

Assessment to Improve Student Learning

GRADES K–12

This course is designed for K-12 classroom teachers, administrators, and specialists.

This graduate-level course provides educators with the knowledge and skills to use assessments to measure and improve student learning. Through a mixture of course materials, featured experts, and modeling of best practices, educators will explore the role assessment plays in the teaching and learning process, its impact on student motivation, and strategies for aligning assessments with curriculum and standards. A variety of assessment methods will be reviewed in order to provide educators with a more accurate picture of student learning.

COURSE TOPICS

- Assessment and Student Motivation
- Student-Centered Classroom Assessment
- Aligning Curriculum and Assessment, Parts 1 & 2
- Assessment Options
- Pencil-and-Paper Assessment
- Performance Assessment
- Creating Performance Tasks
- Rubrics
- Performance Assessment: A Model
- Personal Communication
- Portfolios
- Reporting
- Grading
- Grading Q & A

COURSE OUTCOMES

By the end of the course, educators will:

- Recognize the differences between a standards-driven assessment system and a behavior-management-driven assessment system in relation to students' motivation to learn.
- Identify ways to involve students in the assessment process.
- Use the curriculum-and-assessment design process to develop lessons and units for their teaching practice.
- Identify a range of assessment options that can be used to assess student learning and achievement.
- Use a table of test specifications as a tool for constructing effective pencil-and-paper tests.
- Identify and take steps to minimize various forms of test bias.
- Analyze a performance assessment and cite evidence of the key characteristics of effective performance tasks.
- Create rubrics that provide both the teacher and students with clear criteria for student performance.
- Assess student learning through informal and formal personal communication with students.

ASSESSMENT TO IMPROVE STUDENT LEARNING

STUDENT ASSESSMENT

Student understanding and knowledge of theories, concepts, and strategies presented in the course will be assessed through:

→ **Quizzes**

→ **Study Team Discussions and Written Responses**

Students participate in discussions that stimulate professional dialogue regarding the content presented. These discussions require students to make connections among key ideas and synthesize their learning through thoughtful written responses.

→ **Application Assignments**

Students personalize course content and plan how they will apply the theories, concepts, and strategies in their teaching practice.

→ **Reflection Paper**

Students summarize their course learning from a more global perspective in a final reflection paper.

COURSE FORMAT AND MATERIALS

This course is offered in a distance-learning format, combining a course study guide and course text materials with a selection of videos that feature experts and master teachers sharing best practices. This course requires participation in a study team. The student must have a study partner or peer coach, preferably an educator, to complete study team activities and provide discussion and feedback. It is not necessary for the study partner to be enrolled in this course.

→ Course study guide containing instructions and assignments.

→ Several video programs that correspond with designated study guide sections. The video programs feature presentations and interviews by educational experts, interviews with practitioners, and classroom demonstrations.

→ Course texts

- McTighe, J., & Ferrara, S. (2000). *Assessing Learning in the Classroom*. Washington, DC: National Education Association.

EDUCATION EXPERTS

Assessment to Improve Student Learning features a number of nationally recognized experts in education, including:

Robert Marzano, Ph.D.

Dr. Marzano serves as a senior scholar at the Mid-continent Regional Educational Laboratory (McREL), where he translates research and theory into practical applications for schools and teachers. Additionally, he is a professor at Cardinal Stritch University, where he teaches research methodology and learning theory in the doctoral program. Dr. Marzano's list of publications includes *A Comprehensive Guide to Designing Standards-Based Districts, Schools, and Classrooms*; and *Designing a New Taxonomy of Educational Objectives*.

Jay McTighe, M.Ed.

Mr. McTighe is the former director of the Maryland Assessment Consortium, a group of school districts exploring innovative assessment techniques. He also consults with districts nationwide. Mr. McTighe is the co-author of *Assessing Student Outcomes*.

Richard Stiggins, Ph.D.

Dr. Stiggins is the founder and president of the Assessment Training Institute. The institute serves educators, policymakers, and state departments of education. He is the author of the award-winning book, *Student-Involved Classroom Assessment*.



Learn. Teach. Grow.™

ABOUT CANTER

Canter, a subsidiary of Laureate Education, Inc., is committed to serving the educational community with graduate-level courses that blend research-based theory with practical strategies. Canter began with one groundbreaking guide on managing behavior in the classroom and, more than 30 years later, has helped more than 260,000 educators address the most critical issues in education through proven programs delivered through distance-learning.

FOR MORE INFORMATION

For more information regarding Canter graduate-level courses, visit www.Canter.net or call 1-800-669-9011.

ABOUT ACCREDITED UNIVERSITY PARTNERS

Canter partners with accredited universities nationwide to provide educators access to graduate courses through a distance-learning format. Course curriculum is developed and designed by Canter in collaboration with national education experts, while graduate credit is granted through a partnering university that assesses student work. Credit may be applicable for certification renewal and/or salary advancement. Course credit may be transferable with prior approval from the university providing your advanced degree or planned program.

The selection of a partner university is dependent on the state in which the teacher works. Some courses are not available through all partner universities.

Walden University

Walden University is accredited by The Higher Learning Commission and is a member of the North Central Association, www.ncahlc.org; 1-312-263-0456. Canter and Walden University are both subsidiaries of Laureate Education, Inc.

Andrews University

Andrews University is accredited by The Higher Learning Commission and is a member of the North Central Association, www.ncahlc.org; 1-312-263-0456. Its School of Education is also accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org; 1-202-466-7496.

Cardinal Stritch University

Cardinal Stritch University is accredited by The Higher Learning Commission and is a member of the North Central Association, www.ncahlc.org; 1-312-263-0456. Its College of Education is also accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org; 1-202-466-7496.

Indiana Wesleyan University

Indiana Wesleyan University is accredited by The Higher Learning Commission and is a member of the North Central Association, www.ncahlc.org; 1-312-263-0456. Its Education Division is also accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org; 1-202-466-7496.

Marygrove College

Marygrove College is accredited by The Higher Learning Commission and is a member of the North Central Association, www.ncahlc.org; 1-312-263-0456.

Olivet Nazarene University

Olivet Nazarene University is accredited by The Higher Learning Commission and is a member of the North Central Association, www.ncahlc.org; 1-312-263-0456. Its School of Education is also accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org; 1-202-466-7496.

University of New England

The University of New England is accredited by the New England Association of Schools and Colleges Commission on Institutions of Higher Education, www.neasc.org; 1-781-271-0022.