

LOCK HAVEN UNIVERSITY OF PENNSYLVANIA
LOCK HAVEN, PENNSYLVANIA

College of Education and Human Services

Syllabus

**Designing Assessments Using Performance Standards
ALTE 604 and EDTL 604**

I. Introductory Information

- A. **Department Name:** Graduate
Studies
- B. **Departmental Catalogue
Number:** ALTE 604 and
EDTL 604
- C. **Course Title:** Designing Assessments
Using Performance
Standards
- D. **Credit/Semester Hours:** 3
- E. **Clock Hours Per Week:** 3
- F. **Restrictions Upon Student Registration-**
Graduate course
provisions apply.

II. A. Description of the Course

The purpose of this course is to provide graduate students an understanding of and practice with the design and analysis of assessments and rubrics that can be employed in a standards-based classroom. Readings and activities are grounded in educational research and illustrated with meaningful classroom practices of teaching and learning in a standards-based environment.

B. Comprehensive Description:

With the No Child Left Behind Act mandated, performance standards and student achievement are assessed at the end of each academic school year. Those schools that do not meet Academic Yearly Progress (AYP) can be

placed on corrective action I or II. This course is designed to address the alignment curricular instruction and assessment with the state standards. Graduate students will have the opportunity to better understand the standards and designing performance assessments associated with them.

The course addresses the following National Board for Professional Teaching Standards Propositions (NBPTS):

NBPTS Proposition 1

Be committed to students and their learning.

- Be attentive to human variability and knowledgeable about learning disabilities, physical, mental, and emotional challenges. The teacher will adjust instructional practices accordingly and evaluate the effectiveness for student success, willingly changing the practices as needed.
- Provide socially and cognitively stimulating activities that engage all students at their appropriate developmental level of learning.

NBPTS Proposition 2

Know the subjects and how to teach those subjects to students.

- Exhibit extensive content knowledge and make multiple connections to other disciplines.
- Know how to reveal content to students so they can build it into their systems of thinking and readily assimilate the new knowledge.

NBPTS Proposition 3

Be responsible for managing and monitoring student learning.

- Assess student learning and use this for individual student evaluation classroom evaluation, and to evaluate and reflect on the lesson taught.

III. Exposition

A. Objectives

The Graduate Student will be able to:

1. access and navigate course delivery technologies including, but not limited to all course tools, email, audio and video conferencing and PowerPoint software;
2. compare and contrast traditional assessment practices and performance standards based assessment;

3. describe and discuss the state and National standards and reflect on both positive and negative implications and possible consequences of both;
4. research, compare, contrast, and reflect on the value and usefulness of four models of curriculum and design;
5. develop an age appropriate state and national standards based lesson plan;
6. generate an assessment rubric appropriate to measure student progress toward meeting performance standards listed in required lesson plan;
7. describe and discuss current research and practices related to standards-based instruction, and ;
8. generate, describe, and discuss a personal standards-based assessment model reflective of educational philosophy and practice.

B. Activities and Requirements

1. Graduate students will complete readings, web-based research activities, and participate in daily/weekly discussion groups sharing ideas, insights, discoveries and projects.
2. Prepare and present a report comparing and contrasting traditional assessment practices and performance standards based assessment.
3. Create a paper discussing views related to state and National standards. Views should be supported with relevant research.
4. Create a research paper analyzing four models of curriculum and design using correct APA format.
5. Develop and present an age and developmentally appropriate standards-based lesson plan aligning with state and National standards.
6. Create a rubric to assess student performance in meeting performance standards listed in the required lesson plan.
7. Prepare a report analyzing current research and practices related to standards-based instruction.
8. Develop and present a personalized standards-based assessment model reflective of educational philosophy and practice.

C. Major Units and Time Allotted

Introduction to Assessment Theory and Practice	1 week
State and National Performance Standards	2 weeks

Curriculum Design Models and Practices	5 weeks
Designing and Assessing Standards-based Instruction	2 weeks
Developing the Assessment Rubric	1 week
Standards-based Instruction Research	3 weeks
Personalizing Assessment Development Process	1 week

D. Materials and Bibliography

1. Required Text

Selected readings will be provided by instructor. This course will utilize the following or similar texts:

Reeves, D.B. (2003). *Making standards work: How to implement standards-based curriculum in the classroom, school, and district* (3rd. ed.). Englewood, CO: Advanced Learning Press.

2. Other Resources:

Computer modem with Internet capability.

3. Basic Bibliography:

Ainsworth, L. & Viegut, D. (2006). *Common formative assessments: How to connect standards-based instruction and assessment*. Thousand Oaks, CA: Corwin Press.

Burke, K. (2006). *From standards to rubrics in 6 steps: Tools for assessing student learning K-8*. Thousand Oaks, CA: Corwin Press.

Butler, S.M. & McMunn, N.D. (2006). *A teachers guide to classroom assessment: Understanding and using assessment to improve student learning*. San Francisco, CA: Jossey-Bass.

Glass, K.T. (2005). *Curriculum design for writing instruction: Creating standards-based lesson plans and rubrics*. Thousand Oaks, CA: Corwin Press.

McTighe, J. & Thomas, R.S. (2003). Backward design for forward action. *Educational Leadership*, 60(5), 52-55.

McTighe, J. & Tomlinson, C.A. (2006). *Integrating differentiated instruction and understanding by design*. Alexandria, VA: ASCD.

McTighe, J. & Wiggins, G. (2004). *Understanding by design: Professional development workbook*. Alexandria, VA: ASCD.

Squires, D. (2005). *Aligning and balancing the standards based curriculum*. Boston, MA: Corwin Press.

Tomlinson, C. (2004). *How to differentiate instruction in mixed-ability classrooms(2nd ed.)*. Alexandria, VA: ASCD.

Wiggins, G. & McTighe J. (2005) *Understanding by design (2nd ed.)*. Alexandria, VA: ASCD.

IV. Standards

All grades will be assigned in accordance with university policy and based on criteria to include participation, completion of assignments relating to state and national standards, differentiated instruction, performance-based assessment and curriculum design.

The grades achieved on each activity serve as the assessment for this course. Each activity is aligned with the numerically corresponding objective.

V. Rationale and Impact

This course will be one of the core requirements for the Master of Education Program in both Alternative Education and Teaching and Learning. The course will be offered each semester as well as summer to insure appropriate time to completion scheduling. The course will be an online offering making it accessible regardless of location.

The course is open to all graduate students including non-degree students.

The course is designed to provide an in depth and practical study and application of performance standards in the classroom. The implementation of performance standards also brings inherent instructional implications in meeting the needs of diversified learners and using appropriate assessments to accurately assess growth. Students will design curriculum units, differentiated learning activities and assessments using performance standards as the foundation. The course is specifically designed for inservice

teachers and will provide skills and knowledge applicable to becoming a National Board for Professional Teaching Standards certified teacher.

The outcomes of this course will have direct application to existing classroom responsibilities at all levels and all disciplines. The course will enhance the inservice teachers ability to focus on individual learning needs and improve student performance.

VI. Cost and Staff Analysis:

This course will utilize existing faculty in the Master of Education Program, but may also be available, on a needs basis, for other faculty.

Syllabus

ALTE 604 and EDCI 604 Designing Assessments Using Performance Standards

approved

not approved

Dr. Keith T. Miller, President
Lock Haven University of PA

Date
