COURSE SYLLABUS

Course: Assessment and the Common Core State Standards

Presenters: Kay Burke

Credits: 3 Graduate Credits

Required eBook: *Balanced Assessment: From Formative to Summative* (Kay Burke, Solution Tree Press, 2010)

Course Overview

In this practical course, Dr. Kay Burke shows how to create and use assessment tools that improve instruction (formative assessments) as well as gauge its success (summative assessments), and how to arrive at an effective balance of the two.

Dr. Burke demonstrates how to plan instruction as part of a collaborative team, repacking the Common Core standards and sharing meaningful instructional objectives with students. She provides examples of performance tasks that will motivate students in every grade.

Teachers taking this course will get a first-hand look at checklists, rubrics, and informal assessments in use in actual classrooms -- from second-graders studying shapes to high-school juniors investigating global human rights abuses. Educators will come away with tools and strategies that they can use immediately, making balanced assessment an integral part of their own instruction.

Presenters' Bios

Kay Burke works with her colleagues at Kay Burke & Associates to present professional development workshops for teachers and administrators on standards-based teaching and learning, formative assessment, and classroom management. She received her undergraduate degree from Florida Atlantic University, her master's degree from the University of Central Florida, her educational specialist degree from Emory University, her PhD from Georgia State University, and her administration certification from the University of Georgia.

Kay served as award-winning English teacher, department chairperson, dean of students, mentor, and administrator in Florida and Georgia for twenty years. She also was the director of the field-based master's program sponsored by the International Renewal Institute (IRI/Skylight) and Saint Xavier University in Illinois. Since 1990, Kay has designed and conducted professional development workshops and presented at conferences of the National Staff Development Council, the Association for Supervision and Curriculum Development, the National Association of Secondary School Principals, the National Association of Elementary School Principals, Solution Tree, and the International Reading Association, as well as international conferences in Canada and Australia.

Kay has written or edited thirteen books on standards-based learning, formative assessment, classroom management, student and professional portfolios, and mentoring. One of these, *From Standards to*

Rubrics in Six Steps: Tools for Assessing Student Learning, K-8, was a finalist for the Distinguished Achievement Award from the Association of Educational Publishers in 2007.

Course Objectives

After completing this course, educators will know:

- How to distinguish between formative assessment, summative assessment, and evaluation
- The importance of creating a balanced assessment model that both improves and proves learning

Student Learning Outcomes

After completing this course, educators will be able to:

- Identify power standards
- Repack the Common Core State Standards as part of a collaborative team
- Collaborate with grade-level or subject-area teams to create common assessments
- Create performance tasks, checklists, and rubrics appropriate to their grade levels or subject areas
- Use formal and informal assessment tools to improve instruction and evaluate mastery of the standards

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Unit 1: Standards-Based Instruction and Assessment

In this unit, Dr. Burke introduces the Common Core State Standards, describing the steps needed to "repack" the standards in a teacher- and student-friendly way. She provides concrete examples from a variety of disciplines, and workshop participants demonstrate the process.

Unit Objectives

After completing this unit, educators will know:

- How to identify power standards
- Strategies for repacking the Common Core State Standards in order to guide instruction

Student Learning Outcomes

After completing this unit, educators will be able to:

- Use a six-step process to repack the standards as part of a collaborative team

eBook: Standards-Based Instruction and Assessment: Begin with the End in Mind

Participants read "Chapter 1: Standards-Based Instruction and Assessment: Begin with the End in Mind" in the eBook of *Balanced Assessment* and address relevant issues in a reflection question format.

Unit 2: Balanced Assessment

In this unit, Dr. Burke defines formative assessment, summative assessment, and evaluation, with plenty of examples of each. Workshop participants discuss the uses of assessment in their own practices.

Unit Objectives

After completing this unit, educators will know:

- The definition and importance of formative assessment and feedback
- The characteristics of formative and summative assessment
- The difference between assessment and evaluation

Student Learning Outcomes

After completing this unit, educators will be able to:

- Explain the balanced assessment model

eBook: The Balanced Assessment Model: When Formative Meets Summative

Participants read "Chapter 2: The Balanced Assessment Model: When Formative Meets Summative" in the eBook of *Balanced Assessment* and address relevant issues in a reflection question format.

Unit 3: Common Assessments

Here, Kay Burke explores the role of the professional learning community in creating common assessments. She walks participants through an eight-step Common Assessment Cycle, from identifying power standards through final course grades. Educators explain how they collaborate with their peers to create common assessments.

Unit Objectives

After completing this unit, educators will know:

- The reasons for creating common assessments

Student Learning Outcomes

After completing this unit, educators will be able to:

- Collaborate within grade-level or subject-area teams to create common assessments

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eBook: Common Assessments: A Community of Assessors

Participants read "Chapter 3: Common Assessments: A Community of Assessors" in the eBook of *Balanced Assessment* and address relevant issues in a reflection question format.

Unit 4: Performance Tasks for Authentic Learning

In this unit, Dr. Burke describes the features of performance tasks, as well as the benefits of using them. Teams of social studies and English Language Arts teachers are given fifteen minutes to come up with a performance task for each subject, with inspiring results. (Dr. Burke says teachers can plan performance tasks today and use them in the classroom tomorrow, and we'll see the payoff later in the course.)

Unit Objectives

After completing this unit, educators will know:

- Why performance tasks are an important part of a teacher's repertoire
- When and how to use performance tasks to motivate students
- The role of checklists and rubrics in assessing work on performance tasks

Student Learning Outcomes

After completing this unit, educators will be able to:

- Design performance tasks appropriate to their grade levels and subject areas

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eBook: Performance Tasks: The Key to an Engaging Curriculum

Participants read "Chapter 4: Performance Tasks: The Key to an Engaging Curriculum" in the eBook of *Balanced Assessment* and address relevant issues in a reflection question format.

Unit 5: Checklists for Learning

Kay Burke says, "Rubrics are our friends; checklists are our best friends." In this unit, she explores the use of the lesser-known tool, the checklist, to guide students' work, promote self-monitoring, and serve as a formative assessment for teachers and students alike. Teachers discuss the benefits of checklists and

how to introduce them to a class. We watch the process unfold in several classrooms - from identifying and describing shapes in grade 2 to identifying and describing character traits in grade 8.

Unit Objectives

After completing this unit, educators will know:

- How to create checklists that serve as teaching guides
- The components of a quality checklist for students
- How to embed the language of the standards in all checklists
- How to use checklists to help struggling students

Student Learning Outcomes

After completing this unit, educators will be able to:

- Create checklists appropriate to their grade levels and subject areas

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eBook: Checklists: Progressions of Learning

Participants read "Chapter 5: Checklists: Progressions of Learning" in the eBook of *Balanced Assessment* and address relevant issues in a reflection question format.

Unit 6: Rubrics

In this unit, Dr. Burke discusses the ins and outs of rubrics: how to convert checklists to rubrics, how to weight items based on their relative importance, and how to write good descriptors (including those rigorous enough to merit an "exceeds the standards" rating). We see the launch of a performance task in a high school social studies class, complete with checklists and rubrics. And a trio of high school students explains the value of performance tasks, checklists, and rubrics in their current class and beyond.

Unit Objectives

After completing this unit, educators will know:

- How to convert checklists to rubrics
- How to create descriptors of quality work to guide students to master the standards

Student Learning Outcomes

After completing this unit, educators will be able to:

- Design rubrics appropriate to their grade levels and subject areas

eBook: Rubrics: All Roads Lead to the Standards

Participants read "Chapter 6: Rubrics: All Roads Lead to the Standards" in the eBook of *Balanced Assessment* and address relevant issues in a reflection question format.

Unit 7: Formative Assessment Tools

Not every standard requires a carefully-created performance task and accompanying assessments. But daily monitoring of student progress is key to learning success. In this unit, Dr. Burke shares an assortment of graphic organizers and metacognitive strategies (thinking about our own thinking) that will help teachers assess student understanding in "real time and real fast."

Unit Objectives

After completing this unit, educators will know:

- A repertoire of easily implemented formative assessment tools
- How to use instructional strategies as assessment strategies
- The role of metacognition in formative assessment

Student Learning Outcomes

After completing this unit, educators will be able to:

- Select and use a variety of informal assessment strategies (for example, Venn Diagrams, Human Rubrics, Learning Logs, and Agree/Disagree Charts) as well as strategies for summarizing learning at the end of a lesson

eBook: Formative Assessment Tools: Real Time and Real Fast

Participants read "Chapter 7: Formative Assessment Tools: Real Time and Real Fast" in the eBook of *Balanced Assessment* and address relevant issues in a reflection question format.

Unit 8: Summative Assessment and Evaluation

Here, Kay Burke concludes the course with summative assessment and evaluation. How much weight should be given to formative and summative assessments? Should students be given zeroes? Should they be given the opportunity to re-do work? In this unit, Dr. Burke poses the questions districts should be considering in establishing grading policies. Teachers and administrators weigh in.

Unit Objectives

After completing this unit, educators will know:

- The relationship between formative and summative assessment

Student Learning Outcomes

After completing this unit, educators will be able to:

- Use multiple formative and summative assessment tools in order to arrive at a final evaluation

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eBook: Summative Assessment and Evaluation: The Last Judgment

Participants read "Chapter 8: Summative Assessment and Evaluation: The Last Judgment" in the eBook of *Balanced Assessment* and address relevant issues in a reflection question format.

Methods of Instruction

- Videos (presentations consisting of lecture, interviews, and classroom footage)
- Readings
- Reflection questions (open-ended questions at intervals throughout the video presentations where participants are asked to reflect on the course content, their own practice, and their intentions for their practice)
- Quizzes (selected-response quizzes to assess understanding of the video presentations)
- Discussion forum (prompts after each unit that engage participants in online dialogue with their cohorts)
- Midterm (a project intended to get teachers to begin to develop their practice by putting to work in the classroom what they have learned)
- Final (a project that enables educators to reflect on their practice and assess their students' work through the lens of what they have learned)

Plagiarism Policy

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the passing off of someone else's work as one's own and includes failing to cite sources for others' ideas, copying material from books or the Internet (including lesson plans and rubrics), and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult plagiarism.org.

Percentage of Course Credit

- Reflection questions   25%
- Quizzes   15%
- Midterm   25%
- Final   35%

Grading Policy

A: 3.4 – 4.0
B: 2.7 – 3.3
C: 2.0 – 2.6
F: < 2.0

Activity	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
Quizzes	90-100%	80-89%	70-79%	69% or below
Reflection Question	Participant has provided rich detail and supporting examples from the course content. Participant has made responses to prompts personally meaningful and relevant to his or her teaching practice.	Participant has included appropriate content from the course content. Participant has made thoughtful comments in direct response to the prompts.	Participant has included little that indicates consideration and comprehension of course content. Participant has answered most questions directly but some too briefly.	Participant has included little to no content indicating consideration and comprehension of course content. Participant has not addressed the specific questions posed. Participant has not responded to all reflection questions. Participant has copied from the course transcript without synthesis or analysis.

Midterm

For this midterm you will visit corestandards.org and select a Language Arts, Literacy in History/Social Studies & Science (may be found in the ELA section), or Mathematics standard that will be the focus of an upcoming unit of study. The standard you select should meet the criteria of a "power standard." You will use this standard to fulfill the following midterm requirements. You will use the same standard to fulfill the requirements for the final. We encourage you to work with colleagues on the selection of a power standard.

1) Teacher Checklist
Repack the standard as described on page 11 of *Balanced Assessment*. Create a teacher checklist that chunks the main categories, puts them in a logical instructional sequence, and identifies the performance indicators for each. An example, "Teacher Checklist for Informative Writing," may be downloaded by clicking on the Resources button.

2) Performance Task
Download the "Performance Task Template" by clicking on the Resources button. Create a performance task according to the guidelines provided on pages 52 – 53 of *Balanced Assessment*. For examples, see pages 55 - 71. Additional examples can be found by clicking on Resources in the eClassroom and there are sample performance tasks in Unit 9: Checklists for Learning and Unit 11: Rubrics.

You will create a checklist and a rubric for this performance task as part of your final project.

3) Reflection Questions
Answer the following questions in a separate document.

1. How did you select the power standard for this assignment? In your answer, discuss endurance, leverage, and necessity for the next level of instruction.

2. Describe the process of repacking the standards. What was easy? What was difficult? How did the participation of colleagues (or unavailability of colleagues) affect the process?

3. Using the criteria for designing performance tasks on pages 52 and 53 as a guide, discuss the strengths and weaknesses of the performance task you've created.

When you've completed your midterm, upload your **Teacher Checklist**, **Performance Task**, and **Reflection Questions** for evaluation.

Midterm Rubric

Step	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
Teacher Checklist Repack the standard as described on page 11 of *Balanced Assessment*. Create a teacher checklist that chunks the main categories, puts them in a logical instructional sequence, and identifies the performance indicators for each.	Participant has modeled his or her checklist on the example available through Resources. He or she has appropriately chunked the main categories, put them in a logical instructional sequence, and identified appropriate performance indicators for each.	Participant has chucked the main categories, put them in a logical instructional sequence, and indentified performance indicators for each.	Participant has chunked the main categories though struggled to put them in a logical instructional sequence and/or to identify performance indicators for each.	Participant has not chunked the main categories. Participant has not put them in a logical sequence. Participant has not identified performance indicators for each.
Performance Task Download the "Performance Task	Participant has created a performance task	Participant has created a performance task	Participant has created a performance task	Participant has not created a performance task, or

Template" by clicking on the Resources button. Create a performance task.	that appropriately accords with all of the following guidelines: • Relationship to standards • Relevancy • Structure • Grouping • Rigor • Subjectivity • Cognitive level	that accords with most of the following guidelines: • Relationship to standards • Relevancy • Structure • Grouping • Rigor • Subjectivity • Cognitive level	that accords with few of the following guidelines: • Relationship to standards • Relevancy • Structure • Grouping • Rigor • Subjectivity • Cognitive level	has created one that accords with none of the following guidelines: • Relationship to standards • Relevancy • Structure • Grouping • Rigor • Subjectivity • Cognitive level
Reflection Questions Answer the following questions in a separate document. 1) How did you select the power standard for this assignment? Discuss endurance, leverage, and necessity for the next level of instruction. 2) Describe the process of repacking the standards. What was easy? What was difficult? How did the participation of colleagues (or unavailability of colleagues) affect the process? 3) Using the criteria for designing performance tasks on pages 52 and 53 as a guide, discuss the strengths and weaknesses of the	Participant has explained and justified with examples and appropriate detail: • How he or she selected the power standard for the assignment, discussing endurance, leverage, and necessity for the next level of instruction • The process of repacking the standards, addressing what was easy and difficult, and how the availability or unavailability of colleagues affects the process • The strengths and weakness of the performance task according to the criteria for Performance Tasks outlined in "Balanced Assessment" by Kay Burke.	Participant has explained: • How he or she selected the power standard for the assignment, discussing endurance, leverage, and necessity for the next level of instruction • The process of repacking the standards, addressing what was easy and difficult, and how the availability or unavailability of colleagues affects the process • The strengths and weakness of the performance task, according to all the criteria for Performance Tasks outlined in "Balanced Assessment" by Kay Burke.	Participant has explained two of the following or has not been persuasive: • How he or she selected the power standard for the assignment, discussing endurance, leverage, and necessity for the next level of instruction • The process of repacking the standards, addressing what was easy and difficult, and how the availability or unavailability of colleagues affects the process • The strengths and weakness of the performance task, according to all the criteria for Performance Tasks outlined in "Balanced Assessment" by Kay Burke.	Participant has explained one or none of the following: • How he or she selected the power standard for the assignment, discussing endurance, leverage, and necessity for the next level of instruction • The process of repacking the standards, addressing what was easy and difficult, and how the availability or unavailability of colleagues affects the process • The strengths and weakness of the performance task, according to all the criteria for Performance Tasks outlined in "Balanced Assessment" by Kay Burke.

performance task you've created.				
Formal Issues	Participant makes no grammatical errors. Participant organizes paragraphs around clearly articulated main ideas. Participant writes in an effective and eloquent style—i.e., varies his or her sentence structure and makes careful word choices.	Participant makes few grammatical errors. Participant organizes most paragraphs around clearly articulated main ideas. Participant writes in an effective and eloquent style—i.e., varies his or her sentence structure, though not always finding the right word.	Participant makes some distracting grammatical errors and/or typos. Participant organizes some, but not all, paragraphs around main ideas. Participant writes in a style that communicates his or her thoughts, but with no marked eloquence and insufficient attention to word choice.	Participant makes multiple grammatical errors. Paragraphs are not organized around main ideas. Participant writes in a style that does not effectively communicate his or her thoughts.

Final

For your final, you will return to the performance task you created for the midterm. You will design a student checklist and rubric to assess students' mastery of the standard(s) during and following the performance task. In addition, you will create one "real time, real fast" assessment for this standard and suggest an end-of-class activity that supports metacognition.

1) Student Checklist
Download the "Template for a Student Checklist." Construct a student checklist to be used with the individual work described in the performance task you created for the midterm. Refer to the guidelines on pages 80 and 81 in "Balanced Assessment" to evaluate your effort, and make changes as necessary. For sample checklists, see pages 84 – 91. Additional examples can be found by clicking on Resources in the eClassroom; there are sample checklists in Unit 9: Checklists for Learning and Unit 11: Rubrics.

2) Rubric
Download the "Weighted Rubric Template." Convert your checklist to a weighted rubric students can use to gauge the quality of their work. (Use as many pages as needed.) Refer to the guidelines on pages 99 and 100 of "Balanced Assessment" to evaluate your effort, and make changes as needed. Sample rubrics can be found on pages 108 – 113, and in the Resources section of Units 9 and 11.

3) "Real Time, Real Fast" Assessment
Select a standard you're currently teaching. Create <u>one</u> of the following "real time, real fast" assessments to check student progress and provide feedback (to them and to you):
- Human Rubric (p. 121 – 122)
- Learning Log (p. 122 – 129)

- Agree/Disagree Chart (p. 129 – 132)
- Venn Diagram (p. 131 – 134)

4) Metacognitive Strategy
Describe an end-of-class strategy you'll use to monitor student progress and reinforce the day's learning.

5) Reflection Questions
Answer the following questions in a separate document.

1. How will you incorporate the assessments strategies learned in this course into your classroom practice?

2. What are the obstacles to using these strategies, and how will you overcome them?

3. Describe the benefits of these strategies to you, your students, and their parents.

When you've completed your final, upload your **Performance Task**, **Student Checklist**, **Rubric**, **"Real Time, Real Fast" Assessment**, **Metacognitive Strategy**, and **Reflection Questions** for evaluation.

Final Rubric

Step	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
Student Checklist Construct a student checklist to be used with the individual work described in the performance task you created for the midterm.	Participant has created a student checklist that precisely aligns with the performance task created for the midterm.

The checklist satisfies all the criteria included in the Teacher Guidelines for Creating Student Checklists" in Kay Burke's "Balanced Assessment." | Participant has created a student checklist that appears to align with the performance task created for the midterm.

The checklist satisfies most of the criteria included in the Teacher Guidelines for Creating Student Checklists" in Kay Burke's "Balanced Assessment." | Participant has created a student checklist, though its alignment with the performance task created for the midterm is in question.

The checklist satisfies some of the criteria included in the Teacher Guidelines for Creating Student Checklists" in Kay Burke's "Balanced Assessment." | Participant has not created a student checklist.

Or:

The checklist does not align with the performance task from created for the midterm.

Or:

The checklist satisfies none of the criteria included in the Teacher Guidelines for Creating Student Checklists" in Kay Burke's "Balanced Assessment." |

Rubric Convert your checklist to a weighted rubric students can use to gauge the quality of their work. (Use as many pages as needed.) Using the Balanced Assessment guidelines evaluate your effort and make changes as needed.	Participant has successfully converted the checklist to a weighted rubric with sufficient detail in descriptors and appropriate categories that align with the performance task.	Participant has converted the checklist to a weighted rubric with appropriate categories that align with the performance task.	Participant has converted the checklist to a weighted rubric, though the categories and descriptors don't clearly align with the performance task.	Participant has not converted the checklist to a weighted rubric.
"Real Time, Real Fast" Assessment Select a standard you're currently teaching. Create <u>one</u> of the following "real time, real fast" assessments to check student progress and provide feedback (to them and to you).	Participant has created a "real time, real fast" assessment likely to be productive as a tool to check student progress and provide feedback in relation to the performance task.	Participant has created an appropriate "real time, real fast" assessment that can be used as a tool to check student progress and provide feedback in relation to the performance task.	Participant has created a "real time, real fast" assessment, though not one likely to be productive as a tool to check student progress and/or provide feedback in relation to the performance task.	Participant has not created a "real time, real fast" assessment.
Metacognitive Strategy Describe an end-of-class strategy you'll use to monitor student progress and reinforce the day's learning.	Participant has described in detail with supporting examples an end-of-class strategy aligned with the performance task that he or she will use to monitor student progress and reinforce the day's learning.	Participant has described an apparently appropriate end-of class strategy that he or she will use to monitor student progress and reinforce the day's learning.	Participant has indicated an end-of-class strategy that he or she will use to monitor student progress or reinforce the day's learning, though the appropriateness of that strategy, including its alignment to the performance task, is in question.	Participant has not indicated an end-of-class strategy that he or she will use to monitor student progress or reinforce the day's learning.
Reflection Questions 1) How will you incorporate the	Participant has written a thoughtful reflection, supported by illuminating details and examples,	Participant has reflected on all of the following: • How he or she will	Participant has reflected on 2 of the following with insufficient detail:	Participant has reflected on 0-1 of the following: • How he or she will

assessments strategies learned in this course into your classroom practice? 2) What are the obstacles to using these strategies, and how will you overcome them? 3) Describe the benefits of these strategies to you, your students, and their parents.	addressing all of the following: • How he or she will incorporate the course's assessment strategies into his or her practice • Any obstacles to using these strategies and how he or she will overcome them • The benefits of the strategies to him or herself, students, and parents	incorporate the course's assessment strategies into his or her practice • Any obstacles to using these strategies and how he or she will overcome them • The benefits of the strategies to him or herself, students, and parents	• How he or she will incorporate the course's assessment strategies into his or her practice • Any obstacles to using these strategies and how he or she will overcome them • The benefits of the strategies to him or herself, students, and parents	incorporate the course's assessment strategies into his or her practice • Any obstacles to using these strategies and how he or she will overcome them • The benefits of the strategies to him or herself, students, and parents
Formal Issues	Participant makes no grammatical errors. Participant organizes paragraphs around clearly articulated main ideas. Participant writes in an effective and eloquent style—i.e., varies his or her sentence structure and makes careful word choices.	Participant makes few grammatical errors. Participant organizes most paragraphs around clearly articulated main ideas. Participant writes in an effective and eloquent style—i.e., varies his or her sentence structure though not always finding the right word.	Participant makes some distracting grammatical errors and/or typos. Participant organizes some, but not all, paragraphs around main ideas. Participant writes in a style that communicates his or her thoughts but with no marked eloquence and insufficient attention to word choice.	Participant makes multiple grammatical errors. Paragraphs are not organized around main ideas. Participant writes in a style that does not effectively communicate his or her thoughts.