

# Assessment: Course Four Column



## Courses (EDU) - EDUC

### EDUC 406:Curriclm/Assess Education

Course Outcomes	Assessment Measures	Results	Actions
<p><b>Planning skills</b> - Students will evidence planning skills using pre, formative, and post/summative assessments in lesson planning and unit planning</p> <p>(InTASC 6,7)</p> <p>**Students had difficulty understanding Concept Development -- confusion comes with skills and individual events not connecting to a "Big Picture" idea.</p> <p><b>Course Outcome Status:</b> Active  <b>Next Assessment:</b> 2021-2022  <b>Start Date:</b> 10/05/2017</p>	<p><b>Assignment - Written</b> - Assignments - designing lessons (10 models of lesson planning following research-based criteria)                      Project - Unit - constructed throughout the course, defined and evaluated by the end of the course.                      Final - Presentation of Unit and artifact in co-requisite                      *All assessments are measuring the application of the content.  <b>Criterion:</b> N/A</p>	<p><b>Reporting Period:</b> 2016-2017  <b>Criterion Met:</b> N/A</p> <p>The results of the assessment activities had totals of 26/28 students scored 93-99 percent on all assignments, project, and final presentation. Two students scored between 88-93 percent.</p> <p>This course requires no less than a B- to pass as a standard. It is an upper division course where the students are in the program path.</p> <p>The results of the scores was only a piece of the analysis. Notes in column one taken during the teaching of the course in order to improve instruction was noted and included in the action planning. (10/12/2017)</p>	<p><b>Action:</b> **Students had difficulty understanding Concept Development -- confusion comes with skills and individual events not connecting to a "Big Picture" idea.</p> <p>Modelling the "backwards design" in formulating lessons and assessments worked well, more concentration on understanding the conceptual understanding and measurements that should be used with students in PK-12 will be added as a module in the course. (10/12/2017)</p>
<p><b>Planning lessons and units of instruction.</b> - Students will evidence aligning standards, objectives, and assessment in planning lessons and units of instruction.</p> <p>(InTASC 1,2,6,7)</p> <p>**Alignment of outcomes and formative assessment key foundational skill - needs further</p>	<p><b>Assignment - Written</b> - Assignments - designing lessons (10 models of lesson planning following research-based criteria)                      Project - Unit - constructed throughout the course, defined and evaluated by the end of the course.                      Final - Presentation of Unit and artifact in co-requisite                      *All assessments are measuring the application of the content.</p>	<p><b>Reporting Period:</b> 2016-2017  <b>Criterion Met:</b> N/A</p> <p>The results of the assessment activities had totals of 26/28 students scored 93-99 percent on all assignments, project, and final presentation. Two students scored between 88-93 percent.</p> <p>This course requires no less than a B- to pass as a standard. It is an upper division course where the students are in the program path.</p>	<p><b>Action:</b> **Alignment of outcomes and formative assessment key foundational skill - needs further instruction</p> <p>Modelling of alignment of standards, objectives/outcomes, and assessments will be added to the unit framework in instruction. (10/12/2017)</p>

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<p>instruction  <b>Course Outcome Status:</b> Active  <b>Next Assessment:</b> 2021-2022  <b>Start Date:</b> 10/12/2017</p>	<p><b>Criterion:</b> N/A</p>	<p>The results of the scores was only a piece of the analysis. Notes in column one taken during the teaching of the course in order to improve instruction was noted and included in the action planning (10/12/2017)</p>	
<p><b>Instruction in unit design, lesson design, and individual/small group differentiated instruction.</b> - Students will evidence using data from assessments to inform instruction in unit design, lesson design, and individual/small group differentiated instruction.   (InTASC 1,2,6,7)  **Analyze skills based on performance - model  <b>Course Outcome Status:</b> Active  <b>Next Assessment:</b> 2021-2022  <b>Start Date:</b> 10/12/2017</p>	<p><b>Assignment - Written</b> - Assignments - designing lessons (10 models of lesson planning following research-based criteria)  Project - Unit - constructed throughout the course, defined and evaluated by the end of the course.  Final - Presentation of Unit and artifact in co-requisite  *All assessments are measuring the application of the content.  <b>Criterion:</b> N/A</p>	<p><b>Reporting Period:</b> 2016-2017  <b>Criterion Met:</b> N/A  The results of the assessment activities had totals of 26/28 students scored 93-99 percent on all assignments, project, and final presentation. Two students scored between 88-93 percent.   This course requires no less than a B- to pass as a standard. It is an upper division course where the students are in the program path.   The results of the scores was only a piece of the analysis. Notes in column one taken during the teaching of the course in order to improve instruction was noted and included in the action planning. (10/12/2017)</p>	<p><b>Action:</b> **Alignment of outcomes and formative assessment key foundational skill - needs further instruction   One module dealing with collection and analysis of data as applied to differentiation of instruction at all levels will be added to the course. (10/12/2017)</p>
<p><b>Collecting data and using data to drive instruction.</b> - Students will demonstrate understanding of collecting data and using data to drive instruction.   (InTASC 6)   **Demonstrate teacher checklists and tally sheets with other formative assessment -- simple graphing in order to quickly view data.  <b>Course Outcome Status:</b> Active  <b>Next Assessment:</b> 2021-2022  <b>Start Date:</b> 10/12/2017</p>	<p><b>Assignment - Written</b> - Assignments - designing lessons (10 models of lesson planning following research-based criteria)  Project - Unit - constructed throughout the course, defined and evaluated by the end of the course.  Final - Presentation of Unit and artifact in co-requisite  *All assessments are measuring the application of the content.  <b>Criterion:</b> N/A</p>	<p><b>Reporting Period:</b> 2016-2017  <b>Criterion Met:</b> N/A  The results of the assessment activities had totals of 26/28 students scored 93-99 percent on all assignments, project, and final presentation. Two students scored between 88-93 percent.   This course requires no less than a B- to pass as a standard. It is an upper division course where the students are in the program path.   The results of the scores was only a piece of the analysis. Notes in column one taken during the teaching of the course in order to improve instruction was noted and included in the action planning (10/12/2017)</p>	<p><b>Action:</b> **Demonstrate teacher checklists and tally sheets with other formative assessment -- simple graphing in order to quickly view data.   In the formative assessment module, add more examples (also the Teaching Channel video) of using teacher graphs, tally sheets, or charts for performance data (observation data). (10/12/2017)  <b>Follow-Up:</b> Moving forward, note the deficits in skills to be purposeful for proactive instruction. (10/12/2017)</p>