



Instructor	Paula Wallace	Phone	575-706-5000
Office	Virtual	E-mail	* pwallace@sulross.edu *(Best method of contact)* pauladwallace@gmail.com
Office Hours	Virtual (by appointment)	Virtual Office Hours	As needed via Blackboard Collaborate Thursdays 7:00-8:00pm (MST)

EDUA 6380–Digital Assessment of Learning

SUMMER II 2025 (7/07/2025 - 8/13/2025)

Course Description:

(3-0)

Examines research theory and practice relevant to assessments. Focuses on assessment strategies for students including developing the skills to select, score, and interpret educational assessments. The application of technology for learner assessment and feedback is explored. Students collaboratively examine digital assessment strategies that engage the interest and meet the diverse needs of learners through alternative assignment and assessment formats. Together, students will learn about ways to use digital assessment to implement data driven instruction for improving teacher performance.

Marketable Skills:

The marketable skills focus on the 4C's of 21st Century Skills which focus on critical thinking, the ability to find solutions to problems; creativity, the ability to think outside the box; collaboration, the ability to work with others because it is inherent in the nature of how work is accomplished in our civic and workforce lives; and communication, the ability to express thoughts clearly, crisply articulate opinions, communicate coherent instructions, motivate others through powerful speech, visual literacy and academic writing.

Citation

National Education Association. (2012). Preparing 21st century students for a global society: An educator's guide to "the four Cs." Washington, DC. Retrieved from <http://www.nea.org/assets/docs/A-Guide-to-Four-Cs.pdf>

Class will address the following Student Learning Outcomes (SLOs):

This course is designed as an introduction to the field of instructional design and technology.

By the end of the course, students will be able to:

- Identify different types of digital assessment question types
- Demonstrate an ability to evaluate different types of digital software assessment systems.
- Demonstrate an ability to develop assessment questions in a digital format
- Demonstrate an understanding of the effects digital assessments can have on student performance.
- Critic an agent's affects and influences on the diffusion of digital formatted assessment and the delivery of its services in an educational setting.
- Discuss and demonstrate an understanding or how digital assessment results can drive instruction.

5/20/25-Latest Update

The ISTE Standards are a framework for innovation in education. These standards help educators and education leaders worldwide prepare learners to thrive in work and life. (www.iste.org/standards)

ISTE Standards for Educators

1. Learner: 1a, 1b, 1c
2. Leader: 2a, 2b, 2c
3. Citizen: 3a, 3b, 3c, 3d
4. Collaborator: 4a, 4b, 4c, 4d
5. Designer: 5a, 5b, 5c
6. Facilitator: 6C, 6D
7. Analyst: 7A, 7B

ISTE Standards for Coaches

1. Change Agent: 1a, 1b, 1d
2. Connected Learner: 2a, 2b, 2c
3. Collaborator: 3a, 3b, 3c, 3d
4. Learning Designer: 4a, 4b, 4c, 4d
5. Professional Learning Facilitator: 5a, 5c
6. Data-Driven Decision-Maker: 6c
7. Digital Citizen Advocate: 7a, 7b, 7c, 7d

ISTE Standards for Educational Leaders

1. Equity and Citizenship Advocate: 1a, 1b, 1d
2. Visionary Planner: 2e
3. Empowering Leader: 3a, 3b, 3c
4. Systems Designer:
5. Connected Learner: 5a, 5b, 5c, 5d

ISTE Standards for Administrators

1. Visionary Leadership: 1a, 1b
2. Digital Age Learning Culture: 2d,
3. Excellence in Professional Practice: 3a, 3b, 3c, 3d
4. Systemic Improvement: 4a, 4b, 4e
5. Digital Citizenship: 5a, 5b, 5c

Required Textbook: No required textbook ([Open Resources Standards Rubric](#))

Required Readings: Provided in Blackboard Course (see reference page)

Requirements:

Students will:

- Participate and collaborate in online discussions, assignments, and activities
- Utilize Blackboard on the SRSU website to fulfill course requirements
- Utilize VoiceThread to participate in oral discussions
- Utilize Web-based Blogs to conduct written blogs for course
- Practice professional conduct and ethics and respectful learning exchanges
- Preserve confidentiality of information shared regarding student, family, or school district experiences

Course Requirements:

- Attendance
 - Students should refer to the *Online Absence Policy* posted in Blackboard under the tab Course Information

regarding participation in an online course.

- Daily Readings
 - We will be covering an enormous amount of information in a very short amount of time because this is an 8-week accelerated course. A large part of the **graduate student** responsibility in this course will be to devote time to the course information. Please note which and what information will be covered and read ahead to keep up with the rigorous pace of the course.

Grading Policy:

Assignments	Number	Points	Total
<u>Week 0</u>			
Written Introductory Discussion	1	25	25
Creating Blog Account	1	25	25
Academic Honesty Assignment	1	25	25
Syllabus Quiz	1	25	25
Contact Information	1	25	25
<u>Week 1-8</u>			0
Blogs	4	100	400
Oral Discussions	3	100	300
Written Discussions	4	100	400
Final Project Prep	2	150	300
Final Project	1	475	475
			2000

A=1800-2000
B=1600-1799
C=1400-1599
D=1200-1399
<1200=F

Course Schedule

WEEK	ASSIGNED WORK	OPEN DATE	CLOSE DATE
Week 00	Course Information & Week 0 Activities Blog Creation Assignment		
Week 1	Introduction to Assessment & Accountability Written Discussion #1 Peer Responses		
Week 2	Assessment Types & Questions Types Oral Discussion #1 & Blog # 1 Peer Responses		
Week 3	Standards Based Assessment Written Discussion #2 Peer Responses to Written Discussion Project Prep #1		
Week 4	Introducing Technology-enhanced Assessment & Feedback Oral Discussion #2 & Blog #2 Peer Responses to Blog		
Week 5	Introducing Technology-enhanced Assessment & Feedback--Continued Written Discussion #3 Peer Responses		
Week 6	Barriers To & Critics To Digital Assessments https://facdevblog.niu.edu/onlinecheating (lecture) Blog #3 Peer Responses to Blog Project Prep #2		
Week 7	Data Analysis Written Discussion #4 & Oral Discussion #3 Peer Responses to Written Discussion		
Week 8	Data Analysis-Continued Graduating students due date: Blog #4- Specific Guidelines Peer Responses to Blog		
Capstone Artifact	Final Project Graduating student's due date: (Hard Date) Non graduating can have an extension with the permission of instructor.		

All assignments are due on the scheduled date no later than 11:59 pm CST.

5/20/25-Latest Update

Grading: All assignments are due on the date posted. Late work WILL NOT be accepted! The only exception to this is medical emergencies (doctor excuse required) or family death (your name must be listed in the obituary).

Communication Policy: The preferable communication source is Blackboard email. Telephone and virtual conferencing communications are also available. An appointment set up through email will need to be made for virtual conferencing. It is reasonable to expect your instructor to answer your emails within 24 hours. In most cases it will be sooner than that.

Attendance Policy: Students are expected to attend all scheduled on- campus classes. Prompt arrival for class is expected. Students in web-enhanced or web classes are expected to log in several times each week to the Blackboard course site on the Internet site. The instructor will monitor the Blackboard log-ins for attendance points. Students are to make themselves aware of the SRSU policies on Absences and Class Attendance posted in the SRSU Student Handbook. SRSU Class Attendance policy states “The instructors may, at their discretion, drop a student from a course when the student has a total of nine absences.” SRSU policy states “An absence is defined as non-attendance in fifty minutes of class; for example, non- attendance in a one and one-half hour class will constitute one and one-half absences and non-attendance in a three hour class will constitute three absences.” Therefore, non-attendance for Weekend Format classes calculates to: Saturday (7 hrs of class time) = 8.4 absences and Sunday (4 hrs of class time) = 4.8 absences. Make up work is at the discretion of the instructor as it relates to “explained or excused” absences. The Absences/Class Attendance policy includes all absences excused or unexcused. In this course you are expected to attend all classes, to be punctual, and to complete all assignments on time.

ADA Accommodations:

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student’s responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartz Grisham, M.Ed., LPC, SRSU’s Accessibility Services Coordinator at 432-837-8203 (please leave a message and we’ll get back to you as soon as we can during working hours), or email mschwartz@sulross.edu Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine. Texas, 79832.

Tobacco Policy: Tobacco is not permitted on the Sul Ross campus.

Academic Integrity: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused. Examples of academic dishonesty include but are not limited to:

Turning in work as original that was used in whole or part for another course and/or professor; turning in another person’s work as one’s own; copying from professional works or internet sites without citation.

Distance Education Students

Students enrolled in distance education courses have equal access to the university’s academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit

online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as

described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Library Information

The Bryan Wildenthal Memorial Library in Alpine. Offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass. Offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may also use online resources available through SWTJC website, library.swtjc.edu. The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Diversity Statement

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

This syllabus may be changed at anytime with notice given to students immediately.

Referenced Readings

- Andrew Aken. An evaluation of assessment-oriented computer-based text analysis paradigms. *Higher Education Research*. Vol. 2, No. 4, 2017, pp. 111-116. doi: 10.11648/j.her.20170204.12
- Abrams, L., Varier, D., & Jackson, L. (2016). Unpacking instructional alignment: the influence of teachers' uses of assessment data on instruction. *Perspectives in Education*, 34(4), 15-28. Retrieved from ERIC database. (EJ130896)
- Bambrick-Santoyo, P. (2010). *Driven by data: a practical guide to improve instruction*. San Francisco, CA: Jossey-Bass.
- Burns, M., (2017) *Tech-based formative assessment: check for understanding in a meaningful and sustainable way with these assessment tools*. Retrieved November 9, 2018 from <https://www.edutopia.org/blog/tech-based-formative-assessment-monica-burns>
- Cabera, D., (2013). *Tips to Reduce the Impact of Cheating in Online Assessment*. Retrieved November 6, 2018 from <https://facdevblog.niu.edu/onlinecheating>
- Cope, B., & Kalantzis, M. (2016). Big Data Comes to School: Implications for Learning, Assessment, and Research. *AERA Open*. <https://doi.org/10.1177/2332858416641907>
- Dembitzer, L., Zelikpitz, S., & Kettler, R. (2017). Designing computer-based assessments: multidisciplinary findings and student perspectives. *International Journal of Educational Technology*, 4(3), 20-31.
- Feeney, J., (2017). How to prevent cheating during online tests. Retrieved November 8, 2018 from <https://www.schoolology.com/blog/how-prevent-cheating-during-online-tests>
- JISC. (2010). *Effective assessment in a digital age: a guide to technology-enhanced assessment and feedback*. Bristol: HEFCE. Retrieved from http://www.jisc.ac.uk/media/documents/programmes/elearning/digiassass_eada.pdf
- Koch, J., (2012). *Teach: introduction to teaching*. Belmont, CA: Wadsworth
- Ploth, R., (2017). *How I got started using technology to assess student learning*. Retrieved November 9, 2018 from <https://www.teachthought.com/technology/how-i-got-started-using-technology-to-assess-student-learning/>
- Powell, S. D., & Powell, S. D. (2012). *Your introduction to education: explorations in teaching*. Boston: Pearson
- O'Donnell, P. (2018). Computers are now grading essays on Ohio's state tests. Retrieved November 9, 2018 from https://www.cleveland.com/metro/2018/03/computers_are_now_grading_essays_on_ohios_state_tests_your_ch.html
- Scriffiny, P., (2008). *Seven Reasons for Standards-Based Grading*. Retrieved November 3, 2018 from <https://eric.ed.gov/?id=EJ814365>
- Stiggins, R. J. (2005). From formative assessment to assessment FOR learning: A path to success in standards-based schools. *Phi Delta Kappan*, 87(4). Retrieved February 1, 2009 from http://www.pdkintl.org/kappan/k_v87/k0512sti.htm
- Townsley, M., (2014). *What is the difference between standards-based grading (or reporting) and competency-based education?* Retrieved November 2, 2018 from <https://www.competencyworks.org/analysis/what-is-the-difference-between-standards-based-grading/>