students will consider how their assignments stand out in quality and/or how improvements can be made to future submissions. Conferences with instructors should be scheduled by students as needed.

**New Learning Management System**

Effective Fall 2017 Carroll is changing Learning Management Systems from eLearning to Canvas. You can access Canvas through my.carrollu.edu just like you accessed eLearning. The Canvas link is located on the left side of the screen under Quick Links. A Canvas tab will also replace the current eLearning tab.

There’s an app for that!
The Canvas by Instructure app is the mobile version of Canvas that helps you stay current with your courses anywhere you go. Available for iOS and Android devices.

Need help with Canvas?
There are several ways that you can get help using Canvas:
- Click the Canvas Help button on the home page of any course.
- Call the Canvas Support Hotline (available 24/7) (844) 358-6885
- Click the Help button on the Canvas Menu bar and click Chat with Canvas Support. (Also available 24/7.)
- Click Search the Canvas Guides in the Help Menu and search for an answer.

**Academic Policies and Assistance**

- The Carroll University Writing Center is located in the Learning Commons. Writing assistants support students during any stage of the writing process including: brainstorming, developing, organizing and revising ideas.
- Library assistance for research and overall resource assistance is available.
- Technology center (New Hall).
- The instructor and the University reserve the right to modify, amend, or changes syllabus (course requirements, grading policy, etc.) as the curriculum and/or program require(s).
- Students with documented disabilities who may need accommodations, or any student considering obtaining documentation should make an appointment with Ms. Martha Bledsoe, Director of Services for Students with Disabilities, no later than the first week of class. She can be reached by calling 262-524-7335 or contacting her via email at mbledsoe@carrollu.edu.”
- The statement below indicates the precise sanctions that will be imposed if a student is found guilty of violation of the academic integrity policy. “The Carroll University Academic
Integrity Policy is located in your student handbook (https://my.carrollu.edu/ICS/Departments/Student_Affairs). I encourage you to familiarize yourself with it. If a student violates this policy in any way, I reserve the right to impose a sanction of failure on the assignment/assessment or failure in the course. If you have questions about appropriate citations, please ask.”