



Innovative Testing Tools Online

Course Outline

Course Description

In the age of accountability, assessment is the key element in any restructuring of the educational system and is the primary focus for both individual school achievement and improvement (Chapman and King, 2005). This course will deal directly with the issue of integrating instruction with assessment or what has been popularly referred to as teaching to the test. The paradigm featuring assessment **of** learning will be flipped over to reveal assessment **for** learning.

The focus will be on creating the skills necessary to make classroom exercises and activities so compelling and powerful that the two separate fields of instruction and assessment will merge into a single domain (Bond, 2006). Teachers will begin instructional planning, with the end (assessment) in mind, by identifying the desired results and competency targets as related to their specific subject and grade level. Teachers will address how evidence is gathered through a variety of formal and informal assessments to effectively gauge student performance (Wiggins, McTighe, 1998). Related issues such as classroom management, motivation and test anxiety will be addressed. Alternative methods of assessment will be introduced and incorporated into practical and classroom-friendly activities.

Objectives

- Assess the course content
- Evaluate traditional assessment
- Describe the elements of alternative assessment
- Evaluate authentic assessment throughout the school day
- Create the outline and criteria for an authentic assessment
- Create an authentic assessment task
- Compare and contrast teaching to the curriculum and . teaching to standardized metrics
- Create an authentic assessment approach, pre-test strategy or post-test strategy
- Compare developmental and summative rubrics
- Compare analytical and holistic rubrics
- Create task-specific and unit rubrics
- Evaluate relevancy of assessment strategies
- Assess the benefits of portfolios
- Evaluate the effectiveness of an instructional unit
- Assess a classroom for stressors
- Evaluate the impact of assessment
- Compare methods of movement and how they can be used in a classroom
- Design activities to incorporate positive self talk
- Design lessons based on standards and benchmarks
- Design a lesson that integrates technology

- Create a comprehensive definition of assessment

Curriculum Design & Time Requirements

There are a series of major assessment concepts systematically presented by the instructor using the Socratic or Instructional Conversation method. Each concept acts a building block to form a basic understanding that teachers can weave into their own classroom strategies and best practices to assist teachers in creating a school setting where assessment and learning go hand in hand. This is a sixty-hour, three credit graduate level course completed over a thirteen-week period. Modules One through Nine will be completed one per week. Module Ten will be completed over a two-week period so students will have time to revise and complete the final integration project.

Hardware & Computer Skill Requirements

Students may use either a Macintosh computer or a PC with Windows 2000 or higher. Students should possess basic word processing skills and have internet access with an active e-mail account. Students also are expected to have a basic knowledge of how to use a Web browser, such as Microsoft Internet Explorer, Safari, Mozilla Firefox etc.

Course Materials

The required textbook for this course is The New Art and Science of Classroom Assessment by Robert J. Marzano, Jennifer S. Norford and Mike Ruyle.

Module Outline

Module 1: A Reintroduction to Assessment

Contents:

1. Member introductions
2. Individual and group expectations
3. Course modules, resources and requirements
4. Defining assessment
5. Assessment terminology
6. The purpose of assessment, targets and benchmarks

Module 2: Standards and Benchmarks

Contents:

1. Weighing the pros, cons and perceptions of standards
2. Relating standards to curriculum development: Why students need learning targets
3. Which came first, the curriculum or the test?
4. Benchmarking performance of the class and students through the academic year
5. Getting creative in meeting standards within the curriculum

Module 3: Standardized Tests

Contents:

1. Accountability and school/state testing
2. Using standardized tests as a teaching tool
3. Assisting students to become good test takers
4. Specific strategies to teach test-taking skills (SIMS Model)
5. Parental involvement and test-taking
6. Diminishing the negative perceptions of standardized tests.

Module 4: Identifying and Understanding Test Anxiety

Contents:

1. Students in survival mode
2. The difference between stress and distress

3. Stress and the visual, auditory, motor and memory systems
4. Stressors impacting student performance

Module 5: Steps Toward Eliminating Test Anxiety

Contents:

1. Affirmations as a stress reduction tool Visualization techniques
2. Restructuring brain (neural) patterns
3. Getting rid of A.N.T.s (Automatic Negative Thoughts)
4. Movement-related activities to reduce test anxiety

Module 6: Comparing Alternative project-based/qualitative) with Traditional Assessment

Contents:

1. Evaluating traditional assessment
2. Discovering the elements of alternative assessment
3. Evaluating authentic assessment throughout the school day
4. Creating the outline and criteria for an authentic assessment
5. Creating an authentic assessment task

Module 7: The Role of Rubrics

Contents:

1. Comparing analytical and holistic rubrics
2. Evaluating task specific and unit rubrics
3. Developing criteria for an assessment worksheet
4. Rubrics as holistic and analytical assessment tools
5. Using standards to create rubrics

Module 8: Utilizing Portfolios

Contents:

1. The benefits of portfolios
2. Development of portable life skills: Critical thinking, Organization and Self-Direction
3. Creating timelines and checkpoints for portfolio development/growth
4. Effective self assessment for students and teachers
5. Quantifying/grading portfolios

Module 9: Organizing Instruction Based on Assessment

Contents:

1. Linking pretest results to the course of study
2. Identify ways of pre-testing: Oral, Written, Socratic questioning
3. Building efficiency into instructional time
4. Developing grading guidelines
5. Learning styles and testing options
6. Learning accommodations for individuals and groups

Module 10: Incorporating Technology/Final Exam

Contents:

1. Using web-based resources
2. The NTeQ approach

3. Electronic portfolios
4. Final exam and project

Grading

| Assignment | Points | Grading Scale |
|-----------------------------------|------------|-------------------|
| Talking Points | 30 | 100 – 93 A |
| Reading Assignments & Reflections | 20 | 92 – 85 B |
| Final Integration Project | 30 | 84 – 77 C |
| Final Exam | 20 | |
| Total Points | 100 | |

Student Requirements

1. Actively participate in all activities
2. Reading assignments: Complete all readings and reflection assignments.
3. Students are required to put the assessment strategies and concepts into action and will be required to construct a portfolio during the course that will serve as a toolkit of specific ideas and protocols for their classrooms as a part of their final project which will include a final exam and will be due by the end of Module 10.
4. Pass a final exam.

Student Academic Integrity

Participants guarantee that all academic class work is original. Any academic dishonesty or plagiarism (to take ideas, writings, etc. from another and offer them as one's own), is a violation of student academic behavior standards as outlined by our partnering colleges and universities and is subject to academic disciplinary action.

1555 Howell Branch Rd., Suite C-206 I Winter Park, FL 32789

Office: 800.331.2208 I Fax: 407.536.6000

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