

**Syllabus
Aurora University**

**OEDS5841
Standard-Algn Clsrm Lrng Team2**

3 semester hours graduate credit

1. Catalog Description

Assessment and instruction cannot be separated. Assessment identifies for both the student and teacher the next step of instruction. However, the implementation of new instruction and assessment skills can be a threatening and overwhelming experience. The class is designed for interested members of Level Two learning teams to learn about and share a new vision of student evaluation; a vision that includes learning standards, meaningful performance tasks, and authentic classroom assessments to help students become reflective, lifelong learners.

2. Course Overview

This course is designed for individual members of building based-learning teams of 3-7 members. Coursework will provide an in-depth study to virtually all aspects of the assessment process and that can be applied to all curricular disciplines at all grade levels.

In a balanced assessment environment some of the traditional ground rules change. For many teachers uncertainty about how to design and interpret sound, quality assessment grows into a fear that stops them from attempting to provide instruction based on their students' varied readiness, interests and needs. The main objective of this course is to provide a structure of knowledge, so participants can develop a balanced assessment plan. The plan will call for implementing a wide variety of novel challenges that measure students' growth and development of a wide range of skills that involves the whole child-mentally, physically, aesthetically, socially, and emotionally. Participants will explore strategies for making students, parents, and themselves feel "at home" in an assessment environment that encourages continuous growth for all students.

The course will recognize that teams will be at varying readiness in the assessment process. Some will leap like leopards through a given task, others will move at a more measured gait. What matters most in this course is that teams make progress from their respective beginning points, not that they all work alike. As a result, scaffolding will be provided to meet teams at their varying points of entry. Additionally, teams will chart a timeline and action plan for their own progress.

3. Student Learning Objectives

As a result of this course, the participant will be able to:

- Conduct and evaluate the effects of assessment on student learning outcomes through action research.
- Collect data to evaluate their curriculum and instructional decision-making.
- Construct grade-level or course assessments based on Illinois Learning Standards.
- Apply a range and variety of teaching and learning strategies that yield usable information, provide for a diversity of styles, and allow for a greater number of situations in which students may express their learning.
- Understand that grades are used to measure authentic performance and achievement, not to control students' behavior and attitude.
- Design a timeline of progress for themselves that includes goals, objectives, evaluation procedures, and reflection.
- Communicate with team members, staff, and administration concerning their school's instruction and assessment program.

4. Teaching Method/Class Format

Using the learning team structure provides a format for course concepts to be explored in meaningful and practical ways. This allows for easy application of concepts to those in schools and classrooms searching for more authentic forms of assessment.

Class sessions will involve at least four different activities:

- Question and answer sessions related to reading assignments within team meetings and through e-mail groups.
- Simulation activities that assist participants in understanding and/or implementing learned concepts.
- Assignments that require students to apply learned concepts to real world scenarios and situations.
- Sharing sessions to receive and provide feedback regarding course activities and assignments.

The primary organizational structure of this course of study is the learning team. Working in groups of four to seven, participants will take responsibility for their own professional development. Participants will use the main text, *How To Assess Authentic Learning*, for building foundational knowledge. Additional readings from selected research journals will provide multiple perspectives and points of view regarding balanced assessment systems. Strategies will be applied to classroom practice. This process draws upon everyone's knowledge and wisdom, whether that knowledge is gained through traditional scholarship (i.e., readings "the literature") or through one's practical experience in schools and classrooms. Topics for learning team discussion will be carefully selected to insure that there is a worthwhile "confrontation" embedded within them, that they are representational of important issues in assessment and instruction, and that they appeal to the majority's interest and imagination.

- **Texts and Required Reading**

- Burke, Kay (1999). *How To Assess Authentic Learning*. Arlington Heights, Illinois: Skylight Professional Development.

- **Articles**

- Black, Paul & William, Dylan. Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, October 1998, 139-148.
- Gardner, Howard. Reflections on multiple intelligences: Myths and messages. *Phi Delta Kappan*, 1997, 200-207.
- Reis, S., & Renzulli, J. Using curriculum compacting to challenge the above average. *Educational Leadership*, September 1992, 50(2), 51-57.
- Richardson, Joan. Learning teams: When teachers work together, knowledge and rapport grow. *National Staff Development Council*, August/September 2001, 1-8.

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

Session	Topic
<p style="text-align: center;">1</p> <p style="text-align: center;">Introduction Chapters 1 & 2</p>	<ul style="list-style-type: none"> ▪ Needs assessment and self pre-evaluation ▪ Introduction: Assessment History ▪ Standards ▪ Standardized Testing
<p style="text-align: center;">Assignment(s)</p>	<ul style="list-style-type: none"> ▪ Venn diagram comparing past and current assessment thinking and practices ▪ Text p. 37 <i>Thinking At Right Angles</i> <ul style="list-style-type: none"> ▪ <u>Reflection Journal</u> <ul style="list-style-type: none"> ▪ <i>Reflect on one standardized test you administered. What do you remember about that test and your students' reaction to it?</i> ▪ <i>Describe your own experience when you took a standardized test.</i> ▪ <i>How do you feel about the way standardized tests are used in your school district? Could you offer any suggestions for changes?</i>
<p style="text-align: center;">2</p> <p style="text-align: center;">Chapters 3 & 4</p>	<ul style="list-style-type: none"> ▪ Multiple Intelligences ▪ Portfolios
<p style="text-align: center;">Assignment(s)</p>	<ul style="list-style-type: none"> ▪ Using the information in Ch. 3, devise a unit plan using multiple intelligences to tap the multiple intelligences of all your students and a rubric for a group project ▪ <u>Reflection Journal</u> <ul style="list-style-type: none"> ○ <i>One thing I learned about the multiple intelligence theory was...</i> ○ <i>On thing I want to try is _____because...</i> ○ <i>I feel my students would benefit from my incorporating the multiple intelligences into my teaching because...</i> ▪ Design criteria for grading a portfolio. Use the template on text p. 72. ▪ <u>Reflection Journal</u> <ul style="list-style-type: none"> ○ <i>Synthesize the information in chapter 4 on portfolios. Do a PMI graphic organizer in which you reflect ion the pluses, minuses, and interesting aspects of portfolios.</i>
<p style="text-align: center;">3</p> <p style="text-align: center;">Chapters 5 & 6</p>	<ul style="list-style-type: none"> • Performance Tasks and Rubrics • Teacher-Made Tests

<p>Assignment(s)</p>	<ul style="list-style-type: none"> ▪ Apply the information in Chapter 5 by creating a performance task based on an Illinois Learning Standard. Design a rubric or criteria checklist to assess the task. Collect student work samples to evaluate. ▪ <u>Reflection Journal</u> <ul style="list-style-type: none"> ○ <i>Text p. 93 - Performance Tasks and Rubrics Reflection Page</i> ▪ Complete the self-check on text p. 109 to evaluate the effectiveness of one of your teacher-made tests. Apply the same criteria to one of your textbook tests. ▪ Analyze one of your teacher made tests. How many questions address each of the three levels of learning: gathering, processing, and applying? ● <u>Reflection Journal</u> <ul style="list-style-type: none"> • <i>List 3 things you have learned about teacher-made tests.</i> • <i>List 2 things you would like to try on your next teacher-made test.</i> • <i>List one comment you have about teacher-made tests.</i>
<p>4 Chapters 9 & 11</p>	<ul style="list-style-type: none"> • Observation Checklists • Interviews and Conferences
<p>Assignment(s)</p>	<ul style="list-style-type: none"> • Design and complete at least one observation checklist on one learning target you want to observe. Use the Illinois Learning Standards and Benchmarks. ● <u>Reflection Journal</u> <ul style="list-style-type: none"> • <i>Why do you think checklists are used most often for formative assessments?</i> • Plan a conference – Have students create a list of questions they would want their teachers or their parents to ask them during a portfolio conference. Encourage students to write higher-order questions that elicit reflective responses. • Conduct a problem-solving interview with one or more of your students. ● <u>Reflection Journal</u> <ul style="list-style-type: none"> • <i>Reflect on the value of utilizing personal communication to find out what students know and how they feel. Do you agree or disagree with the Stiggins' quote on page 163 about personal communication being a critical form of classroom assessment? Explain.</i>

- Individual teams will develop a calendar of meeting dates for sessions 1 through 4. Participants will engage in action research and apply concepts learned in class to meet the requirements for the remaining six sessions. Portfolios will provide evidence of the application of course skills and concepts.
- Between team meetings participants agree to complete agreed upon assignments designed to advance the team's collective knowledge and skills.

6. Class Assignments
Part 1: Basic Topics and Issues

The approach to be used for meeting the course objectives is a combination of reading assignments, simulations, lecture/discussions, classroom application of concepts, and other related experiences that might also involve speakers and/or videotapes.

Team meetings will consist of a combination of activities. Participants will come to meetings prepared with questions based on the reading assignments. Team meetings are a waste of time if they involve the simple regurgitation of material that is just as easily covered in reading assignments. As a result, each meeting will begin with a listing of questions that have occurred to participants through their reading of the assigned material. Interactive journals will be maintained to guide this reflection and sharing.

A second portion of team meeting time will be devoted to discussions about applied initiatives that center on specific problems or issues. Through the use of simulation exercises, debates, and other types of problem solving activities, participant involvement with the subject matter will become more active.

Related Experiences. During the course, persons with expertise in particular areas may be invited to make presentations at team meetings.

Part II: Action Research

Participants will pre and post assess classroom students to evaluate the effectiveness of strategies implemented on student achievement and attitudes. Collections of student work samples will give further evidence of the impact of the strategies used. Sample action research templates will be provided. All course material will be maintained in the individual participant's portfolio.

Part III: Independent Products

Participants will apply concepts/strategies/techniques learned. After reading the introductory chapters of the text, team meetings will focus on one aspect of the assessment process with team members providing examples of how that component can look in the real world of practice. It is recommended that participants not simply replicate the examples given in the text. Instead, they should analyze the components of the sample, synthesize how they can create a similar product based on their students' needs and then develop an original product. During team meetings, participants will share products, evaluate the success of the product in their classroom, and provide concrete examples of implementation through samples of student work, videotape, and/or photos.

7. Evaluation and Grading Procedures

Course participants will be evaluated consistent with well-established graduate level study practice. Grades are differentiated on the basis of quality. Quantity alone is not a significant factor for grade differentiation.

200 Total Points

30% = 60 points – in learning team meetings, sharing strategies learned and applied in the classroom

20% = 40 points – in reading the necessary material to complete assignments.

50% = 100 points – in experimentation with new ideas and in reflection of the process. A portfolio will house and provide evidence of course accomplishments.

Grade	Percentile	Points
A	100 – 91%	200 - 182
B	90 – 81%	161 - 123
C	80 – 71%	161 - 123
F	70 – 0%	122 - 0

Course Rubric

An "A" student will:	A "B" student will: (3)	A "C" student will:	An "F" student will:	Score
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(4)		(2)	(1)	
be prompt and attend all sessions	be tardy on two occasions and/or have one absence	be tardy more than twice and/or absent more than once	be irregular in attendance and show a pattern of (unexcused) tardiness	___ x 4 = ___ 16
listen respectfully when others talk, both in groups and in class;	listen when others talk, both in groups and in class;	listen at least half of the time when others talk, both in groups and in class;	not listen when others talk, both in groups and in class; disrupts the class with private conversations;	___ x 4 = ___ 16
offer thoughtful comments in team discussion, and is able to articulate constructive criticism as needed	offer thoughtful comments in at least half of team discussion, and will attempt to articulate constructive criticism as needed	offer comments in team discussion and articulate constructive criticism when prompted	offer minimal comments in team discussion, and makes little effort to articulate constructive criticism	___ x 7 = ___ 28 Total = 60 pts.
complete all work assigned	be missing one assignment	be missing two assignments	have more than two missing assignments	___ x 5 = ___ 20
design all products to address the targeted strategy	design all but one product to address the targeted strategy	design products that address the targeted strategy, but the strategy is not clearly developed	design products in which the targeted strategy is not clearly developed	___ x 5 = ___ 20 Total = 40 pts.
provide reflections that show insightfulness and ability to self-assess	provide reflections that show insightfulness for each piece	provide reflections that are insightful but is missing one reflection piece	have two or more missing reflections	___ x 10 = ___ 40
show evidence of ability to apply knowledge to new situations	show evidence of high level understanding of key concepts	show evidence of a basic level of understanding of key concepts	include key concepts in portfolio	___ x 12 = ___ 48
use grammar, spelling, punctuation, writing style, and/or citations are appropriate for graduate level work	use grammar, spelling, punctuation, writing style, and/or citations that require minor edits - for the most part, the document reflects the standards for graduate level work	frequently, submit written work that needs major revision with respect to grammar, spelling, punctuation, and/or citations	need training or assistance in the use of conventions	___ x 3 = ___ 12 Total = 100 pts.

Graduate Grading System

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

9. Bibliography

- DuFour, Rick and Eaker, Robert (1998). *Professional learning communities: Best practice for enhancing student achievement*. New York: National Education Service
- Garmston, Robert and Wellman, Bruce (1999). *The adaptive school: A sourcebook for developing collaborative groups*. New York: Christopher-Gordon Publishers.
- Hord, Shirley (1997). *Professional learning communities: Communities of continuous inquiry and improvement*. New York: SELD.
- Stiggins, Richard (2001). *Student-involved classroom assessment* (3rd ed.). New Jersey: Merrill Prentice Hall.
- Tomlinson, Carol (2000). *How to differentiate instruction in mixed-ability classrooms*. (2nd ed.). Alexandria, Virginia: ASCD.
- Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes* (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds.). Cambridge, MA: Harvard University Press.

10. Attendance Policy

Since attendance and participation are very important, participants are expected to attend all classes as well as to be prompt. However, extenuating circumstances may occur which prevent the participant from occasionally attending class. In these situations, please contact the instructor. Students will be required to make-up work missed on the day of absence by completing a parallel

assignment on the topic missed. The instructor's home phone number will be provided on the first day of class.

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

The final exam is scheduled for the last class meeting, and will include a written reflection in which the student will summarize key components of differentiation, analyze the effectiveness of the strategies applied to his/her classroom situation, and evaluate the effectiveness of the course in supporting his/her growth in the differentiation process. This exam will provide the instructor with valuable feedback on modifying and/or revising the course for future participants.

Professional Research Expectation

The action research assignments will promote student self-reliance and independence in carrying out research supportive of the students' professional activities. The quality of written material produced by graduate students should reflect the highest standards of scholarship.

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.