

DEPARTMENT OF EDUCATION

COURSE OUTLINE –Fall 2026

ED3220: Evaluation of Student Learning – 3 (5-0-0) 45 Hours for 9 Weeks

Northwestern Polytechnic acknowledges that our campuses are located on Treaty 8 territory, the ancestral and present-day home to many diverse First Nations, Metis, and Inuit people. We are grateful to work, live and learn on the traditional territory of Duncan's First Nation, Horse Lake First Nation and Sturgeon Lake Cree Nation, who are the original caretakers of this land.

We acknowledge the history of this land and we are thankful for the opportunity to walk together in friendship, where we will encourage and promote positive change for present and future generations.

INSTRUCTOR: Andrea Couture

CLASSROOM: A208

OFFICE:

PHONE:

OFFICE HOURS: As requested

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COURSE DESCRIPTION: This course includes key theoretical topics and pedagogical applications for effective assessment practices. Students will gain skills in designing and implementing formative and summative assessment practices which relate to curricular outcomes and promote learning for students. The primary objectives of this course are to facilitate the integration of various effective classroom assessment practices into pedagogical planning and instruction. This course aims to enhance the systematic collection and analysis of pertinent data that will inform instructional decision-making and evaluation, foster heightened student engagement, and ultimately elevate students' overall learning of the outcomes.

PREREQUISITE(S): ED2550

REQUIRED MATERIALS:

William, Dylan. Embedded Formative Assessment. 2017

<https://www.solutiontree.com/ca/embedded-formative-assessment-second-ed.html>

McTighe, Jay, and Judy Willis. Upgrade Your Teaching : Understanding by Design Meets Neuroscience. ASCD, 2019.

COURSE ADDITIONAL READINGS:

<https://www.visiblelearningmetax.com/>

<https://curriculum.learnalberta.ca/home/en>

<https://aplc.ca/>

<https://open.alberta.ca/dataset/4596e0e5-bcad-4e93-a1fbdad8e2b800d6/resource/75e96af5-8fad-4807-b99af12e26d15d9f/download/edc-alberta-education-teaching-quality-standard-2018-01-17.pdf>

Additional reading may be provided by the teacher

DELIVERY MODE(S): In person

LEARNING OUTCOMES:

Alberta Teaching Quality Standard (TQS)

The Bachelor of Education program prepares students for Interim Professional Certification with Alberta Education. Learning Outcomes support students to begin demonstrating competencies and indicators of the Alberta Teaching Quality Standard.

Through the completion of ED3220, students will:

1. Understand Personal Beliefs: Develop a clear understanding of personal assessment beliefs and how they influence teaching practices.
2. Explore Assessment Purposes: Identify and articulate the various purposes of assessment in educational settings.
3. Familiarize with Teacher Quality Standards: Examine the essential Teacher Quality Standards and their relation to effective assessment practices.
4. Analyze Research on Assessment: Evaluate current research on assessment and evaluation.
5. Examine Current Trends: Discuss current trends and diverse perspectives in assessment, including homework policies, grading practices, and the impact of soft skills, attendance and behavior on student success.

6. Understand Interconnectedness: Investigate the connections between planning, curriculum, instruction, and assessment, emphasizing student engagement and classroom management through frameworks like Understanding by Design (UBD) and responsive planning.
7. Explore Types of Assessment: Analyze the various types and functions of assessment, focusing on their roles in measuring learning, facilitating student growth, and informing instructional practices through data analysis.
8. Data Collection Analysis: Gain skills in analyzing different data collection methods to inform assessment practices.
9. Principles of High-Quality Assessment: Identify and apply essential principles of high-quality assessments, including relevance, feasibility, validity, reliability, and equity.
10. Develop Assessments: Learn methods for creating a range of formative and summative assessments, emphasizing triangulation.
11. Tailor Assessment Strategies: Design assessment strategies that meet the needs of diverse learners while recognizing the roles of other school professionals in the assessment process and adapting goals and assessments for Individual Program Plans (IPPs) and English Language Learners (ELL).
12. Understand Standardized Assessments: Analyze the nature and significance of standardized assessments and their limitations in various educational contexts.
13. Address Grading Challenges: Explore contextual factors and challenges related to grading and reporting outcomes and competencies and develop strategies to address these challenges effectively.

At the end of the course, participants should have a comprehensive understanding of assessment practices and their critical role in fostering teacher practices, student learning and growth.

TRANSFERABILITY:

Please consult the Alberta Transfer Guide for more information. You may check the transferability of this course at the Alberta Transfer Guide main page <http://www.transferalberta.alberta.ca>.

**** For courses with alpha (letter) grading, a grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.**

EVALUATIONS:

Assignment	Percentage	Due date
Assignment 1: 200 – 300 word reflection	10%	Thursday September 10 th by midnight
Assignment 2: Video or Podcast (Individual or groups of 2 or 3)	15%	Monday September 21 st by midnight
Assignment 3: Principals of Backwards Design (Individual or groups of 2 or 3)	20%	Friday October 16 th by midnight
Assignment 4: Data Collection Plan (Individual or groups or 2 or 3)	15%	Monday October 26 th
Assignment 5: Final Mock Interview	20%	Done in class November 3 rd and 5 th
Assignment 6: Personal Belief Paper	20%	Friday October 30 th by midnight

**** Should due dates change, the Instructor will discuss the new dates with students.**

GRADING CRITERIA:

Please note that most institutions will not accept your course for transfer credit **IF** your grade is **less than C-**.

Grading Chart for courses with Alpha Grading:

To progress in the Bachelor of Education program, students must achieve a minimum grade of C- in all Education (ED) courses. Any grade below C- does not meet the passing requirement and will require the student to repeat the course.

Alpha Grade	4-point Equivalent	Percentage Guidelines	Alpha Grade	4-point Equivalent	Percentage Guidelines
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A+	4.0	95-100		C+	2.3	67-69
A	4.0	85-94		C	2.0	63-66
A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79		D+	1.3	55-59
B	3.0	73-76		D	1.0	50-54
B-	2.7	70-72		F	0.0	00-49

COURSE SCHEDULE/TENTATIVE TIMELINE:

TOPIC	Dates	FOCUS	READINGS TO DO BEFORE CLASS	ASSIGNMENTS
1	Sept. 3 rd and 8 th	Understanding Personal Beliefs about Assessment		Assignment 1 (due Sept. 10 th) Assignment 6 (ongoing and due Oct. 30 th)
2	Sept. 10 th and 15 th	Examine the TQS, each division's Administrative Procedures on assessment and their relation to effective assessment practice		Assignment 2 (due Sept. 21 st)
3	Sept. 17 th and 22 nd	Explore types of assessment	Embedded Formative Assessment, Pages 33-45, 107-119 Understanding by Design meets Neuroscience, Pages 69-75	
4	Sept. 24 th and 29 th	Principles of High-Quality Assessment	2 websites (give out in class)	
5	Oct. 1 st and 6 th	UbD (Understanding by Design) and where does Classroom Management fit?	Embedded Formative Assessment, Pages: 51-61, 71-80, 104-105 2 websites (give out in class)	Assignment 3 (due Oct. 16 th)

6	Oct. 8 th and 13 th	Tailor Assessment Strategies: Design assessment strategies that meet the needs of diverse learners		
7	Oct. 15 th and 20 th	Data Collection Analysis		Assignment 4 (due Oct. 26 th)
8	Oct. 22 nd and 27 th (No in- person class on Oct. 27 th)	Address Grading Challenges	Embedded Formative Assessment, Pages 122-132	
	Oct. 29 th	Time to make up if we are behind and to prepare for Mock Interview		
9	Nov. 3 rd and 5 th	Final: Mock Interview		Assignment 5: (Done in class Nov. 3 rd and 5 th)

** As this is a tentative schedule, changes may occur. They will be discussed with the students as they arise.

STUDENT RESPONSIBILITIES:

Active participation is expected, and students should come prepared to contribute to discussions.

Assigned readings will accompany select classes. Students are expected to complete these readings in advance and arrive ready to discuss key concepts and ideas.

STATEMENT ON ACADEMIC MISCONDUCT:

Academic Misconduct will not be tolerated. For a more precise definition of academic misconduct and its consequences, refer to the Student Rights and Responsibilities policy available <https://www.nwpolytech.ca/about/polytechnic-leadership/policies-directory>.

**Note: all Academic and Administrative policies are available on the same page.

