COURSES

Feature Overview

Tk20

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OVERVIEW

The Courses tab in Tk20 allows an institution to collect, assess and store artifacts that show evidence of students' knowledge, skills, and experience using course assignments, course binders, video assignments (with annotation ability), and observations (in which no student submission is required). The Courses module also includes:

○ <u>LMS Integration.</u> To support LMS integration, Tk20 is LTI 1.1 compliant which includes certification for authentication and Gradebook integration.

○ <u>Faculty Course Dashboard.</u> In a centralized "Course Dashboard" location, faculty have the ability to:

- View completed assessments, submitted assignments, and a list of students who have not yet submitted work.
- Assess student submissions from the dashboard.
- Run real-time graphical course assignment reports (both aggregate and comprehensive).

○ <u>Reports</u>. Tk20 offers several reporting options for data collected within the Courses tab for faculty and administrators.

1 | Define Assessment Plan

Create matrix to define data collection through key assignments and/or key assessments.

6 | Data Analysis

Data results are analyzed and reviewed. Suggestions based off of results are made for program improvement.

5 | Assessment Reports are Generated

Reports will be generated based on data collected in the process:
- Aggregated data
- Outcomes met

2 | Distribute Assessments

Assignment templates will be created in accordance to the matrix and will be distributed to students.

3 | Student Creates Artifact

Completed artifacts will document student's knowledge, skills, and dispositions.

4 | Faculty Assessments

The assignment template will define which assessment instrument will be used to assess the submitted artifact. An assessor can use multiple assessment instruments.

Course-based Assessment Workflow

ASSESSMENT OPTIONS

The Courses tab in Tk20 offers several different options to assess student performance in a course section including the following:

- <u>Assignments</u>. Students submit one item (e.g., file, text, artifact or video) for evaluation by course instructor(s).
- <u>Course Binders</u>. Students submit at least two artifacts for evaluation by course instructor(s).
- <u>Observations</u>. Course instructor(s) evaluate students without student submission.

Templates may be created and utilized across multiple sections of a course offered in various terms to systematically distribute, collect, and analyze course-based assessment data.

Assignments

Tk20 Assignments provide the ability to create consistent data collection abilities across multiple course sections and multiple courses in which only one student artifact is required for submission and evaluation. Templates are created to outline instructions for the student, submission type (e.g., file, text, artifact, or video), standards, and aligned assessment tools.

Template Creation

Assignment Template Creation with File, Text, or Artifact Submission

Assignment Template for Video Submission

Student Submission

Students will be able to submit an assignment that has been distributed to a course section in Tk20. Students will be presented with assignment instructions defined in the template on the left and will be able to upload a file, video, or complete an artifact (i.e., pre-configured form) for submission and evaluation.

Students are also able to review all associated assessment tools used to evaluate their work by clicking on the assessment tool name.

Assignment Submission from Student Perspective

Course Binders

Tk20 Course Binders provide the ability to create consistent data collection abilities across multiple course sections and multiple courses in which <u>at least two</u> student artifacts are required for submission and evaluation. Templates are created to outline instructions for the student, submission type (e.g., file, text, artifact, or video), standards, and aligned assessment tools.
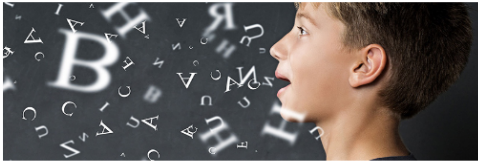
Template Creation

Defining Overall Instructions and Tabs within a Course Binder Template

ECE LANGUAGE DEVELOPMENT ANALYSIS

1. DEFINE TEMPLATE   2. SELECT ATTACHMENTS   3. SELECT ASSESSMENT TOOL(S)   4. REVIEW

2. SELECT ATTACHMENTS

ORAL LANGUAGE DEVELOPMENT

Instructions:

Observe the oral language of a preschool child, ages 2.5 - 5 by completing a storybook-based language observation. Written parent/guardian permission must be obtained and included in your analysis paper.

Storybook conversation:
Select two books that the child is moderately familiar with. Ask the child to tell you the story as you turn the pages, or to "read" the story with you. The child is NOT expected to read the actual text. The book provides a discussion format with the child. If necessary, the teacher candidate may read parts of the story. It is best if a familiar book is used. As you are discussing teh book, tape, or video, record the child in conversation with you. Parents or caregivers may be present, if their presence encourages the child's conversation. However, it is recommended that you do your observation in an isolated location, away from televsion, siblings, or other distractions. Therefore, a classroom setting will NOT work. Engage the child in conversation about the book by asking open-ended questions (i.e., "Why do you think the boy is sad? Tell me about this picture.") Avoid using closed-questions that have one-word answers, such as yes or no questions (i.e., "Do you like this book?"). Do not take notes during the storybook conversation, but use your audio or video tape to complete your analysis.

Attachment(s):*

	Attachment Type	Standard	Reflection
☐	File: Student Artifact		

WRITTEN LANGUAGE DEVELOPMENT

Instructions:

Obtain a writing sample (more than one, if possible) from a child between the ages of 4 and 7. Pre-K or Kindergarten is preferred, but other options can be approved. Written parent/guardian permission must be obtained and included at the end of your paper. You will also need to gather background information about the child's writing development by interviewing the child's teacher or parent/guardian about the opportunities, exposure, and encouragement the child has had in developing early literacy skills. What has influence the child's current skills and ability with writing?

Encourage the child to write for a meaningful purpose, such as a story, a letter, a grocery list, or to write about a picture drawn. This writing should be done without help and should be the child's attempt at expressing his or her own thoughts in written word. Do not spell words for the child. You may ask, "What sound do you hear?" and "What do you think makes that sound?" Observe the child as s/he writes and note comments made by the child (or you) as the text is produced. Note what may have helped or hindered the child's writing, such as print in the environment, distractions in the room, or the child's lack of confidence. Do not write on the child's paper and write all notes on a separate piece of paper. Have the child read back to you what has been written. More than one sample may be needed to obtain an in-depth analysis. The child may include an illustration, but it may not be used alone.

Attachment(s):*

	Attachment Type	Standard	Reflection
☐	File: Student Artifact		

Prev   Next   Save   Close

Defining Instructions and Submission Requirements per Tab in Course Binder Template

Student Submission

Students will be able to submit a course binder that has been distributed to a course section in Tk20. Students will be presented with instructions for the overall binder and for each tab as defined in the template and will be able to upload required attachments for submission and evaluation.

Students are also able to review all associated assessment tools used to evaluate their work by clicking on the assessment tool name in the Assessment tab of the Course Binder.

LANGUAGE DEVELOPMENT ANALYSIS

Language Development Analysis	Oral Language Analysis	Written Language Analysis	Assessment	Standards	Extensions

Feedback

INSTRUCTIONS

Observe the oral language of a preschool child, ages 2.5 - 5 by completing a storybook-based language observation. Written parent/guardian permission must be obtained and included in your analysis paper.

Storybook conversation:
Select two books that the child is moderately familiar with. Ask the child to tell you the story as you turn the pages, or to "read" the story with you. The child is NOT expected to read the actual text. The book provides a discussion format with the child. If necessary, the teacher candidate may read parts of the story. It is best if a familiar book is used. As you are discussing teh book, tape, or video, record the child in conversation with you. Parents or caregivers may be present, if their presence encourages the child's conversation. However, it is recommended that you do your observation in an isolated location, away from televison, siblings, or other distractions. Therefore, a classroom setting will NOT work. Engage the child in conversation about the book by asking open-ended questions (i.e., "Why do you think the boy is sad? Tell me about this picture.") Avoid using closed-questions that have one-word answers, such as yes or no questions (i.e., "Do you like this book?"). Do not take notes during the storybook conversation, but use your audio or video tape to complete your analysis.

Analyze your oral recording, noting the child's language abilities in phonetics, semantics, syntax, morphology, and pragmatics. Compare your findings with the textbook and classroom information. How well does a child's "real-life" oral language match what your text or classroom discussions described? Your paper will be strengthened if you give actual examples from the child's conversation to illustrate the point.

Family Interview:
After you have completed your oral analysis, interview the child's parent/guardian/or other primary caregiver to learn more about the child's oral language development. (Note: If the analysis is done with your own child, answer the questions from the parent's point-of-view.) During the interview, share your analysis information and get the family's input into whether the language skills used were typical of the child's functioning. Share three specific recommendations to support the child's further oral language development.

Your analysis paper should be in PDF or Word (.docx) format and be 8-10 pages in length (single-spaced).
Please attach your paper to this portion of the binder by selecting "Click here to attach" below.

ATTACHMENT(S):

File: Select

Standard(s)

Submit   Save   Close

Student Submission Screen within a Course Binder

Observations

When no student submission is required, course instructors may elect to complete Observations in Tk20. The Observations feature allows faculty to select a pre-configured assessment tool (i.e., rubric) and complete one or more evaluations for each student enrolled in the course section.

Selecting Assessment Tool and Course Section for Observation

Selecting Students to Complete Observation

Data Form Uploads

Institutional administrators may also benefit from uploading observation data in bulk using Data Form Uploads in Tk20. This feature provides the ability for an administrator to compile completed rubric data within one Excel file which includes key data and column headers for user, course, and form matching (i.e., Student ID, Term Code, Course Section ID, Criteria, etc.).

Tk20 provides a mapping feature to connect key elements within the Excel file to fields within the Tk20 database. Once the import is complete, administrators and faculty will be able to generate Courses reports to aggregate Observation data uploaded in bulk.


Mapping Data Points from Excel to Tk20 within Data Form Uploads
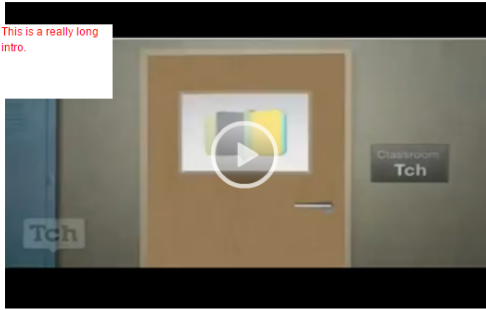
FACULTY DASHBOARD

Faculty will benefit from a Courses Dashboard which illustrates all Assignments and Course Binders distributed to a course section for each respective term. Faculty will be able to monitor completion, directly assess student submissions, and generate reports on completed assessments from the Dashboard.

A color-coding system is enabled indicating which students have been assessed (green), submitted with assessment pending (yellow), and not yet submitted (grey).
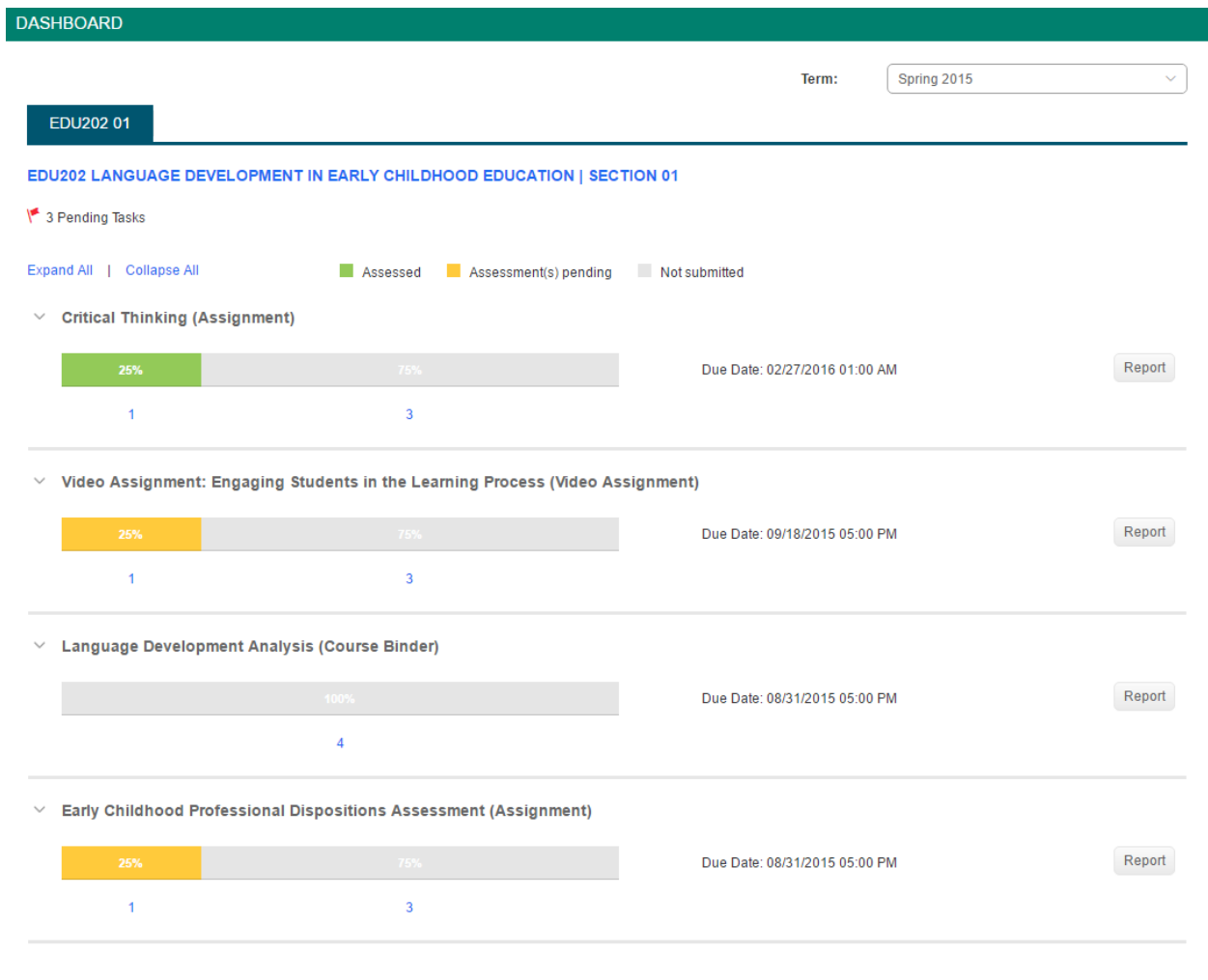
Faculty Courses Dashboard Indicating Student Submission Status

Faculty may select highlighted numbers respective to each submission status and select individual students to assess. A split-screen will appear allowing course instructors to review student submissions and evaluate their work using the aligned assessment tools.

Assessment Split-Screen for Video Assignment Evaluation

Faculty are able to generate and export reports per assignment from the Dashboard by clicking Report next to each Assignment or Course Binder.
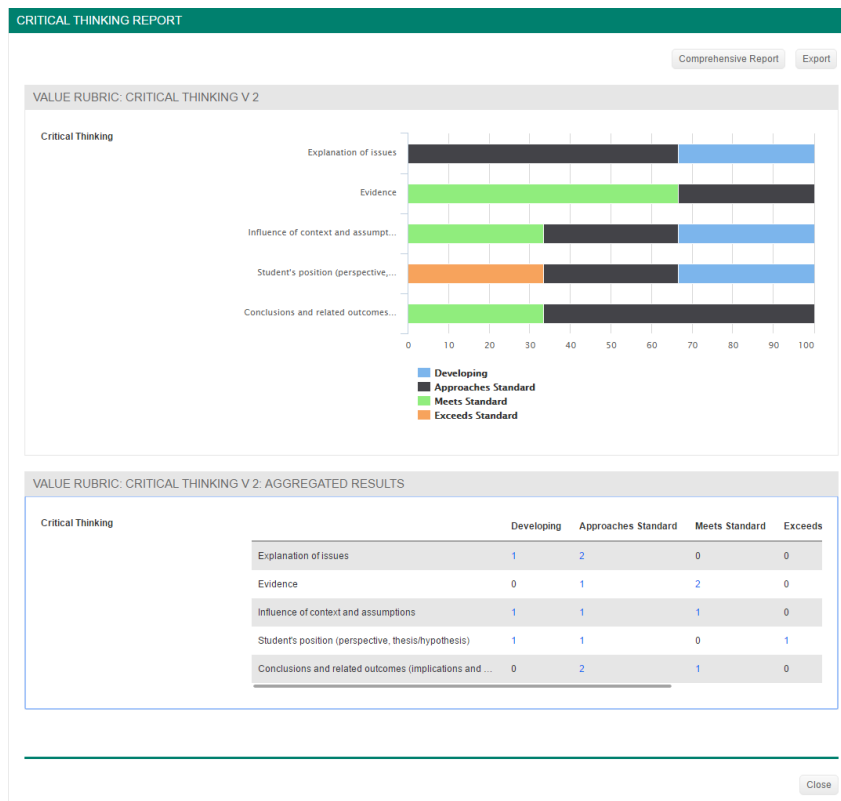
Faculty Dashboard Report for Course Assignment

LMS INTEGRATION

As an official LTI Tool Provider, Tk20 proudly offers integration with Learning Management Systems (LMS) that are LTIv1.0 or LTIv1.1 compliant (including but not limited to versions of Blackboard, Canvas, D2L, Moodle, etc.). Gradebook return is offered exclusively for LMS platforms that are LTIv1.1 compliant. A full list of compliant LMS platforms may be found **here** on IMS Global's website.

The LMS integration is made possible by embedding external tools links within a course in an LMS. These links create the ability to match LMS users with Tk20 user records through a series of context matching, connecting user, course section, and Tk20 assignment data. Links may be copied forward from term to term and are not specific to any individual assignment.

Adding Link to a Tool Provider within Course in Blackboard

Once configured, students and instructors are able to click the link within the course section and be directed to the Tk20 Assignment or Course Binder.
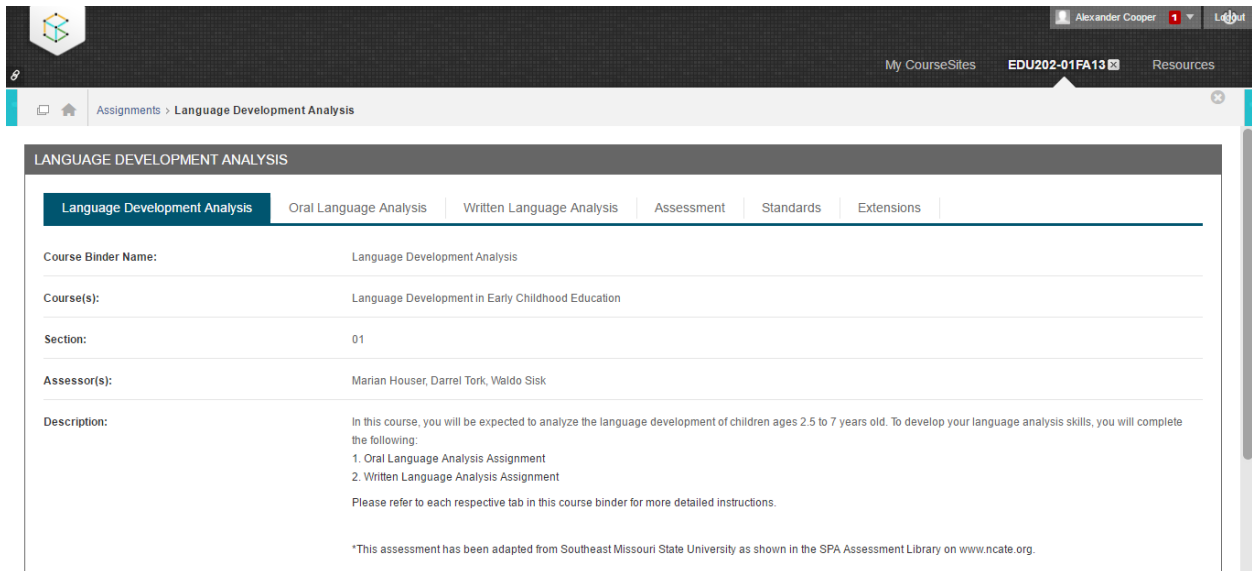
Course Binder Submission Page from Student Perspective in Blackboard
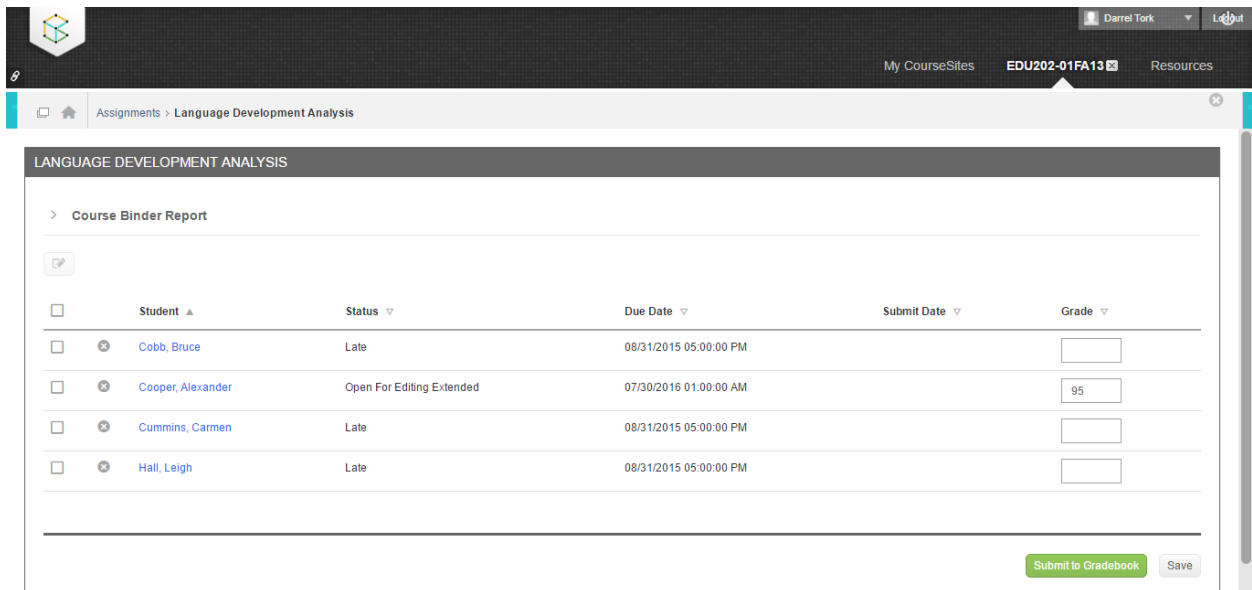
Selecting Students Course Binders to Evaluate from Faculty Perspective in Blackboard

For LMS platforms that are LTIv1.1 compliant, instructors will be able to enter a final grade for the Assignment or Course Binder (a value from 0-100) that will be passed back to the LMS gradebook.

REPORTS

Tk20 provides a wealth of reporting options for course-based assessments which include aggregated data and graphical visualization of data. The following reports are a few examples of reporting abilities related to course-based assessment:

- Courses 001: Comprehensive Report on Course Information
- Courses 002: Coursework and Observations Assessment Report for Administrators
- Courses 003: Coursework and Observations Assessment Report for Faculty
- Courses 062: Comprehensive Report on Assignment and Project Content
- Courses 067: Aggregate Report on Coursework Assessments by Standard

In addition, administrative users may generate reports using Instant Insights to create customized reports using data collected within the Courses tab.
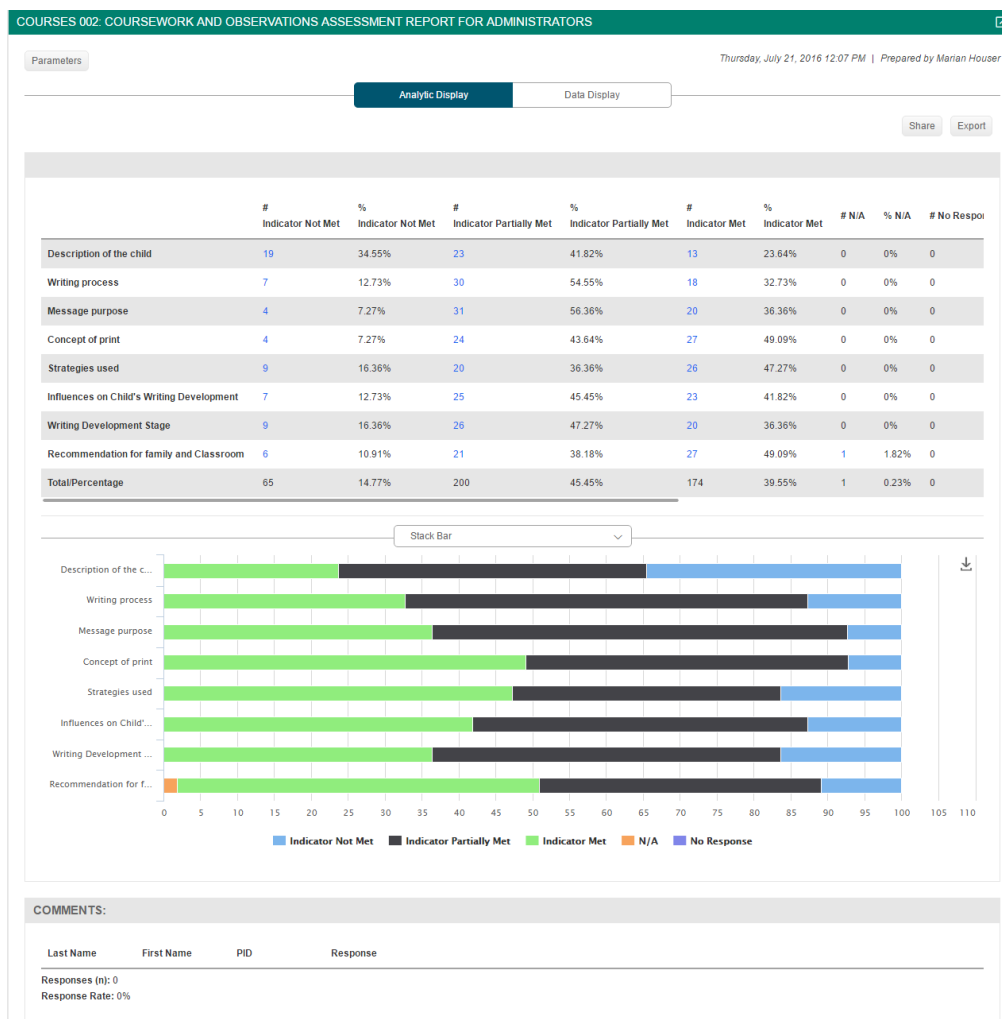
Analytic Display in Courses 002: Coursework and Observations Assessment Report for Administrators

SUPPORT RESOURCES

All users in Tk20 will have access to the Tk20 Help Desk which includes step-by-step instructions on how to complete tasks within the system. To access the Help Desk, users will be able to click the Help button in the right hand corner of the screen. Users may always click **Home** in the HelpDesk to search for tab-specific and role-specific support materials.

Tk20

Home   Quick Guides   FAQ   Contact Us

Tk20 Help Desk

How can we help you? Ask a question or search for terms.

Q   Search the Help Desk...

Quick Guides

Short step-by-step guides to help you complete various tasks within Tk20.

User Guides

These comprehensive user guides will help you complete all tasks within Tk20.

FAQ

Some of our favorite Frequently Asked Questions.