



## LILIE, LLC Course Information

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**Title of Course (45 hours):** Tools for Successful Classroom Assessment:

### **Course Description:**

This class will offer educators an opportunity to explore the process behind the creation of the various educational assessments and how they are aligned with curricula in order to measure knowledge and skill acquisition. Teachers will review educational objectives, analyze many research-based, successful classroom strategies and techniques used to implement assessment, and reflect upon the types of successful assessment used in their own content areas and grade levels. Ultimately teachers will discover numerous forms of assessment that can be practiced in order to improve instruction.

### **Overall Course Objective and Expectation(s):**

- To analyze and discuss the relationship between instruction and assessment.
- To examine the various forms of assessment as they relate to content, grade level, and specific curriculum.
- To determine appropriate forms of assessment based upon individual student need.

### **Course Instructional Materials:**

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

### **Instructor Consultation and Interaction:**

Real time consultation and instruction is provided through the LILIE, LLC discussion boards for each course/classroom on a daily basis.

### **Suggested Readings (subject to change):**

- Brookhart, Susan M; How to Assess Higher Order Thinking Skills in Your Classroom; ASCD; 2010
- Moss, Connie M. and Brookhart, Susan M.; Advancing Formative Assessment in Every Classroom; a Guide for Instructional Leaders; ASCD; 2009
- Voltz, Deborah L, Sims, Michele Jean, and Nelson, Betty; Connecting Teachers, Students, and Standards; ASCD; 2010

### Proof of Course Completion:

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits contemplated by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructors. These enrollee postings must be made four times each week in separate sessions. Enrollees will be required to submit a detailed log documenting at least 45 hours of course work, including discussion board posts, and will be required to apply information and strategies acquired from the course content to weekly classroom instruction. Attempts to falsify logs or discussion board entries will result in denial of credit and a report to the enrollee's employer.



## Scope & Sequence/Weekly Topics and Objectives

### *Week 1*

**Week Objective:** Answering the question: What is successful classroom assessment?

- ✓ Introductions and individual assessment of teacher participants' use of assessment in their own classrooms
- ✓ Review of the instructional cycle
- ✓ Defining assessment
- ✓ Perceptions of assessment
- ✓ The position of and purpose of assessment within the instructional cycle
- ✓ Variables of the instructional cycle as dictated by content and grade level
- ✓ The seven characteristics of classroom assessment
- ✓ High Stakes Assessments

### **Textbook/ Professional Article Reading Assignments**

1. Voltz, Sims, and Nelson; Connecting Teachers, Students, and Standards; Chapter One: Gathering and Using the Best Methods for Instruction; Pages 1-29
2. Angelo and Cross; A Handbook for College Teachers 2<sup>nd</sup> Edition; Classroom Assessment Techniques; Excerpt Posted Via Course Website
3. Voltz, Sims, and Nelson; Connecting Teachers, Students, and Standards; Chapter 6: Implementing Assessment for Instruction; Pages 113-129

**Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):**

In addition to the readings and postings, teachers will focus primarily on that which they apply, discuss, and align the various methods discussed in the chapters to the educational and instructional goals of their grade level and content area classrooms.



## *Week II*

**Week Objective:** Evaluating various methods of successful assessment and analysis of the established research for effective classroom assessment.

- ✓ Overview of the types of tests
- ✓ What is formative assessment?
- ✓ Formative assessment and the misconceptions
- ✓ Formative assessment and motivation
- ✓ Recognizing the formative assessment process and teacher “look for’s/student look for’s”
- ✓ Summative assessment
- ✓ Using both formative and summative assessment in the classroom

### **Textbook/ Professional Article Reading Assignments**

1. Barbara Gross Davis, University of California, Berkeley. *From Tools for Teaching; Quizzes, Tests, and Exams*; posted via course webpage
2. Moss and Brookhart; *Advancing Formative Assessment in Every Classroom*; Chapter 1, Lay of the Land, Pages 5-23
3. Moss and Brookhart; *Advancing Formative Assessment in Every Classroom*; Chapter 2, Leveling the Playing Field: Sharing Learning Targets and Criteria for Success, Pages 24-3
4. Moss and Brookhart; *Advancing Formative Assessment in Every Classroom*; Chapter 3, Shifting to Informing Feedback that Feeds Forward, Pages 44-59

### **Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):**

Students will review the chapter entitled “Shifting to Informing Feedback that Feeds Forward”, Pages 44-59 and post a reflection in which they evaluate their use of feedback in the classroom. Students will also be directed to journal after the school day, recording the forms of formative assessments and feedback methods implemented during that day. In addition, students will consider the modifications made to reach different learner needs.



### *Week III*

**Week Objective:** Exploring the effective techniques for successful classroom assessment

- ✓ Higher order thinking and assessment practices
- ✓ Formative and summative assessment of higher order thinking
- ✓ The power of classroom assessment
- ✓ Best practice methods for addressing different student learner needs: aspects of differentiated instruction, multiple intelligences, and cooperative learning
- ✓ Assessing Student Outcomes
- ✓ Test anxiety
- ✓ Overview of classroom assessment conducted at all levels of the educational system

#### **Textbook/ Professional Article Reading Assignments**

1. Chapter One: of How to Assess Higher Order Thinking Skills in Your Classroom by Susan M. Brookhart General Principles for Assessing Higher Order Thinking, pages 17-38
2. Chapter Two of How to Assess Higher Order Thinking Skills in Your Classroom by Susan M. Brookhart: Assessing Analysis, Evaluation and Creation, pages 39-60
3. Chapter One of Connecting Teachers, Students, and Standards by Voltz, Sims, and Nelson; Gathering and Using the Best Methods for Instruction, pages 1-32
4. Chapter Seven of Advancing Formative Assessment in Every Classroom by Moss and Brookhart: Valuing Critical Thinking and Inquiry: Engaging Students in Asking Effective Questions, Pages 114-133

**Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):**

- Best Practice Methods Presentation via LILIE LLC. Discussion Board
- Students will utilize the information presented in pages 1-32 of Connecting Teachers, Students, and Standards by Voltz, Sims, and Nelson; Gathering and Using the Best Methods of formative assessment Instruction, and prepare focused posts in which they examine a particular element for addressing different student learner needs: aspects of differentiated instruction, multiple intelligences, and cooperative learning. The presentation will be formatted by defining the element, applying the element to the content area and grade level, addressing the variables of different learner needs relevant to the teacher's content area and grade level, specific examples of the success of the technique, and relevant resources located by the teacher in order to share with colleagues.



### *Week IV*

**Week Objective:** Discriminating and or developing successful assessments for your discipline

- ✓ Evaluation of content area and grade level assessment goals
- ✓ Strategic Questioning Plans as a component of lesson plans
- ✓ Evaluation of current lesson implemented in teacher participants' classrooms and applying modifications based on the course's content

#### **Textbook/ Professional Article Reading Assignments**

1. Voltz, Sims, and Nelson; Connecting Teachers, Students, and Standards; Chapter Seven, Putting it all Together, Pages 131-144
2. Moss and Brookhart; Advancing Formative Assessment in Every Classroom, Enriching Classroom Discourse; Planning For and Asking Strategic Questions, pages 96-113

**Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):**

- Creation and sharing of lesson ideas and plans that utilize several types of assessments and methods presented in the course. Plan may be a modification of an existing plan or the creation of an entirely new plan