

DEPARTMENT OF EDUCATION

COURSE OUTLINE – Fall 2026

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

Delivered fully synchronously online via Microsoft Teams · Mondays and Wednesdays, 4:00–6:20 pm · Wed 2 September – Wed 4 November 2026

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.

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OFFICE:

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OFFICE HOURS: By appointment — booked through Teams

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

COREQUISITE(S): None

REQUIRED MATERIALS:

There is no required textbook for this course, and students are not required to purchase any materials. All required readings are open-access – government publications, open-access journals, openly licensed textbooks, or material posted by the authors themselves – and every one is linked in D2L.



Core readings, by topic. Where only part of a longer document is assigned, the page range is given in the D2L topic title.

- Earl, L. (2006). Assessment — A powerful lever for learning. Brock Education Journal, 16(1).
- Shepard, L. (2000). The role of classroom assessment in teaching and learning. CRESST Technical Report 517. (Sections 1–2)
- Assessment Consortium of Alberta & Alberta Teachers' Association. (2018). Supporting professional conversations about assessment: An AAC guide for school leaders. (Section 3)
- Earl, L., & Katz, S. (2006). Rethinking classroom assessment with purpose in mind. WNCP / Manitoba Education. (Section I)
- Wiliam, D., & Thompson, M. (2006). Integrating assessment with learning: What will it take to make it work?
- Seifert, K., & Sutton, R. Educational psychology (3rd ed.), Chapter 12: Teacher-made assessment strategies. (Open textbook, CC BY-NC)
- Joint Advisory Committee. (1993). Principles for fair student assessment practices for education in Canada. University of Alberta. (Part A)
- Wiggins, G., & McTighe, J. What is backward design? (Understanding by Design, Chapter 1)
- McTighe, J. (2018). Three key questions on measuring learning. Educational Leadership.
- Alberta Education. Our words, our ways: Teaching First Nations, Métis and Inuit learners. (Chapter 6, Assessment)
- DeLuca, C., Braund, H., Valiquette, A., & Cheng, L. Grading policies and practices in Canada: A landscape study. Canadian Journal of Educational Administration and Policy, 184.
- O'Connor, K. Fifteen fixes for broken grades; Eight guidelines for grading.
- Dueck, M. (2014). Grading smarter, not harder, Chapter 1. ASCD. (Free sample chapter)

COURSE ADDITIONAL READINGS:

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

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

<https://aplac.ca/>

<https://open.alberta.ca/dataset/4596e0e5-bcad-4e93-a1fb-dad8e2b800d6/resource/75e96af5-8fad-4807-b99a-f12e26d15d9f/download/edc-alberta-education-teaching-quality-standard-2018-01-17.pdf>

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.

By 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:

This course is graded out of 100%. Rubric totals are 16 or 20 points depending on the number of criteria; the percentage below is the weight that assessment carries in the final grade, not its rubric total.

Assessment	Weight	Rubric	Issued	Due
Reflection (200–300 words)	15%	/16 · 4 criteria	Session 1 · Wed 2 Sep	Sun 13 Sep, 11:59 pm
Assessment Design and Data Plan	25%	/20 · 5 criteria	Session 9 · Mon 5 Oct	Sun 1 Nov, 11:59 pm
Personal Beliefs Paper	25%	/20 · 5 criteria	Session 1, developed across the term	Fri 6 Nov, 11:59 pm
Final: Mock Interview	25%	/16 · 4 criteria	Recorded in Session 17 · Wed 4 Nov	Fri 6 Nov
Exit Slips	10%	Completion tally	Every session	In class
TOTAL	100%			

Every assessment is marked against a rubric issued when the assignment is issued. Exit slips are completed in class, graded on completion rather than quality, and tallied out of the best 15 of 17 sessions.

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
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:

Seventeen sessions. Topics 1–8 receive two sessions each; Topic 9 receives one. Sessions are numbered by topic and date rather than by week, because a Monday/Wednesday schedule does not map onto calendar weeks.

#	Date	Topic	Focus
1	Wed 2 Sep	1 — Personal Beliefs	Orientation and course framing; ACAI inventory; personal assessment experience
—	Mon 7 Sep	Labour Day	No class
2	Wed 9 Sep	1 — Personal Beliefs	Earl and Shepard jigsaw; case studies; consolidation
3	Mon 14 Sep	2 — TQS and Administrative Procedures	TQS domains; division Administrative Procedures; the ten dimensions
4	Wed 16 Sep	2 — Current trends	Zeros, effort marks, attendance, rewrites
5	Mon 21 Sep	3 — Types of assessment	Diagnostic, formative and summative; the five key strategies
6	Wed 23 Sep	3 — Standardized assessment	PATs, diploma exams, TIMSS and PISA; triangulation
7	Mon 28 Sep	4 — Principles	Validity, reliability, relevance, feasibility, equity
8	Wed 30 Sep	4 — Audit and redesign	Assessment audit and redesign challenge; equity strand
9	Mon 5 Oct	5 — Understanding by Design	Backward design; identifying desired results. Assessment Design and Data Plan issued
10	Wed 7 Oct	5 — Determining evidence	Acceptable evidence; performance task design
—	Mon 12 Oct	Thanksgiving	No class
11	Wed 14 Oct	6 — Diverse learners	Guest speaker: school professionals; accommodation and modification
12	Mon 19 Oct	6 — Adapting assessment	IPP and English language learner task modification
13	Wed 21 Oct	7 — Data collection	Qualitative and quantitative data; coding a real response set
14	Mon 26 Oct	7 — Data analysis	Working with a class dataset; interpretation and its failure modes
15	Wed 28 Oct	8 — Grading challenges	Grading philosophies; report cards
16	Mon 2 Nov	8 — Grading reform	Grading reform stations; debate; interview preparation
17	Wed 4 Nov	9 — Final	Mock interviews; ACAI comparison; course synthesis

STUDENT RESPONSIBILITIES:

- Attend all synchronous sessions. This is a seminar-sized class delivered live on Teams; the course is built on paired and whole-group work, and an absence is felt. Cameras on.
- Complete the assigned reading before the session it belongs to. Sessions open with a reading debrief and a short mini-lecture, then move to group work — the reading is what makes the rest of the afternoon possible.
- Complete the exit slip in the final ten minutes of each session. Exit slips are posted publicly in the D2L discussion for that session and are visible to classmates once you have posted.
- Submit assessments by the posted due dates. If something is going to be late, say so before the deadline rather than after it.
- Register for a LearnAlberta pre-service teacher account in the first week. Two assignments require you to work from a real curriculum outcome in the provincial curriculum viewer.
- Cite your sources, in your own work and in your own words. See the statement on academic misconduct below.

- Check D2L and your NWP email regularly. Course announcements, readings and assignment materials are posted in D2L.

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 at <https://www.nwpolytech.ca/about/administration/policies/index.html>.

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

ACCESSIBILITY SERVICES:

Accessibility Services (AS) at Northwestern Polytechnic is committed to ensuring equal access to academic opportunities for all students. Students who require academic accommodations are encouraged to register with Accessibility Services as early in the term as possible, and to speak with the instructor about approved accommodations at any point in the course. Accessibility Services is located in Room F215 on the main floor of the Learning Commons, and can be reached at (780) 539-2017 or AS@nwpolytech.ca. Accommodations are arranged through the Accommodate system at <https://nwpolytech-accommodate.symlicity.com/>.