

EDEE 610: INTEGRATING ASSESSMENT AND INSTRUCTION
SPRING 2010, MONDAYS 4-6:45
VOLPE CENTER, ROOM 215

Course Description: The course provides the participant opportunities to examine instructional models and assessment strategies in education (a) through research, application, and demonstration, and (b) within the context of the way related concepts, models, and strategies vary to guide educational decision-making in a range of developmental areas from early childhood, to elementary, to middle school. The course covers important concepts and theories in both instructional design and assessment.

REQUIRED TEXT AND TECHNOLOGY RESOURCES

Text: Stiggins, R. *An introduction to student-involved assessment for learning*. 5th ed. Pearson Education. (electronic version available through Pearson Education)

Technology: Gmail, iGoogle, Google docs and spreadsheets, access to course blog and website, StreamlineSC

- Course blog: <http://blogs.cofc.edu/610sp09>
- Course website: <http://daviss.people.cofc.edu>

COURSE OUTCOMES

Course outcomes are derived from assessment standards for classroom teachers from National Council of Measurement in Education (NCME). Course outcomes meet standards of EHHP, NAEYC (National Association for the Education of Young Children), NCATE (National Council for the Accreditation of Teacher Education), and NMSA (National Middle School Association). These standards define, respectively, expectations for the School of Education, early childhood teachers, elementary teachers, and middle grades teachers, and are organized by EHHP's three Elements of Teacher Competency.

UNDERSTANDING AND VALUING THE LEARNER:

1. Choose and develop assessment methods appropriate for instructional decisions (EHHP 1; NCATE 4; ACEI 4; NAEYC 1; NMSA 1)
2. Recognize unethical, illegal, and otherwise inappropriate assessment methods and uses of assessment information (EHHP 1; NCATE 4; ACEI 4; NAEYC 1, 4; NMSA 1)
3. Assess relationships among students, societal contexts, and educational standards (EHHP 2, 5, 7; NCATE 1, 3B; ACEI 4; NAEYC 1, 4; NMSA 1, 3)

KNOWING WHAT AND HOW TO TEACH AND ASSESS AND HOW TO CREATE ENVIRONMENTS IN WHICH LEARNING OCCURS:

1. Administer, score, and interpret results of externally-produced and teacher-made assessment methods (EHHP 1; NCATE 4; ACEI 4; NAEYC 3; MNSA 3, 5)
2. Research and compare various local and state learning standards (EHHP 2, 7; NCATE 2; ACEI 4; NAEYC 4; MNSA 3)
3. Research large scale testing requirements (EHHP 2, 7; NCATE 4; ACEI 4; NAEYC 4; MNSA 3)
4. Write standards-based, developmentally, and contextually appropriate instructional objectives (EHHP 1, 2, 4; NCATE 1- 4; ACEI 1.1, 3.1-2, 4; NAEYC 1; MNSA 1, 3, 5)
5. Analyze and apply instructional models and strategies to fit learning objectives (EHHP 1- 4; NCATE3; ACEI 3.1-2, 4; NAEYC4; NMSA 3, 5)
6. Use assessment results to make decisions about students, planning teaching, developing curriculum, and school improvement. (EHHP 1- 4; ACEI 1-5; NCATE 1,3; NAEYC 1,3; NMSA 1,3, 5)

UNDERSTANDING YOURSELF AS A PROFESSIONAL:

1. Evaluate self-perceptions about issues in teaching and learning (EHHP 1, 4, 5, 6, 7; NCATE 5; ACEI 5; NAEYC 5; NMSA5)
2. Collaborate and cooperate with other course participants in evaluation of course projects (EHHP1, 2, 3, 4; NCATE 5; ACEI 5; NAEYC 5)
3. Use technology to optimize learning and instruction (EHHP1, 2, 3, 5; NCATE 5; ACEI 3-5; NAEYC 5; NMSA 5)

EHP POLICIES AND PROCEDURES

GRADING SCALE:

Letter Grades	Percentage Range	Grade Points
A	93 – 100%	4.0
A-	91 – 92%	3.7
B+	89 – 90%	3.3
B	86 – 88%	3.0
B-	84 – 85%	2.7
C+	82 – 83%	2.3
C	79 – 81%	2.0
C-	77 – 78%	1.7
F	0 – 76%	1.3

** A grade of 76 or below is considered a failing grade for all graduate courses. No D's are given in graduate classes.

- *Final grade is composed of announced/unannounced quizzes, major tests, major course project, final exam, and class participation.*
- *Percentage of total points earned during the semester will partially determine final grade.*
- *Scoring rubrics and specific guidelines are provided for all projects and papers, as well as for the final course grade.*

PROFESSIONAL BEHAVIOR/DISPOSITIONS: Students are responsible for all content and assignments for each class. They are expected to demonstrate professional behaviors consistent with the following dispositions:

- * The belief that all students can learn.
- * Value and respect for difference.
- * Value of positive human interaction.
- * Intellectual curiosity and willingness to learn new knowledge.
- * A commitment to inquiry, reflection, and self-assessment.
- * Value of responsible, collaborative, and cooperative work.
- * Sensitivity to community and cultural context.
- * Responsible and ethical practice.

ATTENDANCE: Class attendance and punctuality are expected professional behaviors. Students are responsible for meeting the specific attendance requirements as outlined in the syllabus for each course. A student may receive a "WA/F" for excessive absences, based on the class attendance requirements specified in the syllabus.

- *Although there is no attendance policy for graduate students, attendance is built into the final scoring rubric. Should extenuating circumstances require a participant to be absent from more than 1 class, please see the professor.*
- *The professor is not responsible for providing absentees with reviews of missed classes; detailed agendas are provided for each class, and students are encouraged to find a reliable class contact.*

MAKE-UP EXAMINATIONS AND QUIZZES: If a quiz or examination (other than the final examination) is missed for a legitimate reason, as determined by professor, the professor has the discretion to administer a make-up. It is the responsibility of the student to make arrangements for the make-up.

DUE DATES: Due dates for course assignments, as well as scheduled quizzes and exams, are provided in the Course Calendar. Any changes will be announced in class. *The student, as a professional, is responsible for completion of all assigned readings and submission of all work on time. Credit will only be given for work submitted on time. The student is responsible for all course content covered (lecture, text, web resources) on assessments and in class discussions. No work is accepted after the due date.*

FINAL EXAMS: The final exam for each course (which may be in the form of an examination, performance, or project) will only take place during the period scheduled for the final exam for that course. Graduate students have their own schedule and go through the Graduate Dean for changes.* Applies to all EDEE and EDFS and PEHD teacher education courses above 200 level.

PAPERS: Papers will be word-processed using the style of the current Publication Manual of the APA. See rubrics for all major assignments.

HONOR SYSTEM: All courses in EHP are conducted under the Honor Code of the College of Charleston. The Honor Code specifically forbids lying, cheating, attempted cheating, stealing, attempted stealing and plagiarism. Students at the College are bound by honor and by their acceptance of admission to the College to abide by the Code and to report violations. As members of the College community, students are expected to evidence a high standard of personal conduct and to respect the rights of other students, faculty, staff members, community neighbors, and visitors on campus. Students are also expected to adhere to all federal, state, and local laws. Faculty members are required to report violations of the Honor Code or Code of Conduct to the Office of Student Affairs. Conviction of an Honor Code violation in a class will result in the grade of "XF" for the course.

ADA ACCOMMODATIONS: In compliance with the Americans with Disabilities Act (ADA), all qualified students are entitled to "reasonable accommodations." The instructor must be notified during the first week of class of any accommodations needed.

CLASS PARTICIPATION EXPECTATIONS RUBRIC AND GUIDE

	A	B	C	F
Peer Interaction	Actively supports, engages, and listens to peers (ongoing)	Makes a sincere effort to interact with peers (ongoing)	Limited interaction with peers	Virtually no interaction with peers
Preparation	Arrives fully prepared at every class session	Arrives mostly, if not fully, prepared (ongoing)	Preparation is inconsistent	Rarely or never prepared
Participation	Plays an active role in discussions (ongoing)	Participates constructively in discussions (ongoing)	When prepared, participates constructively in discussions	Comments vague if given; frequently demonstrates lack of interest
Contribution to Class	Comments advance level and depth of dialogue	Relevant comments are based on assigned material	When prepared, relevant comments based on assignments	Demonstrates a noticeable lack of interest on occasion
Group Dynamics	Group dynamic and level of discussion are often better because of candidate's presence	Group dynamic and level of discussion are occasionally better, but not worse, because of candidate's presence	Group dynamic and level of discussion are sometimes disrupted by candidate's presence	Group dynamic and level of discussion are often disrupted by candidate's presence

YOU MAY POSITIVELY AFFECT YOUR PARTICIPATION GRADE BY:

1. Becoming more active and/or making more effective comments that raise overall level of discussion and set examples for others.
2. Asking thoughtful questions that will enhance discussion and engage peers.
3. Listening carefully to, supporting, and engaging your peers in discussion. This will essentially improve others' learning experience.
4. Submitting by email a one-page, single-spaced critical summary (an analysis and critique) of assigned reading for class missed. This option should be used minimally. The critical summary will not be considered part of any other grading rubric.

YOU MAY NEGATIVELY AFFECT YOUR PARTICIPATION GRADE BY:

1. Not attending class regularly, even though you meet attendance requirements. Even though you may have submitted assigned work, your contribution will not have added to class discussion.
2. Dominating class discussions, thereby restricting others' participation.
3. Disrupting others' opportunity to listen and/or participate.
4. Making negative, offensive, and/or disrespectful comments during discussions that do not fit with the School of Education dispositions set forth for teacher candidates.
5. Violating the privacy of individuals in field experience situations by revealing names during discussion.

Adapted from *The Teaching Professor*, March 2005

PROJECT 1: LEARNING TARGETS FOR INSTRUCTIONAL UNIT BASED ON STATE STANDARDS

PURPOSE	State standards often are not stated specifically enough to be learning targets for students. Ours, however, are often defined more precisely with indicators. To plan a unit of instruction, and to assess students' learning outcomes, you will need to be clear about what achievement is expected of each student. The purpose of this assignment is for you to examine state standards in relation to a unit of instruction you wish to teach. Then, you will practice writing learning targets that both express what students are to learn in the unit and that fit well within the state standards.			
PROCESS:	Create in a Google doc, share with a peer for review and additional ideas, edit, and then share with SD by due date.	<i>Target Deep, thorough, and/or insightful</i>	<i>Acceptable Accurate, logical, and/or adequate</i>	<i>Unacceptable Incomplete, illogical, inaccurate</i>
DIRECTIONS	<ol style="list-style-type: none"> 1. List a favorite grade level, an instructional unit topic, and area that you might want to teach. Be sure to choose a topic that is not extremely narrow in scope. We will be using this topic during the entire course to create sample assessments of various types (performance, portfolio, essay, multiple choice, matching, alternate choice). Also, we will be examining ways we can use technology as a learning and assessment tool. 2. Copy and paste into your document one or more of SC state's academic standards (and relevant indicators) that <u>most closely</u> matches the focus of your chosen unit topic for that grade. 3. Locate another standard from a separate content area that relates to your primary topic (e.g., a language arts standard relating to writing). 4. Document the statement(s) of the standard(s) by giving a complete citation of each. 	9-10 PTS	4-7 PTS	BELOW 4 PTS
	<ol style="list-style-type: none"> 5. Write 5-7 specific and varied learning objectives that you have derived from this particular state standard and its indicators. In many cases, an indicator may contain too much information to be reflected in one objective—several objectives may be gleaned from one indicator. In some cases, an indicator is a good place to find specific wording for your objectives. Your objectives must match your unit topic and must be chosen to lead to achievement of all or part of your chosen standard(s)/indicators. 6. These learning objectives must (1) be student centered, (2) contain a performance verb that describes in observable terms what students will do to demonstrate achievement, and (3) state the specific content and context in which students will apply that performance. 	65-70 PTS	50-64 PTS	BELOW 50 PTS
	<ol style="list-style-type: none"> 7. Write a brief list of possible classroom activities that could reflect the targets. Be sure to consider activities that incorporate multiple modalities and learning styles. Be sure that your list includes learning activities that (1) are meaningful and appropriate to students of that age/grade (2) require students to organize their learning and connect it to other skills and prior learning, and (3) elaborate on initial learning. Now, go back and match these activities with your objectives. Do you need to write a couple more objectives or restate one or two? That's okay—planning is a recursive process. 	18-20 PTS	14-17 PTS	BELOW 14 PTS

PROJECT 2: UNIT RATIONALE

WHAT IS A UNIT RATIONALE?	A unit rationale is a statement that justifies and explains what you are teaching and why you are teaching it; it contains the logical basis for choosing the standards and objectives as well as the content for the unit. In other words, what is the point of students learning these skills/this material? Why is it important to them now, in other learning situations, and later in their life? How will this learning enrich the student as a member of society? This activity is to help you think about what you teach in terms of its meaningfulness and relevance and how you will convey this message to parents and other stakeholders.
WHAT IS INCLUDED IN THE RATIONALE?	<ul style="list-style-type: none"> • What is the focus of this unit? ▪ What are your beliefs about physical, cognitive, and social needs of learners related to this content? <ul style="list-style-type: none"> ○ What school environment will you focus on? (urban, suburban, rural) ○ What age group? (grade level) What major content area? ○ What developmental characteristics of this age group will impact your instructional strategies? ▪ How will you incorporate interdisciplinary studies to enhance this unit (you have already picked a standard from another content area, so mention this content and how it fits)? ▪ Why is this particular material important to your students and to the larger society? In other words, what skills in the unit are essential expectations for interacting later in society? ▪ What essential concepts and skills (maybe a list) are involved in the lessons (<u>not</u> a description of specific instructional techniques and activities, but a definition of overall goals for your unit)?
WHAT IS THE FORMAT OF THE RATIONALE?	<ul style="list-style-type: none"> ▪ Writing: paragraph form ▪ Your audience: parents of the children you will teach this example unit ▪ Language/terminology: designed for parents who are not teachers, but need to understand what you and their children are doing ▪ All issues listed above should be addressed in <u>clear, concise</u> format (e.g. “. . . middle level students need opportunities to collaborate with their peers, so lessons will frequently include cooperative work on . . .”)

*ETC: ELEMENTS OF TEACHER COMPETENCY

CONVENTION	5 pts: Target Deep, thorough, and/or insightful	3 pts: Acceptable Accurate, logical, and/or adequate	1-0 pts: Unacceptable Incomplete, illogical, inaccurate
1. Content (x2) (ETC 3)	Clear, concise content; thoughtful response reflects deep understanding of unit topic	Content is clear and concise; most needless words, phrases, sentences omitted; reflects unit topic understanding	Marked by lack of clarity and redundancy; response reflects inadequate understanding of unit topic
2. Organization (x2) (ETC 3)	Organized meaningfully; ideas flow; each paragraph contains 1 main idea	Organized in meaningful way; each paragraph contains one main idea	Lacks meaningful organization
3. Mechanics (x2) (ETC 3)	No grammar, punctuation, or spelling errors; neat and organized	No grammar, punctuation, or spelling errors; neat	More than 2 minor errors in grammar, punctuation, or spelling
4. Learner 1 (x3) (ETC 1)	Demonstrates deep understanding of school environment, age, and content in planning instruction	Demonstrates awareness of school environment, age group, and content area	Fails to address environment, age, and/or content
5. Learner 2 (x3) (ETC 1)	Demonstrates a deep understanding of physical, cognitive, and social needs	Demonstrates an awareness of physical, cognitive, and social needs of Ss	Fails to address physical, cognitive, and/or social needs of Ss
6. Instruction 1 (x4) (ETC 1, 2)	Demonstrates a deep understanding of how interdisciplinary studies fit within the lessons	Addresses use of interdisciplinary studies in lessons	Fails to address interdisciplinary studies
7. Instruction 2 (x4) (ETC 1, 2)	Demonstrates a deep understanding of societal expectations for learners	Demonstrates awareness of societal expectations for learners and applications of learning in the future	Fails to address societal expectations

PROJECT 3: DEVELOPING FORMATIVE ASSESSMENT SKILLS

Purpose: Knowing about the formative assessment cycle and being able to use it successfully are two different things. The purpose of this assignment is to develop formative assessment skills and to provide an evaluation of the extent of that development for each student.

Directions: Some end-of-year, second grade writing samples, titled “Summertime,” are reproduced on the following pages. These are unchecked rough drafts, before teacher feedback and student revision. The writing samples were meant to address the developmental learning target of writing paragraphs, and also to begin to develop the writing proficiencies that will be tested in the state’s fifth grade writing assessment.

1. Read the students’ work. Identify three or more specific learning targets that you can see the second graders had been working on. (This, of course, is for the sake of exercise. In reality, you identify learning targets before you ask students to do the work.)
2. For each student paper, provide formative feedback that is descriptive, clear, and specifies at least one good quality and sincere positive comment and one suggestion for improvement. Your feedback for this assignment will be written. (If you were the real teacher, of these second graders, you might well have made these comments as notes to yourself and talked with the students in individual writing conferences instead of handing them written feedback.)
3. For each student paper, write a brief reflection on your comments. Describe why you chose the comment that you did, and why you used the language that you did. Show how your comments measure up to the characteristics of good formative feedback as described in your textbook.
4. You will be provided with the student work samples for this project.

RUBRIC

	18-20 pts. Target Deep, thorough, and/or insightful	15-17 pts. Acceptable Accurate, logical, and/or adequate	<15 pts. Unacceptable Incomplete, illogical, inaccurate
1. List three or more learning targets that you believe could have provided focus for this assignment. Look at SC standards and indicators, comparing them with what you see in student work.			
2. Write formative feedback that is descriptive and clear to students on each paper (developmentally appropriate—see student materials in this grade level). Your handwriting must be legible and neat (you are modeling appropriate handwriting every time you write for students).			
3. Write at least one sincere, relevant positive comment (first) and one suggestion for improvement on each paper. These must be related to the learning target/s you selected.			
4. At the bottom of each paper, reflect on the comments you added for <u>each</u> paper, describing why you chose the comment and used that particular language.			
5. Ask a peer to review your comments and make suggestions. Then share your document on Google Docs.			

PROJECT 4: ASSESSMENT ITEMS (ONGOING)

DATE DUE	ITEM TYPE	4-5 <u>target</u> , deep, thorough, insightful	2-3 <u>acceptable</u> , accurate, logical, adequate	0-1 <u>unacceptable</u> incomplete, illogical, inaccurate
	1. 10 completion items in the content unit			
	2. Developmentally appropriate directions to be read by student or read to student by teacher			
	3. 10 developmentally appropriate multiple choice items in one content unit/lesson			
	4. Developmentally appropriate directions to be read by student or to student by teacher			
	5. 10 alternate choice items in content unit			
	6. Developmentally appropriate directions to be read by student or to student by teacher			
	7. Two sets of 4-6 matching items each in one content unit/lesson			
	8. Developmentally appropriate directions to be read by students or read to students by teacher			
	9. 2 <i>different</i> types of interpretive items <i>with stimulus material</i>			
	10. Description and directions for each of the two items			
	11. At least 3 objective items measuring applying or above written for each piece of stimulus material			
	12. Three detailed, meaningful restricted-response writing prompts (x2)			
	13. Directions and points for item with analytic scoring rubric			
	14. Three detailed, meaningful extended-response writing prompts (x2)			
	15. Directions and a holistic scoring rubric			
	16. Two different product items (other than essay)			
	17. Separate scoring rubrics or checklists			
	18. One observation device and legend (daily assessment chart) that allows you to see meaningful patterns across the class and for individual students in academic performance and/or behavior. Can be relative to one or more skills, objectives, or behaviors. See examples in Daily Assessment Chart.			

PROJECT 5: EXTENDED PERFORMANCE ASSESSMENT

PURPOSE:	One of the advantages of performance assessments is that they allow teachers to assess complex combinations of learning targets. This exercise is intended to give you the opportunity to develop a task suitable for performance assessment. You will practice creating a performance assessment task by developing an <i>on-demand</i> task suitable for performance assessment of <i>individual</i> students. Your task will assess student achievement relevant to a planned unit of instruction at a grade level and in a subject you specify. You will apply concepts learned in the chapters on validity and reliability, learning goals, planning, performance assessment, and scoring.			
TASK DEV	Your task can be either a paper-and-pencil or non-paper-and-pencil task, and it can either assess students' process, products, or both. Part II is devoted to scoring. Performance assessment must include scoring rubrics to evaluate the students' performances. If they do not include rubrics, they are not assessments — they are only activities.			
PREP	1. Select one or more units in your area for which you might create a <i>summative</i> performance assessment task. You may use the same unit you used in earlier assignments provided it lends itself to a performance assessment. If that unit does not lend itself to a summative performance assessment task, please choose another unit.	<i>Target Deep, thorough, and/or insightful</i>	<i>Acceptable Accurate, logical, and/or adequate</i>	<i>Unacceptable Incomplete, illogical, inaccurate</i>
DESCRIPTION	2. Provide a brief description of the learning targets for the unit for which the performance assessment is designed. The assessment should fit the learning targets and be appropriate for students at the intended grade level.	9-10	6-8	<6
TASK	3. Develop a developmentally performance task based on your selected unit of instruction. Present the task itself. All of the elements of the task should be presented in a student-friendly format, ready to be used by your class: -Title of the task - <u>Written directions</u> (whether they will be written and/or oral) to the student describing the task to be performed, the <u>resources</u> that the student is allowed to use, the <u>questions</u> , if any, the student is to answer, the expectations of the student in the way of a <u>response</u> , how the student is to <u>present his or her response</u> , the <u>time limits</u> for completing the task, and a <u>general description</u> of how the student's response will be scored. If a rubric is essential (it usually is), provide one.	45-50	35-44	<35
RESOURCE AND EQUIPMENT NEEDS	<i>May be listed in above section:</i> List of equipment/resources needed for <i>each student</i> and/or List of equipment/resources needed for the <i>class</i> (these are shared by students)	9-10	6-8	<6
INTRO OF PROJECT TO STUDENTS	In a list (similar to what you would include in a lesson plan), describe how you would introduce this project to your students, how you will help them see the relevance of the work (what their goals will be), and how you will help them start the work in class. Don't forget to allow them to ask questions.	9-10	6-8	<6
REFLECTION ON THE PROCESS	Write a thoughtful reflection (about 1 or 2 paragraphs) on the process of performance task development to include considerations of what research or creative thinking was involved in task development, how you selected your learning targets, and how you revised or improved your work as you developed it.	18-20	6-8	<6

PROJECT 6: GUIDE AND SCORING RUBRIC FOR DEVELOPING A GRADING PLAN

Purpose: When you teach, you will need to develop a philosophy of grading that is consistent with your teaching approach and district policy, is effective for summative purposes, and is valid for reporting students' achievement of standards and learning targets. In this project, you will begin to develop those skills. Your grading plan may change – and your skills will certainly develop – as you apply what you learn here to a real teaching situation.

Part I — Statement of grading philosophy

1. Identify a grade level and subject area that you teach or are interested in teaching.
2. Write one or two paragraphs to address these questions. Use information you learned from readings about grading, reliability, and validity, and formative versus summative assessment.
 - a. What meaning do I want my grades to convey to students in this class, to their parents, and to the school district?
 - b. How will the students' teacher next year be able to interpret these grades for diagnostic purposes/grouping/a starting point for review and instruction?
 - c. What different kinds of assessment(s) will I use to measure student achievement?
 - d. What method will I use to combine information from these assessments into a report card grade? Make sure that your method fits your statement of intended meaning.
 - e. Consider various grade weights relative to the assessment, the separation of academic achievement and behavior, and how you will handle homework.
 - f. What happens if everyone/most everyone fails/scores poorly on an assessment?
 - g. What about extra credit?
 - h. What about make-up work?
 - i. What about someone not bringing in homework?

Part II — Construction of a grade book for 10 students

1. Based on the philosophy and methods that you specified in Part I, using an EXCEL or Google spreadsheet create a grade book for 10 students for one report period. First, decide on the assessments you will use. For each, specify the nature of the scoring and the maximum and minimum possible scores. Make sure that the set of assessments fits your intended grade meaning, and that the scales are compatible for your purposes.
2. Construct a grade book page.
 - a. Assessment names will be column headings. After the last assessment, make at least one additional column for "Final Grade." Some methods may use additional columns to show calculations, as well.
 - b. Student names will be row headings. After the last student, make at least two more rows, to record the maximum and minimum score possible for each assessment. Some methods may use additional rows to show weights or other calculations, as well.
3. Calculate and assign final report card grades for 10 students.
 - a. Show the final grade in the last column of the grade book.
 - b. If any notes are required (for example, about a borderline grade or a failure), mark them and attach an explanation.

A. GRADING PLAN: THE PHILOSOPHY STATEMENT	
Subject and grade level identified and reasonable	2 points
Meaning of grades _____ Compatible with grade level and subject matter _____ Appropriate for a “standards-based” educational context _____ Could be easily explained to students and parents _____ Written in a clear and articulate manner	up to 2 pts each – total possible 8 pts
Kinds of assessments _____ Fit with grade level and subject matter objectives _____ Fit with philosophy of grading	up to 2 pts each -- total possible 4 pts
Method of combining scores into a final grade _____ Fit with philosophy of grading _____ Validity is ensured and explained _____ Reliability is ensured and explained (Be sure to explain reliability and validity issues in terms a parent/non-education professional could understand)	up to 2 pts each – total possible 6 points
B. GRADING PLAN: THE GRADE BOOK	
Grade book setup _____ Assignments in columns match plan _____ Scales for assignments are given and reasonable _____ Scales are compatible (or could be made compatible) with each other _____ 10 students named in rows _____ Student grades are assigned, different for different students, and reasonable	up to 2 pts each – total possible 10 pts
Calculations and assignment of final grades _____ Method used matches plan _____ Method used is executed correctly _____ Weights for individual assessments are explained and are reasonable (even if a judgment method, weight, or emphasis is addressed) _____ Calculations are accurate _____ Student final grades are assigned and are correct given the method used	Up to 2 pts each – Total possible 10 pts
Assignment Weights The Philosophy = 20 points, or 50% The Grade book = 20 points, or 50%	

SHORT RANGE PLANNING: HOW TO FORMAT A LESSON PLAN

STANDARD (S)		<ul style="list-style-type: none"> ▪ Appropriate number for developmental level and content coverage for this lesson
OBJECTIVE (S)		<ul style="list-style-type: none"> ▪ Mager or Gronlund objectives acceptable if written and applied appropriately ▪ If using Mager objectives, percent mastery not appropriate unless content is masterable and worthy of mastery ▪ Objectives must match standards ▪ Number of objectives must be developmentally appropriate and fit time frame of instruction ▪ Objectives must contain action verbs and be measured either formatively or summatively in the assessment component of the plan
ASSESSMENTS	FORMATIVE	<ul style="list-style-type: none"> ▪ Non-graded assessments for both teacher and student information conducted pre-instruction and during instruction Can be KWLs, observations, questions introducing a lesson, etc. ▪ Should be recorded in some way to provide feedback to teacher about initial and ongoing learning ▪ Formative assessments must measure stated objectives
	SUMMATIVE	<ul style="list-style-type: none"> ▪ Can be a graded assessment administered at the end of instructional sequence or an end of unit test referenced in the assessment section ▪ Can also be individual observations of processes or work products recorded on an observation chart ▪ Any observations must contain specific <u>criteria</u> matching stated objectives and must be recorded in an appropriate fashion
MATERIALS		<ul style="list-style-type: none"> ▪ For both teacher and student use during lesson
PROCEDURES	PREPARATION FOR LEARNING	<ul style="list-style-type: none"> ▪ Students must have extraneous materials put away ▪ Students are ready to learn with materials available and organized ▪ Students are attending to teacher
	INTRODUCTION	<ul style="list-style-type: none"> ▪ Interesting, attention-getting devices used ▪ Connections between prior learning and new material
	MODELING/GUIDED PRACTICE	<ul style="list-style-type: none"> ▪ Repeat modeling/guided practice/feedback sequence if necessary ▪ Close observation required to determine necessity of repetition of sequence before independent practice
	FEEDBACK	<ul style="list-style-type: none"> ▪ Appropriate and contingent upon behavior
	INDEPENDENT PRACTICE	<ul style="list-style-type: none"> ▪ Sufficient practice provided ▪ Observation to determine who “got it” and who did not ▪ Record observation data as formative assessment if necessary
	FEEDBACK	<ul style="list-style-type: none"> ▪ Appropriate and contingent on behavior
	REVIEW/CLOSURE	<ul style="list-style-type: none"> ▪ Summary, review, journal writing, connections with future learning ▪ Review of homework for next day, if any
ACCOMMODATIONS		
OTHER INCLUSIONS		<ul style="list-style-type: none"> ▪ <i>Graphic organizers, handouts, worksheets, criteria for assessments and checklists (but not teacher tests)</i>