 **COURSE OUTLINE**

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| **Course Number:** | *POLY 1015* |
| **Course Title:** | Assessment of Learning |
| **School:** |  |
| **Program:** |  |
| **Course Credits:** | 3 |
| **Total Hours:** | 44 |
| **Total Weeks:** | 8 |
| **Total Hours/Week:** |  |
| **Delivery Type (hrs/wk):** | Lecture: 3 hours | Laboratory: [xxx]  | Tutorial: [xxx] | Seminar: [xxx] |
| Field Work: [xxx] | Practicum: [xxx] | Directed Studies: [xxx] | Online: 2.5 hours |
| Other [specify]: [xxx] |
| **Prerequisites:** | ISW |
| **Prerequisite for:** | N/A |

**Course Description:**

In this course, learners will examine the who, what, why, when, and how of learning assessment. The course starts with separating the ideas of evaluation and assessment. Learners then revisit and expand on concepts introduced in the ISW: writing learning outcomes, alignment in course design, backwards design, and course goals. Formative assessment is discussed, including effective feedback and classroom assessment techniques that can result in motivation and metacognition. Students will then explore assessment design, including different types of assessment and their alignment within the course. Design of grading tools, including rubrics and checklists, will also be explored. Other concepts foundational to good assessment design—validity, reliability, ethics and privacy, and authenticity—are woven throughout the course.

**Course Learning Outcomes/Competencies:**

Upon successful completion, the student will be able to:

* Analyze different types of assessment strategies and techniques.
* Align assessment strategies with learning outcomes/objectives and instructional activities.
* Create well-designed, well-aligned and appropriate assessment instruments.
* Develop well-designed, well-aligned and appropriate marking and grading schemes.
* Select and use appropriate types of informal assessment strategies and techniques.
* Apply ethical considerations in the evaluation of learning.
* Demonstrate professionalism appropriate to the role of an educator through meaningful contributions in in-class and online learning and completion of all activities and assignments.

**Evaluation Criteria:**

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| --- | --- | --- |
| **Criteria** | **%** | **Comments** |
| Participation | 10 |  |
| Alignment table, Course Goal, Assessment Strategy | 10 |
| Select and use a Classroom Assessment | 20 |
| Design an Assessment Tool | 30 |
| Design a Rubric | 30 |
| TOTAL | 100% |

**Learning Resources:**

As provided in the course.

**Course Outline Development:**

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