

COURSE SYLLABUS

Course: Assessment and the Common Core State Standards

Presenters: Kay Burke

Hours: 45

Required eBook: *Balanced Assessment: From Formative to Summative* (Kay Burke, Solution Tree Press, 2010)

Course Overview

In this practical course, Dr. Kay Burke shows how to create and use assessment tools that improve instruction (formative assessments) as well as gauge its success (summative assessments), and how to arrive at an effective balance of the two.

Dr. Burke demonstrates how to plan instruction as part of a collaborative team, repackaging the Common Core standards and sharing meaningful instructional objectives with students. She provides examples of performance tasks that will motivate students in every grade.

Teachers taking this course will get a first-hand look at checklists, rubrics, and informal assessments in use in actual classrooms -- from second-graders studying shapes to high-school juniors investigating global human rights abuses. Educators will come away with tools and strategies that they can use immediately, making balanced assessment an integral part of their own instruction.

Presenters' Bios

Kay Burke works with her colleagues at Kay Burke & Associates to present professional development workshops for teachers and administrators on standards-based teaching and learning, formative assessment, and classroom management. She received her undergraduate degree from Florida Atlantic University, her master's degree from the University of Central Florida, her educational specialist degree from Emory University, her PhD from Georgia State University, and her administration certification from the University of Georgia.

Kay served as award-winning English teacher, department chairperson, dean of students, mentor, and administrator in Florida and Georgia for twenty years. She also was the director of the field-based master's program sponsored by the International Renewal Institute (IRI/Skylight) and Saint Xavier University in Illinois. Since 1990, Kay has designed and conducted professional development workshops and presented at conferences of the National Staff Development Council, the Association for Supervision and Curriculum Development, the National Association of Secondary School Principals, the National Association of Elementary School Principals, Solution Tree, and the International Reading Association, as well as international conferences in Canada and Australia.

Kay has written or edited thirteen books on standards-based learning, formative assessment, classroom management, student and professional portfolios, and mentoring. One of these, *From Standards to*



Rubrics in Six Steps: Tools for Assessing Student Learning, K-8, was a finalist for the Distinguished Achievement Award from the Association of Educational Publishers in 2007.

Course Objectives

After completing this course, educators will know:

- How to distinguish between formative assessment, summative assessment, and evaluation
- The importance of creating a balanced assessment model that both improves and proves learning

Student Learning Outcomes

After completing this course, educators will be able to:

- Identify power standards
- Repack the Common Core State Standards as part of a collaborative team
- Collaborate with grade-level or subject-area teams to create common assessments
- Create performance tasks, checklists, and rubrics appropriate to their grade levels or subject areas
- Use formal and informal assessment tools to improve instruction and evaluate mastery of the standards

Unit 1: Standards-Based Instruction and Assessment

In this unit, Dr. Burke introduces the Common Core State Standards, describing the steps needed to “repack” the standards in a teacher- and student-friendly way. She provides concrete examples from a variety of disciplines, and workshop participants demonstrate the process.

Unit Objectives

After completing this unit, educators will know:

- How to identify power standards
- Strategies for repacking the Common Core State Standards in order to guide instruction

Student Learning Outcomes

After completing this unit, educators will be able to:

- Use a six-step process to repack the standards as part of a collaborative team



eBook: Standards-Based Instruction and Assessment: Begin with the End in Mind

Participants read “Chapter 1: Standards-Based Instruction and Assessment: Begin with the End in Mind” in the eBook of *Balanced Assessment* and address relevant issues in a reflection question format.

Unit 2: Balanced Assessment

In this unit, Dr. Burke defines formative assessment, summative assessment, and evaluation, with plenty of examples of each. Workshop participants discuss the uses of assessment in their own practices.

Unit Objectives

After completing this unit, educators will know:

- The definition and importance of formative assessment and feedback
- The characteristics of formative and summative assessment
- The difference between assessment and evaluation

Student Learning Outcomes

After completing this unit, educators will be able to:

- Explain the balanced assessment model

eBook: The Balanced Assessment Model: When Formative Meets Summative

Participants read “Chapter 2: The Balanced Assessment Model: When Formative Meets Summative” in the eBook of *Balanced Assessment* and address relevant issues in a reflection question format.

Unit 3: Common Assessments

Here, Kay Burke explores the role of the professional learning community in creating common assessments. She walks participants through an eight-step Common Assessment Cycle, from identifying power standards through final course grades. Educators explain how they collaborate with their peers to create common assessments.

Unit Objectives

After completing this unit, educators will know:

- The reasons for creating common assessments



Student Learning Outcomes

After completing this unit, educators will be able to:

- Collaborate within grade-level or subject-area teams to create common assessments

eBook: Common Assessments: A Community of Assessors

Participants read “Chapter 3: Common Assessments: A Community of Assessors” in the eBook of *Balanced Assessment* and address relevant issues in a reflection question format.

Unit 4: Performance Tasks for Authentic Learning

In this unit, Dr. Burke describes the features of performance tasks, as well as the benefits of using them. Teams of social studies and English Language Arts teachers are given fifteen minutes to come up with a performance task for each subject, with inspiring results. (Dr. Burke says teachers can plan performance tasks today and use them in the classroom tomorrow, and we’ll see the payoff later in the course.)

Unit Objectives

After completing this unit, educators will know:

- Why performance tasks are an important part of a teacher’s repertoire
- When and how to use performance tasks to motivate students
- The role of checklists and rubrics in assessing work on performance tasks

Student Learning Outcomes

After completing this unit, educators will be able to:

- Design performance tasks appropriate to their grade levels and subject areas

eBook: Performance Tasks: The Key to an Engaging Curriculum

Participants read “Chapter 4: Performance Tasks: The Key to an Engaging Curriculum” in the eBook of *Balanced Assessment* and address relevant issues in a reflection question format.

Unit 5: Checklists for Learning

Kay Burke says, “Rubrics are our friends; checklists are our best friends.” In this unit, she explores the use of the lesser-known tool, the checklist, to guide students’ work, promote self-monitoring, and serve as a formative assessment for teachers and students alike. Teachers discuss the benefits of checklists and



how to introduce them to a class. We watch the process unfold in several classrooms - from identifying and describing shapes in grade 2 to identifying and describing character traits in grade 8.

Unit Objectives

After completing this unit, educators will know:

- How to create checklists that serve as teaching guides
- The components of a quality checklist for students
- How to embed the language of the standards in all checklists
- How to use checklists to help struggling students

Student Learning Outcomes

After completing this unit, educators will be able to:

- Create checklists appropriate to their grade levels and subject areas

eBook: Checklists: Progressions of Learning

Participants read “Chapter 5: Checklists: Progressions of Learning” in the eBook of *Balanced Assessment* and address relevant issues in a reflection question format.

Unit 6: Rubrics

In this unit, Dr. Burke discusses the ins and outs of rubrics: how to convert checklists to rubrics, how to weight items based on their relative importance, and how to write good descriptors (including those rigorous enough to merit an “exceeds the standards” rating). We see the launch of a performance task in a high school social studies class, complete with checklists and rubrics. And a trio of high school students explains the value of performance tasks, checklists, and rubrics in their current class and beyond.

Unit Objectives

After completing this unit, educators will know:

- How to convert checklists to rubrics
- How to create descriptors of quality work to guide students to master the standards

Student Learning Outcomes

After completing this unit, educators will be able to:

- Design rubrics appropriate to their grade levels and subject areas



eBook: Rubrics: All Roads Lead to the Standards

Participants read “Chapter 6: Rubrics: All Roads Lead to the Standards” in the eBook of *Balanced Assessment* and address relevant issues in a reflection question format.

Unit 7: Formative Assessment Tools

Not every standard requires a carefully-created performance task and accompanying assessments. But daily monitoring of student progress is key to learning success. In this unit, Dr. Burke shares an assortment of graphic organizers and metacognitive strategies (thinking about our own thinking) that will help teachers assess student understanding in “real time and real fast.”

Unit Objectives

After completing this unit, educators will know:

- A repertoire of easily implemented formative assessment tools
- How to use instructional strategies as assessment strategies
- The role of metacognition in formative assessment

Student Learning Outcomes

After completing this unit, educators will be able to:

- Select and use a variety of informal assessment strategies (for example, Venn Diagrams, Human Rubrics, Learning Logs, and Agree/Disagree Charts) as well as strategies for summarizing learning at the end of a lesson

eBook: Formative Assessment Tools: Real Time and Real Fast

Participants read “Chapter 7: Formative Assessment Tools: Real Time and Real Fast” in the eBook of *Balanced Assessment* and address relevant issues in a reflection question format.

Unit 8: Summative Assessment and Evaluation

Here, Kay Burke concludes the course with summative assessment and evaluation. How much weight should be given to formative and summative assessments? Should students be given zeroes? Should they be given the opportunity to re-do work? In this unit, Dr. Burke poses the questions districts should be considering in establishing grading policies. Teachers and administrators weigh in.

Unit Objectives



After completing this unit, educators will know:

- The relationship between formative and summative assessment

Student Learning Outcomes

After completing this unit, educators will be able to:

- Use multiple formative and summative assessment tools in order to arrive at a final evaluation

eBook: Summative Assessment and Evaluation: The Last Judgment

Participants read “Chapter 8: Summative Assessment and Evaluation: The Last Judgment” in the eBook of *Balanced Assessment* and address relevant issues in a reflection question format.

Methods of Instruction

- Videos (presentations consisting of lecture, interviews, and classroom footage)
- eBook (chapters and exercises from the eBook)
- Reflection questions (open-ended questions at intervals throughout the video presentations where participants are asked to reflect on the course content, their own practice, and their intentions for their practice)
- Quizzes (selected-response quizzes to assess understanding of the video presentations and eBook content)

Plagiarism Policy

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the passing off of someone else’s work as one’s own and includes failing to cite sources for others’ ideas, copying material from books or the Internet (including lesson plans and rubrics), and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult plagiarism.org.

Passing Requirements:

In order to complete the requirements of the course, the participant must complete all course work (e.g., reflections, quizzes, and any midterm and/or final), including watching all videos and participating in all discussion forums. We do not award partial credit.

- Quizzes 40% of total grade
- Reflection Questions 60% of total grade



KDS Self-Assessment Rubric:

	Distinguished	Proficient	Basic	Unsatisfactory
Quizzes	100% Correct	80% Correct	60% Correct	0-40% Correct

	Distinguished	Proficient	Basic	Unsatisfactory
Reflection Questions	Participant provides rich detail from the content of the course in his or her responses Participant makes his or her responses to the questions personally meaningful	Participant includes appropriate content from the course in his or her responses Participant makes thoughtful comments in direct response to the questions	Participant includes some content from the course, usually appropriate, in his or her responses Participant answers the questions directly, not always fully	Participant includes no content from the course in his or her responses Participant does not address the questions posed