

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>
Quantitative Compliance	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
Aligned Standards	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
Diagnostic Assessment	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.
Formative Assessments	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)
Professionalism	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