

10/13/04

## SYLLABUS

Aurora University

OEDS 5446

Standard-Algn Clsrm Lrng Team

3 semester hours graduate credit

### 1. Catalog Description

This course, conducted in the learning team format, seeks to build a deep and far-reaching understanding of the use of the Illinois Learning Standards as clear learning targets, the difference between sound and unsound assessment, and the ability to align Learning Standards (learning targets) and assessment, promoting the effective use of assessment as a teaching tool.

### 2. Course Overview

This course will utilize the framework for Assessment Literacy Learning Teams, set out by Richard Stiggins of the Assessment Training Institute, Portland, Oregon. Building-based learning teams of 3 to 7 members will meet regularly over a six to nine month period. Team members will build deep and far-reaching understanding of the difference between sound and unsound classroom assessment, including the effective use of assessment as a teaching tool. They will read and study the text *Student-Involved Classroom Assessment, 3<sup>rd</sup> Edition*, by Richard J. Stiggins of Assessment Training Institute, Portland, Oregon, and its associated print and video training materials. They will complete suggested activities at the end of chapters and as described in the Learning Team Plan. They will use other resources as recommended.

Learning time will be spent as follows:

- A. 25% of total learning time reading or gathering information about potentially useful new assessment ideas and strategies
- B. 50% in experimentation with new ideas and in reflection on "what works in my own classroom"
- C. 25% in learning team meetings, sharing lessons each member learned in their classrooms

Between team meetings, each member agrees to complete agreed upon assignments designed to advance the team's collective knowledge and skills in classroom assessment. The combination of individual study and data collection, experimentation in their own classrooms, and discussion of what worked and what didn't and why in the learning teams will impact their effective use of assessment in the classroom. Effective classroom practice will lead to increased student achievement.

This is a three semester hour course with 12 sessions of approximately 2 hours, and the remainder of 68 hours of study distributed as mentioned above in points A and B. It is expected that four hours will be needed for team members to complete the reading, reflecting and experimenting for each of the 15 chapters.

Members of the Learning Teams will use Appendix D "Setting up and Conducting Learning Teams" as an additional guide for proceeding through the Learning Team experience.

### **3. Student Learning Objectives**

*As a result of this course, the participant will:*

1. Know and understand the use of the Illinois Learning Standards as clear learning targets for their students
2. *Know and understand* five standards of assessment quality and how to use assessment to promote maximum student achievement;
3. *Reason* through when to use various assessment methods and how to use them effectively to promote success at individual student, classroom, building, and district levels;
4. *Skillfully develop* and use Standards-Aligned assessments and learning activities to maximize student motivation and achievement;
5. *Invest* the time and energy needed to become assessment literate and to develop and use high-quality assessments.

### **4. Teaching Method/Class Format**

The primary organizational structure of this program of study is the learning team. Working in groups of three to seven, participants will take responsibility for their own professional development. They will proceed chapter-by-chapter through the text, relying on supplementary videos and reading as needed, to strengthen their assessment literacy. The learning teams and leadership within teams will be coordinated at the local district level or at the Regional Office of Education.

The amount of work to be completed will require a time investment of four hours per text chapter, including reading, reflecting, completing associated assignments, and team work. Thus, the total work time will be 68 hours. Of this, three quarters is individual study, reflection, experimentation in the classroom, and other work. One fourth of the time is cooperative efforts within the learning team.

### **5. Texts and Required Reading**

*Student-Involved Classroom Assessment, 3rd Edition* Stiggins, Richard J. (2001)  
OH: Merrill, an imprint of Prentice Hall

### **6. Units of Work (Session. . . Topic. . . Text/ Assignment)**

All Units of Work are listed on "Appendix A." (Attached)

**7. Class Assignments** (for complete description, see Section #8: Evaluation and Grading Procedures)

Participate in learning team meetings.

Create a classroom Assessment Professional Growth Portfolio

Keep a learning log of team meetings, insights, etc.

Create a standards-aligned lesson/unit plan with aligned assessment

**8. Evaluation and Grading Procedures**

It is a very high priority in this professional development program that individuals and teams take responsibility for monitoring their own improvement as classroom assessors or the essential learning achievement targets.

**Complete and submit:** (See the evaluation rubrics for portfolio and lesson plan in Appendix C.)

**a. Classroom Assessment Professional Growth Portfolio.**

Over the full term of study, each participant gathers and presents to the team evidence of increasing mastery of the essential learning and mastery of assessment literacy. The individual record of improvement takes the form of a portfolio. See complete guide in the *Appendix*.

- a) Times for Reflection are interspersed throughout the text. Readers take time to write down their responses.
- b) Classroom applications of study and team discussions.
- c) Exercises at the end of each chapter designed to promote reflection and further learning.
- d) Confidence Assessment Survey – pre and post

b. **1-2 page summary of the Learning Log** (personal journal) including description of insights gained through the learning team experience with standards and assessment. Emphasis should be placed on personal insights, breakthroughs, achievements, frustrations, etc. as they apply to information in the classroom

c. **Aligned lesson/unit plan—Write a standards-aligned lesson/unit plan for use in your classroom. Include all elements as spelled out in the Lesson/Unit Plan Rubric in Appendix D. This is your opportunity to show your growth in standards-alignment and assessment literacy as applied to your work in your classroom.**

**Grades will be determined by:** (See rubrics in appendix C and AU grading information in appendix D)

Attendance and Participation at team sessions	10 pts
Growth Portfolio	50 pts (double rubric score)
Learning Log Summary	20 pts (rubric score)
Aligned Lesson Plan	20 pts (rubric score)

- A – 90 pts or above
- B – 80 – 89 pts
- C – 70 – 79 pts
- F – less than 70 points

Course participants will be evaluated consistent with a well-established graduate level study practice.

Policy regarding late work and make-up work: Students must show evidence that they have completed reading and assignments for any sessions missed, recording such evidence in their Classroom Assessment Growth Portfolio.

## 9. Bibliography

### ASSESSMENT AND STUDENT MOTIVATION

Covington, M. (1992). *Making the Grade: A Self-Worth Perspective on Motivation and School Reform*. New York, NY: Cambridge University Press. Kohn, A. (1993) *Punished by Rewards*. New York, NY: Houghton Mifflin Co.

### ASSESSING IN DIVERSE CLASSROOMS

Farr, B.P. & Trumbull, E (1997) *Assessment Alternatives for Diverse Classrooms*, Norwood, MA: Christopher Gordon. ISBN 0-926841-50-51-X.

Regional Educational Laboratories (2000). *Making Assessment Work for Everyone: How to Build on Student Strengths*, San Francisco: WestEd..

#### LEARNING TARGETS

Erickson, H.L. (1998) *Concept-Based Curriculum and Instruction: Teaching Beyond the Facts*. Thousand Oaks, CA: Corwin.

Wiggins, G. & McTighe, J. (1998) *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development.

#### STUDENT-INVOLVED COMMUNICATION ABOUT ACHIEVEMENT

Austin, T. (1994). *Changing the View: Student-Led Conferences*. Portsmouth, HN: Heinemann.

Davies, A., Cameron, C., Politano, C., & Gregory, K. (1992). *Together is Better: Collaborative Assessment, Evaluation & Reporting*. Merville, British Columbia: Connections Publishing.

#### PERFORMANCE ASSESSMENT

Arter, Judith A. and McTighe, Jay (2001). *Scoring Rubrics in the Classroom: Using Performance Criteria for Assessment and Instruction*, Corwin Press.

#### WRITING ASSESSMENT

Spandel, V. (2001) *Creating wRtiers: Linking Assessment and Writing Instruction*, 3<sup>rd</sup> Ed. New York, NY: Addison-Wesley/Longman.

#### **10. Attendance Policy**

Students are required to attend all sessions. No student may miss more than 20% of the class meeting time and qualify for credit for this course.

#### **11. Academic Honesty and Integrity Statement**

Students are expected to maintain academic honesty and integrity as students at Aurora University by doing their own work to the best of their ability. Academic dishonesty (cheating, fabrication, plagiarism, etc.) will result in the student's receiving a zero for that test, assignment, or paper.

#### **12. Final Examination Policy**

A final, culminating activity:

Students will present their portfolios and describe their improved assessment approaches.

#### **13. American Disability Act Compliance**

In compliance with ADA guidelines, students who have any condition, either permanent or temporary, which might affect their ability to perform in this class are encouraged to inform the instructor at the beginning of the term. Adaptations of

teaching methods, class materials, including text and reading materials or testing, may be made as needed to provide for equitable participation.

**Appendix A  
Units of Work, Assignments**

For all meetings, use the Generic Meeting Agenda (Appendix B)

Meeting 1 Use of meeting time	Review Generic Meeting Agenda. Discuss Standards issues. Unpack a standard as a group, listing knowledge, skills, products and reasoning represented in the standard.
Assignment	Unpack a standard that you will be teaching soon. Connect assessments and lessons to that standard, designating which KRSP is being addressed in actual lessons. Record 2-4 journal entries that capture your understanding and reference to Illinois Learning Standards in your classroom.
Meeting 2 Use of meeting time	Share journal entries. Share ways in which you helped your students to use standards as learning targets. Discuss and share understanding about the differences between standards-led and traditional planning.
Assignments	1. Read and experiment with material in <b>Chapters 1 and 2</b> of <i>Student-Involved Classroom Assessment</i> . 2. Start to collect materials in your working file and growth portfolio. (See Appendix A of workbook.)
Meeting 3 Use of meeting time	<b>Chapters 1 and 2.</b> Assessment and student motivation, Users and Uses of assessment. Watch the <i>Imagine! Assessments That Energize Students</i> video.
Assignments	1. Read and experiment with material in <b>Chapters 3 and 4</b> Types of Achievement targets, alignment to various assessment <b>methods</b> 2. Complete <b>end of Part I</b> portfolio development
Meeting 4 Use of meeting time	<b>Chapters 3 and 4</b> --types of achievement targets and their alignment to various assessment methods, and end of part I portfolio development. Use the guide sheet: Questions about standards as learning targets for students. Watch the <i>Creating Sound Classroom Assessments</i> video.
Assignments	1. Read and experiment with materials in <b>Chapters 5 and 6</b> . 2. Collect evidence of important learning and insights in your working folder.
Meeting 5 Use of meeting time	<b>Chapters 5 and 6</b> Selected response and essay methods of assessment. Watch the <i>Paper and Pencil Assessments</i>

	video.
Assignments	Read and experiment with materials in <b>Chapters 7 and 8</b> . Collect evidence of important learning and insights in your working folder.
Meeting 6 Use of meeting time	<i>Content:</i> <b>Chapters 7 and 8</b> Performance Assessment and Personal Communication forms of assessment
Assignment	Complete <b>end of Part II</b> portfolio development. (Appendix A of workbook)

Meeting 7 Use of meeting time	<b>End of Part II</b> portfolio development.
Assignment	Read and experiment with material in <b>Chapter 9--assessing reasoning</b> . Collect evidence of important learning or insights in your working folder.
Meeting 8 Use of meeting time	<b>Chapter 9--assessing reasoning</b> . Watch the <i>Reasoning video</i> .
Assignment	Read and experiment with material in <b>Chapters 10 and 11--assessing skills, products, and dispositions</b> . Complete <b>end of Part III</b> portfolio.
Meeting 9	<b>Chapters 10 and 11 and end of Part III portfolio</b> .
Assignment	Read and experiment with material in <b>Chapters 12 and 13--standardized testing and grading</b> . Collect evidence of important learning or insights in your working folder.
Meeting 10	<b>Chapters 12 and 13</b> . Watch the <i>Grading video</i> .
Assignments	Read and experiment with material in <b>Chapters 14 and 15</b> portfolios and student-involved conferences. Collect evidence of important learning or insights in your working folder.
Meeting 11	<b>Chapters 14 and 15</b>
Assignments	Cull through your working folder to assemble your final growth portfolio and prepare for portfolio celebration of learning.
Meeting 12	Present and discuss all team members' growth portfolios. Consider inviting guests and making it a celebration. Debrief the entire experience and consider further learning experiences.

APPENDIX B  
 THE STANDARDS-ALIGNED CLASSROOM  
 Learning Teams  
 Generic Meeting Agenda  
 (Use and modify as needed by your team.)

<b>Opening</b> <b>5-10 minutes</b>	<ul style="list-style-type: none"> <li>• Reaffirm group norms (periodically as needed.)</li> <li>• Review goals, agenda, and participant roles for the meeting.</li> </ul>
Content/Ideas 75-100 minutes	<ul style="list-style-type: none"> <li>• Briefly review the key ideas in <i>Student Involved Classroom Assessment chapters you read between meetings. This can be open-ended or can use activities from the Workbook.</i></li> <li>• Share experiences with the applications tried between meetings and/or the portfolio work done--<i>Workbook</i> activities, or other applications designed by the group.</li> <li>• View recommended ATI videos.</li> </ul>
<b>Planning</b> 10-20 minutes	<ul style="list-style-type: none"> <li>• Designate <i>Student-Involved Classroom Assessment</i> chapters to read between meetings</li> <li>• <i>Workbook</i> activities to try between sessions.</li> <li>• <i>Workbook</i> or other applications to try between meetings.</li> <li>• Portfolio or other self-reflection work to be done between meetings.</li> <li>• Goals and agenda for the next meeting. The group (or leader for the next meeting) can select workbook activities or design its own activities.</li> </ul>
<b>Wrap-up</b> 5-10 minutes	<ul style="list-style-type: none"> <li>• Reflect on the meeting <i>Team Meeting Log</i></li> <li>• Select or assign roles for next meeting.</li> </ul>

## Appendix C – Evaluation Rubrics

### Aligned Lesson Plan Rubric

CRITERIA FROM TEMPLATE	2	1	0	Score
<b>Benchmark/Standard</b>	Standard(s) and Benchmark(s) are clearly evident		Standard(s) and/or Benchmark(s) are unclear <b>OR</b> They are not present.	
<b>Knowledge</b> <i>What knowledge and understanding must students have to master the specific benchmark(s)/standard(s)?</i>	Clearly and comprehensively identifies the appropriate knowledge statements aligned to the benchmark(s)/standard(s).	Identifies appropriate knowledge statements aligned to the benchmark(s)/standard(s).	Does not identify the appropriate knowledge statements. <b>OR</b> The knowledge statements are not present.	
<b>Reasoning</b> <i>In what ways can students draw on their knowledge and understanding to reason and solve more complex problems related to the benchmark(s)/standard(s)?</i>	Clearly and comprehensively identifies the appropriate reasoning statements aligned to the benchmark(s)/standard(s).	Identifies appropriate reasoning statements aligned to the benchmark(s)/standard(s).	Does not identify the appropriate reasoning statements. <b>OR</b> The reasoning statements are not present.	
<b>Skills</b> <i>What skills must students demonstrate to show mastery of the selected benchmark(s)/standard(s)?</i>	Clearly and comprehensively identifies the appropriate skills aligned to the benchmark(s)/standard(s).	Identifies appropriate skills aligned to the benchmark(s)/standard(s).	Does not identify the appropriate skills. <b>OR</b> The skills' statements are not present.	
<b>Products (If Applicable)</b> <i>What tangible products must students produce to show mastery of the selected benchmark(s)/standard(s)?</i>	Clearly and comprehensively identifies the appropriate products aligned to the benchmark(s)/standard(s).	Identifies appropriate products aligned to the benchmark(s)/standard(s).	Does not identify the appropriate products. <b>OR</b> The product statements are not present.	

<i>Standard(s)?</i>				
<b>Selected Assessments</b> What students do to demonstrate mastery: <ul style="list-style-type: none"> <li>▪ <i>Selected Response</i></li> <li>▪ <i>Essay</i></li> <li>▪ <i>Personal Communication</i></li> <li>▪ <i>Performance Assessment</i></li> <li>▪ <i>Other</i></li> </ul>	Selected assessment(s) match(es) the appropriate assessment method with the learning target(s). <b>AND</b> There are an appropriate variety of assessments based on the learning target(s). <b>AND</b> Scoring guide(s)/rubric(s) is clear and appropriate.	Some, but not all selected assessment(s) match the appropriate method and the learning target(s). <b>OR</b> There are a limited variety of appropriate assessments based on the learning target(s). <b>OR</b> Some but not all parts of scoring guide(s)/rubric(s) are appropriate.	Selected assessment(s) are inappropriate and/or do not match the appropriate method. <b>OR</b> The assessment(s) are not present. <b>OR</b> Scoring guide(s)/rubric(s) is inappropriate or not present	
<b>Instructional Strategies</b> <i>The instructional strategies include, but are not limited to:</i> <ul style="list-style-type: none"> <li>▪ <i>Description of activities and procedures</i></li> <li>▪ <i>Estimated class time</i></li> </ul>	Instructional strategies and learning activities are clearly and appropriately matched to the benchmark(s)/standard(s). <b>AND</b> Activities & procedures are clearly described.	Some but not all instructional strategies and learning activities are clearly and appropriately matched to the benchmark(s)/standard(s). <b>AND</b> Some of the activities & procedures are described.	Instructional strategies and learning activities are inappropriately matched to the benchmark(s)/standard(s). <b>OR</b> Instructional strategies are not present.	
<b>Resources &amp; Materials</b> <i>Books, videos, websites and other materials, if applicable, for the lesson/unit.</i>	List of resources and materials is complete, if applicable.	List of resources and materials is incomplete or not applicable to this lesson/unit.	List of resources and materials is missing, if applicable.	
<b>Potential Accommodations</b> <i>What adjustments might be made with students with individual or</i>	Potential accommodations are clear and appropriately identified.	Potential accommodations are identified, but all are not clear and/or appropriate.	Potential accommodations are inappropriately identified. <b>OR</b> They are not	

<i>special needs? Remedial or accelerated</i>			present.	
<b>Submission to Web site</b>	Lesson was submitted on web site after coach and peer review.	Lesson was submitted on web site with out coach/peer review.	Lesson was not submitted on website.	
<b>The following component of the Template is recommended, but not required to be included.</b>				
<b>Follow-Up</b> <i>What activities might be used for remediation or extension?</i>	Follow-up activities are clear and appropriately identified.	Follow-up activities are identified, but all are not clear and/or appropriate.	Follow-up activities are inappropriately identified. <b>OR</b> They are not present.	

### Portfolio Rubric

	4	2	0
<b>Portfolio Contents</b>	Portfolio shows accurate and extensive understanding of the topics	Portfolio shows accurate understanding of the topics	Ideas are limited and hard to understand, Portfolio appears disconnected, like a collection of random thoughts
<b>Units of study -- exercises completed for chapters studied</b>	Student completes exercises for chapters studied.	Student selects exercises for a few of the chapters studied.	Student completes no exercises.
<b>Classroom applications</b>	Uses examples of classroom applications and examples of feedback from student.	Uses some examples of classroom applications.	No examples of classroom applications.
<b>Portfolio Presentation</b>	Has few errors in information. Uses SAC vocabulary correctly and precisely.	Has few errors in information. Uses SAC vocabulary correctly	The focus tends to shift. SAC vocabulary is used incorrectly
<b>Confidence Assessment</b>	Completed pre and post survey.	Completed only once	Not included in the portfolio

Survey			
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### Learning Log Summary Rubric

	20	10	0
Learning Team Experience	Insights on learning team process included	Reference to learning team process	No discussion of learning team process.
Standards Aligned Classroom Project	Impact of SAC on student achievement/motivation.	Reference to SAC	No discussion of SAC

## Appendix D – Aurora University Course Information

### GRADUATE GRADING SYSTEM

(The graduate grading system was reviewed by Deans' Council and forwarded to the Academic Standards committee for deliberations. This has been approved by the Academic Standards Committee on 5 May 1992 for presentation to the Faculty Senate on 12 May 1992 for approval. This was approved by the Faculty Senate on 12 May 1992.

At the end of the course, letter grades are awarded as defined:

A (4 quality points per course unit) Excellent. Denotes work that is consistently at the highest level of achievement in a graduate college or university course.

B (3 quality points per course unit) Good. Denotes work that consistently meets the high level of college or university standards for academic performance in a graduate college or university course

C (2 quality points per course unit) The lowest passing grade. Denotes work that does not meet in all respects college or university standards for academic performance in a graduate college or university course.

F (0 quality points per course unit) Failure. Denotes work that fails to meet graduate college or university standards for academic performance in a course.

### THE STANDARDS-ALIGNED CLASSROOM: TRAINING AND LEARNING TEAMS

Aurora University graduate credit for participation on the Standards-Aligned Classroom Learning Team

3 semester hours graduate credit

Please note: A learning team is a self-directed group of 3 to 6 people who study a selected topic, apply it to their teaching practice, reflect on the success of their experiences, and share reflections with other team members for their input and problem solving assistance. A learning team is *not* a course taught by an instructor.

Following are the procedures for ROE's and ISC's to follow when establishing Standards-Aligned Classroom Learning Teams for Aurora University graduate credit:

1. Establish a Contractual Academic Partnership with Aurora University. Contact Jane Thompson in the School of Education at Aurora University for assistance. She can be reached at 630 844-3858. If your ROE or ISC is already a Contractual Academic Partner, you can omit this step.
2. Designate an instructor of record, who is an approved instructor for Aurora University.
  - To qualify for Aurora University adjunct instructor status, the applicant must have a minimum of a master's degree; applicants must submit an official (no copies) transcript for his or her terminal degree and vita. A biographical form is available at <http://www.aurora.edu/education/cap.htm>
  - This can be an ROE staff person, or a person who has been trained as a Standards-Aligned Classroom coach.
  - The instructor of record does not have to be the coach who is assigned to the specific team. The instructor receives and reviews the evidence of completion from each credit-seeking student, and assigns a grade based upon criteria contained in the syllabus.
  - The instructor of record is not expected to attend or teach at the learning team sessions.
3. The CAP schedules the learning team experience with Aurora University, using a Request to Schedule form. All learning teams in the ROE area can be scheduled as one section, so follow these procedures: List a beginning and ending date; state that the times are TBA by the teams.
4. The CAP provides each coach with registration forms and evaluation forms. Evaluation forms should be completed at the end of the learning team course work.
5. The coach distributes a copy of the syllabus to each team member who wishes to obtain graduate credit, and informs participants of the date to register, which should be the first team meeting. Participants must register on the specified date and date their checks with that date. Participants may not decide at a later time during the learning team experience or at the end that they wish to obtain graduate credit. It is not necessary for every member of the learning team to obtain graduate credit for the experience. It is each individual participant's responsibility to fulfill his or her course requirements.

6. For each participant seeking graduate credit, the coach obtains a completed registration form and a check payable to Aurora University - contact the ROE/ISC for the amount. The coach needs to be certain that each student has signed the registration form, has supplied his or her social security number, and that all checks are written to Aurora University. *(If an ROE or ISC chooses, it can process students' checks and submit one check to Aurora University. In that case, follow local policy and payee name.)*
7. Aurora University requires Registration Forms to have an original student signature. Do not submit any faxed copies of the Registration Forms. Registration forms must be printed on gray or yellow paper.
8. The coach submits all registration forms, with checks paper-clipped to each registration form to the Instructor of Record.
9. The Instructor of Record completes an official Aurora University Class Roster form and, following the directions on the Class Roster cover sheet, mails all but the white copy of the Class Roster and all registration forms and checks to Aurora University.
10. The white copy of the Class Roster is used as the grade sheet, and is completed and signed with an original signature by the Instructor of Record within two weeks of a date set by the ROE/ISC as the ending date of the Learning Team experience. The Grade Sheet and course evaluation forms are mailed to Aurora University. A transcript is issued to the student within 6 - 8 weeks of receipt by Aurora University of final grades.
11. The Official Course number and title must be used on all registration and class roster forms. (That information will be available as soon as the course is approved by Aurora University.)