

Chapter 1 : Creating a Formative Assessment System

As a result, teacher education units that are accredited by NCATE, or that are seeking such accreditation, are faced with the significant challenge of creating a unit assessment system that incorporates the principles of PBTE and authentic assessment in ways that meet NCATE's expectations for quality assessment.

Formative and Summative Identify essential components of a school Common Core assessment consortium: Compare the use of formative versus summative assessments within a variety of instructional contexts. Define the essential elements of a balanced assessment system. Assessment Driving Instruction Describe the function and purpose of data teams. Use item analysis techniques to diagnose student needs. Validity, Reliability, and Bias Compare the essential components of norm-referenced assessment systems versus standards-based assessment systems. Identify the concepts of validity and reliability in assessments. Compare the essential elements of selected response and constructed response assessments. Student Involvement in Assessment Summarize the benefits of involving students in the assessment process. Describe the co-constructing criteria process. Design a student self-assessment that corresponds to a unit of study. Identify strategies to improve teacher developed assessments. Authentic Assessment Explain authentic assessments and their role within a balanced assessment plan. Compare and contrast authentic assessment versus traditional assessment. Construct a complete assessment plan based on a unit of instruction including traditional-, portfolio-, performance-, and authentic-based practices. Schoolwide Assessment Discuss the challenges faced in creating and sustaining a data-driven culture. Examine the advantages and challenges to working as a team in the assessment process. Describe the changes that occur when the assessment process moves beyond one classroom to a team and then outward to an entire school. Reflect on the process of creating an assessment plan for a unit of instruction. Tuition for individual courses varies. For more information, please call or chat live with an Enrollment Representative. Please ask about these special rates: For some courses, special tuition rates are available for current, certified P teachers and administrators. Please speak with an Enrollment Representative today for more details. For some courses, special tuition rates are available for active duty military members and their spouses.

Chapter 2 : The Center for Advanced Research on Language Acquisition (CARLA)

In order to meet the expectations of NCATE's Standard 2, a unit must create quality evaluations of candidate performance. In order to accomplish this goal, a unit must incorporate the principles.

This week unit explores the personal and collective values that shape perspectives and opinions on relevant topics. Students will examine appeals to values in a variety of persuasive texts and analyze the language, strategies, and structures of these texts. The unit culminates with students writing an opinion piece conveying their opinion and values. Science Integrated Unit Title: Whose Land Is It Anyway? In this unit, students will focus on the interdependence of organisms in their environments. This unit introduces the components of the solar system, which include the earth, moon, and sun, and examines the relationship between them. It also focuses on how the revolution of the earth, in relation to the sun, impacts life on earth through predictable patterns such as seasons, moon phases, and sunrise and sunset. Beginning with the components of the solar system, across the unit students investigate the Earth, the moon, the sun, the difference between revolution and rotation, predictable patterns, and the seasons. The unit culminates in a performance assessment that asks students to take the role of a news reporter asked to report to their local community on potential changes that could be observed in Colorado if a meteor hit Earth. Social Studies Integrated Unit Title: This unit focuses on the human and social phenomenon of cycles of boom and bust. In this unit, students will learn about the social and economic development of Colorado; as well as the important role that physical and natural resources have played in developing and establishing economic stability in the state. Students will investigate how different groups have adapted to their environment and used the local resources and how resource use has had both a positive and negative impact on the region. Finally, students will study how the use and availability of resources have affected community expansion and development and how state and federal governments work together to manage and regulate the use of these resources. Visual Arts Unit Title: In this unit students will explore the elements of culture and tradition through mask-making and historical research. Students will analyze how individuals and communities express their cultural identity through works of art specifically masks ; both their own and others. The unit culminates in a performances assessment that asks students to critically analyze and categorize cultural artifacts masks. In this unit, students will connect the elements of personal culture and tradition through self-portraiture and map rendering. Students will analyze how individuals and communities express their cultural identity through works of art.

Chapter 3 : Instructional Unit Samples - 5th Grade | CDE

In order to meet the expectations of NCATE's Standard 2, a unit must create quality evaluations of candidate performance. In order to accomplish this goal, a unit must incorporate the principles of performance-based teacher education (PBTE) and the use of authentic assessments into its assessment system.

Table of Contents Chapter 1. Students should study and learn the content assigned to them. Having looked at intricate pictures of the human brain, Doug was already questioning how he was going to learn this information. Understand that Doug was highly motivated to learn this content, and understand that his teacher was armed with the latest technology and instructional methods. The teacher was caring and passionate about her subject area, and, further, she had clearly communicated her high expectations at the outset of the course and summarized information weekly. Were these measures enough to ensure that Doug, and the other members of the class, reached high levels of understanding? Even though high-quality instruction, innovative technology, motivation, high expectations, and passion are important in the teaching and learning process, they are not sufficient to ensure that learning occurs. What was missing from this scenario—and from the entire class experience—was a formative assessment system. She needed an instructional framework that allowed her to feed-forward, not just provide feedback. A Formative Assessment System Feedback, when used as part of a formative assessment system, is a powerful way to improve student achievement. Feedback by itself, though, is less useful. As John Hattie and Helen Timperley note, "Feedback has no effect in a vacuum; to be powerful in its effect, there must be a learning context to which feedback is addressed" , p. Hattie and Timperley propose a formative assessment system that has three components: Feed-up ensures that students understand the purpose of the assignment, task, or lesson, including how they will be assessed. Feedback provides students with information about their successes and needs. Feed-forward guides student learning based on performance data. All three are required if students are to learn at high levels. Each of these three components has a guiding question for teachers and students: Where am I going? To use cytoarchitecture to identify locations in the cerebral cortex. She might then check for understanding, maybe through an audience response system, and provide individuals and the class with feedback. For example, she might ask, "Do the various regions of the brain contain the same number of cellular levels? Based on the number of correct and incorrect responses, the teacher could decide what to feed-forward. The performance data from the class might suggest that the teacher needs to provide additional information and instruction to the whole class. Alternatively, the data might suggest that the teacher needs to ask specific students to elaborate on their answers so that she can determine the source of their misunderstanding. Then again, the data might suggest that the class has a good grasp on this content and is ready to move on. A Formative Assessment System Source: A synthesis of over meta-analyses relating to achievement p. Hattie, , New York: Copyright by Routledge. When all three components of a formative assessment system are present, there is a give-and-take between teachers and students that facilitates learning. The absence of any one component places learning at risk. For example, when students do not understand the purpose of a lesson feed-up , they are unlikely to demonstrate their best effort. When students are not assessed or do not receive assessment results feedback , they are unsure about their performance and assume that they are doing just fine. They are unlikely to make mid-course corrections in their learning processes and understanding. When teachers fail to plan instruction based on student performance feed-forward , misconceptions are reinforced, errors go unaddressed, and gaps in knowledge persist. Teachers march through their pacing guides and continue to "teach" while students passively observe. Unfortunately, when this is the case, teachers remain oblivious to the lack of real learning their students are doing. Feedback Alone Is Not Enough We have argued that formative assessment is a system with three inter-related components and that no one component alone is sufficient to ensure student learning. We want to take that one step further and focus on the ways in which feedback by itself is problematic. We have already noted that feedback should not be used in a vacuum. Although students may occasionally use external feedback in their internal regulations, it takes more than feedback to ensure that internal regulation occurs. External regulation is not the only reason that isolated feedback is ineffective.

Another reason is that it transfers responsibility for further learning and performance improvement back to the learner. Consider the ubiquitous research paper. Students typically work on these projects for an extended length of time, maybe even getting peer editing and feedback. Finally, the due date arrives, and the teacher takes the stack of papers home to grade. Some days later, the papers are returned with feedback. What do students do with this feedback? The teacher has likely spent a great deal of time writing comments, but this time seems wasted when students throw away their work or simply correct the mistakes the teacher identified for them. The problem bears repeating. Feedback reassigns responsibility back to the learner. Think of a recent project on which you have received feedback. After you received the feedback, did you realize that it was, once again, up to you to figure out the next steps? Were you frustrated with this experience? Did you say to yourself, "Now I have to create another one, only to be judged again? Rather, a sophisticated formative assessment system built on a solid instructional framework should be in place from the beginning. The Gradual Release of Responsibility Framework A formative assessment system is only as good as the instructional framework on which it rests. No formative assessment system can compensate for poor instruction. Neither does simply having an instructional framework ensure that students will learn; both a framework and a system are required. Gradual Release of Responsibility Source: From *Better learning through structured teaching: A framework for the gradual release of responsibility* p. Frey, , Alexandria, VA: Copyright by ASCD. Establishing Purpose Every lesson must have an established purpose. This purpose can be in the form of a goal or objective, provided that the students know what that goal or objective is. The established purpose can have different components, such as content versus language which will be more fully addressed in Chapter 2. Establishing purpose is important for many reasons, including alerting students to important information and keeping the teacher from getting off topic by discussing tangential information. In a formative assessment system, the purpose drives both feedback and feed-forward. Consider these two examples. There is no learning goal or purpose. In this class, the feedback students receive may be meaningless. In another classroom, the teacher has students working on projects with a clearly communicated purpose: When the teacher checks for understanding, the feedback is aligned with this purpose and the teacher can provide additional instruction to students who make errors, feeding forward until they understand the content. As apprentices, students need examples of the kinds of thinking that experts do in order to begin to approximate those habits of mind. Thinking is a complex cognitive process that is largely invisible. To make it visible, teachers model through a think-aloud in which they "open up their minds" and let students see how they go about solving the various problems of school, from quadratic equations to decoding a word. As Gerald Duffy points out, "The only way to model thinking is to talk about how to do it. That is, we provide a verbal description of the thinking one does or, more accurately, an approximation of the thinking involved" , p. In a formative assessment system, teacher modeling serves to highlight the processes that students should use to complete tasks and assignments. As we will explore in greater detail, formative assessment systems require attention to more than the correct response. Feedback and feed-forward also focus on the processes that students use as learners and thinkers, as well as their self-regulation and self-monitoring. Teacher modeling, through think-alouds, can provide students with examples of "self-generated thoughts, feelings, and actions that are planned and cyclically adapted to the attainment of personal goals" Zimmerman, , p. Guided Instruction In each lesson, the teacher must guide students toward increased understanding. This happens through the systematic use of questions, prompts, and cues. In this phase, questions are used to check for understanding. Prompts are cognitive or metacognitive and focus on getting the learner to think. If prompts fail to resolve the misconception or error, the teacher provides a cue. As we will see in greater detail in Chapter 5, guided instruction is difficult to do in a whole-class format and works better in addressing the needs individual students present as they learn. In a formative assessment system, guided instruction is an opportune time to provide students with feedback while also providing additional instruction. In this way, guided instruction plays a pivotal role in a formative assessment system as teachers feed-forward instruction based on real-time student responses. Consider the following exchange between a teacher and a small group of students having difficulty with the concept of writing mathematical sentences as inequalities. Tell me more about your answer. The sentence says "Twenty minus the product of four and a number x is less than four. So

what did your group write on the chart paper? Can you read that to me? Not from the projector but from your chart paper? We wrote twenty minus four plus x is less than four.

Chapter 4 : Instructional Unit Samples - 4th Grade | CDE

The move to performance based teacher licensure --Creating a unit assessment system --Rubrics and rating scales --The character of credible evidence --Planning and organizing the unit assessment data system --Analyzing and reporting results of a UAS --Preparing for an external review of a UAS.

Either on slips of paper, in their notes, with this handout Microsoft Word How do you rate your knowledge of systems diagrams right now? I have never heard of systems diagrams. I have heard of systems diagrams, but cannot elaborate. I could explain a little about systems diagrams. If given a systems diagram, I could explain it. I could create a systems diagram and then explain it. Then, the instructor gives students a short introduction to systems thinking. Prompt students to work individually to describe a bathtub in 2-4 complete sentences. Motivation for studying systems thinking and The Bathtub System 10 min Slides 5-7 The instructor defines systems terms visually using a bathtub as a system and then shows examples of why systems thinking is important. Students modify this diagram based on a news story. Lisa Gilbert, Williams College Reuse: Example of a system, using systems terminology 20 min a Slide The instructor plays the first two minutes of the Minnesota Public Radio piece linked within the PowerPoint. The instructor asks students to list influences on climate. Then, at slide 18, with a partner, students should sort their list of influences into fluxes, reservoirs, and feedbacks. To access audio file: An MP3 file can be downloaded in advance, or Audio played on via some browsers at this link: Is climate change fueling more wild fires? The instructor prompts students to work with a partner to answer the following on the Student Handout for Evaluating a System Diagram Activity Microsoft Word Does the diagram fully represent the complexity of the system described by the speaker? If not, add to the diagram. The instructor leads a discussion about possible answers to prompt. Expanding the simple bathtub 10-15 min Slide The instructor prompts students to draw a diagram of their bathtub at home and use systems vocabulary to explain in a paragraph how it works. How is your bathtub different from the simple open system bathtub we imagined in class? Using systems vocabulary, write a paragraph to explain the differences. The instructor leads a class discussion and wrap-up. Repeat the knowledge survey. Example of ideas from 18 different students compiled into one diagram. Deborah Gross, Carleton College Reuse: End of class assessment.

Chapter 5 : Unit 1: Introduction to Systems Thinking – What is a System?

*Performance-Based Teacher Certification: Creating a Comprehensive Unit Assessment System [Gary M. Ingersoll, Dale P. Scannell] on calendrierdelascience.com *FREE* shipping on qualifying offers. Delineates the attributes of an effective Unit Assessment System.*

Given a task to be accomplished, how do we get there? Or, one might call it planned coaching: What kinds of lessons and practices are needed to master key performances? As you look at the flowchart click to open larger , notice first that the flow is not in one direction. There is a sequence indicated by the order of the boxes from the top to the bottom of the page. However, all of the elements represented in the boxes are related. This means that you need to constantly check back and forth among these elements to make sure that everything is in sync. For example, when you begin identifying can-do statements and related grammatical structures, you may realize that your unit goals do not require using those functions. You, therefore, have to make a decision to adjust the unit goals or to adjust the grammatical structures or both. States and school districts may have developed their own state and local standards. Generally, these documents reflect the overarching goals of the World-Readiness Standards. The Standards tell us in broad terms what should be taught in world language classrooms. A well-constructed integrated performance assessment unit will incorporate all of the Five Cs of the World-Readiness Standards. The Standards are the foundation that influences all other decisions about planning a unit of instruction. They should be a constant point of reference as you plan your assessment unit. The theme has to reflect important learning – the theme has to be worth studying. For example, many world language students learn about clothing. Using "clothing" as the thematic center is not particularly intriguing: Instead of provoking communication, it signals a list of vocabulary words. Think beyond a vocabulary theme to an essential question: Is what you wear a reflection of your personality? Do you stereotype people by their clothing styles? Would your characterizations of people based on what they wear be valid in another culture? A "big idea" might be responding to the question: Exploring possible answers to the question connects the learning to the real world. What are your instructional goals for this unit? You might think that the Standards are why you are teaching a particular theme. This is correct, but remember that the Standards are broad statements. Instructional goals are specific to the particular unit you are planning. What do you want the students to know and be able to do at the end of the unit? When determining these instructional goals, it is best to begin by brainstorming all the possible ideas related to the theme. Next organize the ideas as they relate to the 5 Cs Finally, prioritize what is most important, what is most interesting, what helps respond to the theme. You should narrow your focus to four to six goals that are interrelated, that reflect increased communication, greater cultural insights, and an understanding of the theme. Integrated Performance Assessment When you have your instructional goals in place, you need to ask yourself: How will you know that the students have achieved the goals? This is your integrated performance assessment, which is really at the heart of your unit. The integrated performance assessment is the application of learning to a real-life situation. The integrated performance assessment includes the three modes of Communication: There are two Standards for each Goal Area which should be addressed within the unit. As you plan your unit and how you will assess learning, it is helpful to identify how the performance tasks support the Common Core Anchor Standards. In order to successfully complete the integrated performance assessment, what "tools" do students need in order to successfully complete the unit? The tools include "can-do statements" and their related grammatical structures or patterns, and vocabulary. Perhaps as you have thought about teaching a unit, you have started by saying "I need to teach past tense now" or "I need to teach clothing now. Resources and Digital Literacy With all these steps in place, you can now plan your daily lessons. Choose activities and strategies that will help students successfully complete the integrated performance assessment. Your attention is centered on the students: Here is where you incorporate games, pair work, quizzes, homework, skits, class discussions, research, internet activities, videos, reading practice, music. Note that whenever the students are engaged in any of these activities, you are monitoring how successfully they are completing the activity. Students are also self-monitoring what they know and are able to do. Think of the learning activities as formative assessments.

Resources include audio, video, print, and visual images that bring the unit to life, making it a real-world learning experience. Although "Resources" are listed near the bottom of the flow chart, you should be looking for potential resources throughout the process. If you find that you cannot locate appropriate resources, you may need to adjust your theme and essential question, or switch to a new theme and essential question. Students need to gain expertise in accessing and using these resources. They also need to learn how to collaborate with others face-to-face and virtually in order to share ideas and solve problems.

Chapter 6 : Creating a Rigorous Unit Assessment

Find out why planning a unit assessment first supports rigorous instruction. Learn the three criteria for a rigorous assessment. Learn the steps to creating a rigorous assessment. Look at the various assessment formats that lend themselves to rigorous assessment. Select or plan a rigorous assessment.

Chapter 7 : CUR Assessment And Evaluation Models Course - University of Phoenix

Create a Standards-Based Integrated Performance Assessment Unit Step-by-Step Backward Design: When creating an assessment unit, we are designing backwards and planning with the end in mind.