

**Course Title:** Checking for Understanding

**Instructor:** Susan Riley

**Course Code:** EC004

**Course Units:** 2.5 CEUs

**PD Hours:** 25 hours



### **Course Description**

Checking for Understanding explores how to assess desired learning outcomes in maker-centered arts integration and STEAM classrooms with integrity and in alignment to identified standards. Additionally, students will research and implement a variety of models for assessment. These include portfolios, performance-based assessments, rubrics, formative, and summative measures. Finally, this course facilitates the process of designing quality assessments that can be used for testing or student growth measures.

### **Course Outcomes**

- Define the unique qualities of performance-based, formative, and summative assessment measures.
- Select appropriate aligned assessments to measure a variety of desired student learning outcomes
- Design a set of assessment samples and templates to use in curriculum development.
- Create a comprehensive menu of assessment choices specifically for arts classrooms and arts integration lessons.
- Analyze data gathered from assessments to determine appropriate next steps for student instruction.
- Present data from assessments to administrators using digital resources and tools.
- Cite specific assessment examples that can be used authentically to measure student growth and mastery in required SLO/SGO teacher evaluation documents
- Develop assessments that require a variety of levels of cognitive demand presented in Bloom's Taxonomy and connected through McTighe and Wiggins' Understanding by Design.

### **Lesson Outline**

*Lesson 1: The Purpose of Assessment*

*Objective:* Identify the difference between assessment and evaluation

*Task:* Use the Assessment Reflection sheet to consider your own practice

*Lesson 2: Types of Assessment*

*Objective:* Distinguish between the three types of assessments and when to use them

*Task:* Plan out your assessments with the assessment tool

### *Lesson 3: Assessing Integration*

*Objective:* Determine how to assess two contents and the role of rubrics

*Task:* Create and assessment plan using the Assessment Mixing Guide

### *Lesson 4: Authentic Assessment*

*Objective:* Determine what makes an authentic assessment

*Task:* Create an authentic assessment action plan

### *Lesson 5: Creating Integrated Assessments*

*Objective:* Identify the five steps to creating an authentic assessment

*Task:* Use the Assessment Cheat Sheet to work through your assessment design

### *Lesson 6: Your Assessment Profile*

*Objective:* Build an assessment profile with alternative assessments

*Task:* Review the five different assessment guides

### *Lesson 7: Tools to Create Assessments*

*Objective:* Identify specific assessment tools that maximize your time

*Task:* Review the Assessment Comparison Tool

### *Lesson 8: Making Alignment Simple*

*Objective:* Determine the process of assessment alignment to standards

*Task:* Practice using the Assessment Alignment Map in your next lesson

### *Lesson 9: Integrating Student Growth*

*Objective:* Determine how to capitalize on integrating your assessment process for growth

*Task:* Review the Growth Target Example list

### *Lesson 10: Using Data Analysis*

*Objective:* Identify the seven essential data analysis questions

*Task:* Complete the Data Analysis template

### *Lesson 11: Taking Action*

*Objective:* Calculate how to use data analysis to adjust lessons and units

*Task:* Complete the Taking Action Guide sheets

### *Lesson 12: Connecting the Dots*

*Objective:* Determine how to connect with standards based grading and choice based assessments

*Task:* Complete the Assessment Bank template

## Evaluation

**Summative Assessment:** Using the Authentic Assessment Action Plan and the Create an Assessment Cheat Sheet, develop an original diagnostic, and 2 original formative assessments that can be developed for a lesson plan. Use the Authentic Assessment Action Plan and the Create an Assessment Cheat Sheet to guide your development process to ensure all components are included. Remember that the assessment of learning should be equitable for both standards. Include a brief description of the lesson for these assessments. Feel free to add your own creativity to the format of your creative product.

**Evaluation tool:** The following rubric will be used to evaluate your assessment. A score of 70% (70/100points) is required to pass the course and receive your certificate.

	Score	Assessments Include all (15) of the following:		
	15/15 = 20	<i>Diagnostic Assessment</i>	<i>Formative Assessment (#1)</i>	<i>Formative Assessment (#2)</i>
<b>Quantitative Compliance</b>	13/15 = 15	<input type="checkbox"/> Brief description of lesson	<input type="checkbox"/> Brief description of lesson	<input type="checkbox"/> Brief description of lesson
		<input type="checkbox"/> 1 Content Standard	<input type="checkbox"/> 1 Content Standard	<input type="checkbox"/> 1 Content Standard
	11/15 = 10	<input type="checkbox"/> 1 Art Standard	<input type="checkbox"/> 1 Art Standard	<input type="checkbox"/> 1 Art Standard
	Less than 11 requires revision	<input type="checkbox"/> Task	<input type="checkbox"/> Task	<input type="checkbox"/> Task
		<input type="checkbox"/> Criteria	<input type="checkbox"/> Criteria	<input type="checkbox"/> Criteria

Qualitative Components	Exceeds Expectations 20	Meets Expectations 15	Below Expectations 10	Request for Revision
<b>Aligned Standards</b>	Clear and intentional aligned standards that are natural and unforced	Alignment of standards is slightly forced and may lead to contrived integration	Alignment of standards are forced making integration difficult	Alignment of standards is missing or lacks comprehension
<b>Diagnostic Assessment</b>	Diagnostic is an explicit assessment of student's prior knowledge of the focal standard(s) and topic in lesson description.	Diagnostic assesses student's prior knowledge of the focal standard(s) and topic in lesson description.	Diagnostic assessment may not provide data on student's prior knowledge of the focal standard(s) and topic in lesson description.	Diagnostic assessment will not provide data on student's prior knowledge of the focal standard(s) and topic in lesson description.
<b>Formative Assessments</b>	Formative assessments explicitly assess both the content and the art standard(s) and may include a description of success	Formative assessments assess both the content and the art standard(s) and may include a description of success	Formative assessments indirectly assess both the content and the art standard(s)	Formative assessments do not assess both the content and the art standard(s)
<b>Professionalism</b>	Assessments are organized, user-friendly, grammatically correct, Original Content (cited resources), and aesthetically pleasing.	Assessments are mostly organized, user-friendly, grammatically correct, Original Content (cited resources), and aesthetically pleasing.	Assessments lack the following: organization user-friendliness, grammatically correctness, Original Content (cited resources), and aesthetics	Assessments is unorganized and difficult to follow with too many errors making it difficult to understand. Content may be copied.

## **How to final assessment**

Please save your document in PDF format only. Title your document as follows:

lastname.firstname\_CFU

Upload the single PDF to the platform under PD Certificate tab

A score of 70% (70/100 points) is required to earn 25 PD hours and 2.5 CEUs