**EDUC 6153 – ASSESSMENT as an INSTRUCTIONAL PRACTICE**

Day One - Monday, July 7th (9:00 AM – 4:00 PM)

9:00 – 9:05 Welcome

9:05 - 9:30 Introductions

9:30 - 9:40 Course Outline & Website

9:40 - 9:45 Readings [Outline expectations for tomorrow]

9:45 - 9:55 Pre-assessment Sheet and Discussion (CP)

9:55 - 10:10 In Class Activity - Philosophy of Assessment (CP)

10:10 - 10:30 In Class Activity Examine and use the rubric for Philosophy Assessment

10:30 - 10:40 BREAK

10:40 - 10:55 Inter-rater reliability - Sharing the process

10:55 - 11:15 Team Formation Process

 4 Person Team Formation (by school levels)

 Team norm development

 Team protocol development

11:15 - 11:30 Class Activity - Purpose of Assessment

11:30 - 11:55 Class Activity - Familiarity with Kinds of Assessments

12:00 - 1:00 LUNCH

1:00 - 1:15 Review team expectations

 Share norms & protocols

 Review the Team Feedback Sheet Process

 Select team roles for the day

1:15 - 1:45 Discuss the Guskey chapter

 1:45 - 1:55 Complete the Team Feedback Sheet

 1:55 - 2:05 Peer Assess the Team Feedback Assignment

 2:05 - 2:10 Debrief the peer assessment process

 2:10 - 2:20 BREAK

 2:20 - 2:40 Team activity - Sharing from the Stiggins reading

 2:40 - 2:50 Team Feedback sheet on Stiggins reading

 2:50 - 3:05 Class Activity - Teaching Photography

 Need for frequent formative assessments to motivate students

 and develop their self-efficacy

 3:05 - 3:15 Sparks Overhead

 3:15 - 3:35 Discussion on mental models of assessment

3:35 - 3:45 Develop personal learning goals for this course

3:45 - 4:00 Reading Assignment: [**jigsaw 4 pages per team member**]

 Read Chpt 4 – Ainsworth “*Common Formative*

 *Assessments: The Centerpiece of an Integrated Standards-Based*

 *Assessment System*

Day TWO - TUESday, July 8th (9:00 AM – 4:00 PM)

9:00 - 9:15 Discuss the Capstone Project

* Purpose
* Timeline
* Criteria/Expectations (3 Sample Assignments)
* Topic Selection and Proposal Approval

9:15 - 9:30 Review Team Feedback on Stiggins

9:30 – 9:45 Revisit Stiggins Keys to Quality Assessment

* Clear Purpose
* Clear targets
* Accurate assessment
* Effective communication

9:45 - 10:15 From curriculum outcomes to mastery learning

* Start with the GCOs and SCOs
* Unwrap the outcomes - identify the learning targets
* Identify the assessments you will use
* Check for levels of achievement (Bloom)

10:15 - 10:25 BREAK

10:25 - 10:55 Continue curriculum outcomes to mastery learning

* Select Instructional practices
* Provide for individual formative assessments
* Implement common formative assessments
* Plan Interventions
* Administer summative assessments
* Transform assessment into grades

10:55 - 11:15 Using assessment to build intrinsic motivation

* Share stories
* Brainstorm for ways to use these shared ideas

11:15 - 11:35 Attribution Theory

* Brief review of theory
* Two flow charts

11:35 - 11:55 Discussion - Applying Attribution theory to the classroom

11:55 - 12:55 LUNCH

12:55 - 1:15 Research on Assessment Feedback & Frequency

* Bangert-Downs et al & Fuchs chart
* Activity Draw graph & interpret

1:15 - 1:30 Review team norms & Develop Team Protocols

1:30 - 2:00 Team Feedback Ainsworth - “*Common Formative Assessments: The*

 *Centerpiece of an Integrated Standards- Based Assessment*

 *System.*

* Discuss the Ainsworth reading
* Complete the team feedback sheet

2:00 - 2:15 Dan Pink RSA video clip & discussion

* Hand out Script & Guide Sheet for discussion notes
* Discussion on the clip

2:15 - 2:30 Review of the Research on Feedback for Classroom Assessment

* Shift in purpose
* Purposes of assessment supported by current research
* Inform & guide teaching and learning
* Help students set learning goals
* Assign report card grades
* Motivate students
* Further recommendations
* Give students a clear picture of progress
* Encourage students to improve
* Assessment be formative
* Formative assessments be frequent

2:30 - 2:40 BREAK

2:40 - 3:05 Rubrics & Marking Keys

* Develop rubric for presentations
* Share rubric for journal entries
* Capstone Assignment key

3:05 - 3:20 Graph your learning goals

3:20 - 3:35 Journal Entry # 1 - What have I learned in the past two days

Reading Assignment: [**jigsaw 4 pages per team member**]

 Read Chpt 5 - Marzano “*Designing a Comprehensive Approach to*

 *Classroom Assessment”*

 Read Chpt 2 - Davies “*Involving Students in the Classroom*

Day Three - wednesday, July 9th (9:00 AM – 4:00 PM)

9:00 - 9:05 Good Morning overhead

* Assessment & Grading - Use or Misuse

9:05 - 9:15 Review Team Feedback on Ainsworth

9:15 - 9:45 Team Feedback Marzano “*Designing a Comprehensive*

 *Approach to Classroom Assessment*

9:45 - 9:55 Complete Team Feedback Sheet

9:55 - 10:10 Revisit the Five step program for designing and implementing

 comprehensive assessment

10:10 - 12:00 Student presentations on Educational Leadership articles

* Peer assessment
* Instructor assessment

12:00 - 1:00 LUNCH

1:00 – 1:30 Team Feedback - Davies “*Involving Students in the Classroom*

 *Assessment Process”*

1:30 - 1: 40 Complete Team Feedback Sheet

1:40 - 2:00 Discussion - Impact of peer assessment

* Potential concerns (See Overhead)
* Brainstorm for solutions

2:00 - 2:20 Activity: Policies on Assessment

* Complete activity sheet
* Discussion

2:20 - 2:50 Website motivation resources

* McGregor Theory X and Y
* Hertzberg Theory Hygiene and Motivation Factors

2:50 - 3:10 Redefining Student Achievement & identifying its appearance

* Notes – Components of student achievement
* Worksheet – What would it look like

3:10 - 4:00 Finalize Capstone proposals

 Journal Entry # 2

Assignment: Read Chpt 6 - O’Connor “*The Last Frontier: Tackling the Grading Dilemma”*

 Read Chpt 9-Wiliam “*Content THEN Process: Teacher Learning Communities*

 *in the Service of Formative Assessment”*

Day four - thursday, July 10th (9:00 AM – 4:00 PM)

9:00 - 9:05 Truly Listening overhead

9:05 - 9:25 Review team feedback sheets on Marzano and Davies

9:25 - 9:45 Normative & Criterion Referenced Grading

9:45 - 10:05 Team Feedback – O’Connor “*The Last Frontier: Tackling the Grading*

 *Dilemma”*

10:05 - 10:15 Complete Team Feedback Sheet

10:15 - 10:25 BREAK

10:25 - 10:55 Activity - Grading as a Subjective Practice (Quote O’Connnor)

* Step A - Independent reading – Table 8.1
* Steps B to E - Discussion
* Steps G to I - Team response

10:55 - 11:10 Surfacing Mental Models (a, b, c, & d) from teaching ideas sheet

11:10 - 11:40 Team Feedback – Wiliam “*Content THEN Process: Teacher Learning*

 *Communities in the Service of Formative Assessment”*

11:40 - 11:50 Complete Team Feedback Sheet

12:00 – 1:00 LUNCH

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