Common Assessments For Student Learning

Course Overview **Module Outline**

Click buttons for more information.
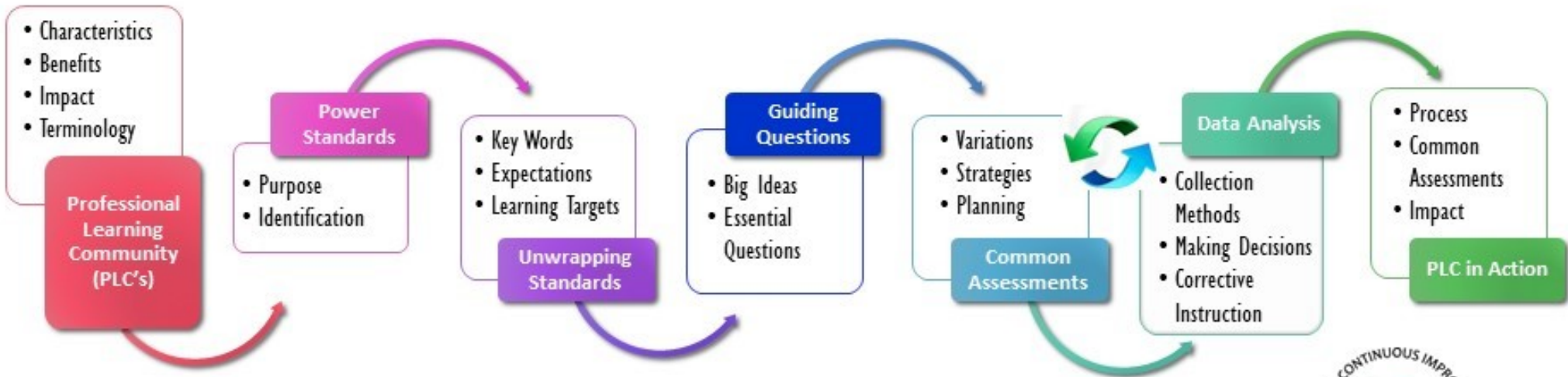
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COURSE MODULES

- Characteristics
- Benefits
- Impact
- Terminology

Professional Learning Community (PLC's)

Power Standards

- Purpose
- Identification

- Key Words
- Expectations
- Learning Targets

Unwrapping Standards

Guiding Questions

- Big Ideas
- Essential Questions

- Variations
- Strategies
- Planning

Common Assessments

- Collection Methods
- Making Decisions
- Corrective Instruction

Data Analysis

- Process
- Common Assessments
- Impact

PLC in Action

CYCLE OF CONTINUOUS IMPROVEMENT

POST COURSE

HOME

1 — Professional Learning Communities (PLC's)

2 — Power Standards

3 — Unwrapping Standards

4 — Guiding Questions

5 — Common Assessments

6 — Data Analysis

7 — Professional Learning Community In Action

Characteristics
- Student Learning
- Collaboration
- Results

Benefits
- Personal
- Professional

Impact
- Role of PLC
- Improvement Cycle

Terminology
- Work Cycle
- SMART

Purpose
- Instructional Planning
- Essential Learning

Identification
- Endurance
- Leverage
- Readiness

Key Words
- Skills
- Concepts
- Context

Expectations
- Student
- Knowledge
- Context

Learning Targets
- Implied/Specific
- Blooms
- Marzano
- Webb's DOK

Big Ideas
- Language
- Forms/Types
- Is/Is Not

Essential Questions
- Inquiry Based
- Overarching vs. Topical
- Connections

Variations
- Formative
- Summative

Strategies
- Constructed Response
- Selected Response
- Performance
- Personnel Communication

Planning
- Learning Target
- Levels of Thinking
- Validity
- Reliability

Collection Methods
- Data Walls
- Charts/Graphs
- Templates

Making Decisions
- Alternate Ranking
- Quantitative
- Proficiency Levels

Corrective Instruction
- Interventions
- Curriculum
- Teaching Strategies

Process
- Procedural
- Cyclical
- Collaborative

Assessments
- Interdependence
- Hub or Spoke?

Impact
- Self
- Learners
- Instruction

Course Overview

Course Description

Professional development training offered to educators to develop unit assessments, both formative and summative, to align with the new State Learning Standards. Education and training will focus on the understanding of methodology, key terminology and specific steps to successfully participate in the backward unit design process while aligning assessments to a curricular unit and evaluating results for student learning.

Course Overview/Objectives

- To introduce students (educators) to a collaborative process to improve student learning.
- Students (educators) will participate in purposeful interaction between team members of a professional learning community.
- Students (educators) will identify and unwrap power standards, chosen through consensus within a professional learning community
- Students (educators) will generating assessment-centered artifacts for formative and summative assessments.
- Students (educators) will analyze data for student improvement.

Course Completion

Participation and evidence of learning within the course will be documented by submitting the following completed job aids:

- Unwrapping Template
- Assessment Plan
- Data Team Meeting Plan
- Final Reflection

Course Format

Online/Asynchronous Professional Development

Participants/Attendees

K-12 Educators Within an Independent or Unit District

Grading Plan

Participation Only; Non-Graded
Participation is required for each collaborative activity and will be monitored by course administrator.

Course Pacing/Schedule

Course start date and duration will be regulated by building administrator and/or consensus of professional learning community.

Resources

Required textbook can be purchased at the following:

- www.amazon.com
- www.TextbookRush.com
- www.bookstores.com
- www.overstock.com
- www.barnesandnoble.com

Approximate textbook cost: $9.98
All other resources will be supplied via download.