

**AUGUSTA STATE UNIVERSITY**  
**COLLEGE OF EDUCATION**  
DEPARTMENT OF TEACHER EDUCATION  
Correlation with National Standards

**COURSE TITLE:** Performance and Authentic Assessment

**COURSE PREFIX AND NUMBER:** EDTD 6381B

**COURSE HOURS:** 3 semester hours

**COURSE INFORMATION:** Oct. 22- Dec. 10<sup>th</sup> 2009  
University Hall 355

**PREREQUISITES:** Students must hold Georgia certification or qualify for Georgia certification.

**INSTRUCTOR:** Debbie Callan  
dcallan1@aug.edu

**COURSE DESCRIPTION:** This course is designed to examine current trends and proven practices in educational assessment. Participants will evaluate a variety of approaches recommended for both traditional and alternative approaches to assessment of student achievement.

**Required: LIVETEXT subscription\* \*(Register online via Teacher Education page ASAP)** LiveText Membership: LiveText is required course material that will be used in every education class. This is a one time purchase and can be bought in the bookstore or online. You will post all of your assignments for this class on Livetext.

**Teacher Education Dept ATTENDANCE POLICY (for an 8 week course):**

Attendance and punctuality are required except in extreme emergencies. The maximum number of absences for this class is one. You may be withdrawn from the class on the second absence. Each tardy will count as one-third of an absence.

If you are absent (even once), you will be required to do extra assignments focusing on assessment. **Be on time for class!** If you are tardy more than one time, the same additional assignment on assessment applies and is due the following day after the absence or tardy. Designate another student to pick up any missed handouts!

**ACADEMIC HONESTY:** "In an academic community, honesty and integrity must prevail if the work done and the honors awarded are to receive their respect. The erosion of honesty is the academic community's ultimate loss. The responsibility for the practice and preservation of honesty must be equally assumed by all of its members" (Augusta State University Catalog). Exclusions to academic honesty are listed in detail, and each is a serious offense. The most common offense, plagiarism, is the presentation as original work of ideas, words or thoughts belonging to someone else. **You must provide a citation for any specific words, ideas, images, etc. taken from another source.** Any project or paper containing incidents of plagiarism will, at a minimum, receive no credit or grade.

**DISABILITY/OTHER-ABILITY:** If you have special needs and wish to receive accommodations in class, please contact the Office of Disability Services in Bellevue Hall (706-737-1469).

## **TEXTBOOKS:**

**Students working on MAT or MEd must select one of these textbooks for evaluation and group presentation. Students working on EdS will not do this assignment. They will be required to do an APA style research paper and presentation on one of the assessment topics provided by instructor.**

Butler, S. and McMunn, N. (2006). *A teacher's guide to classroom assessment: Understanding and using assessment to improve student learning*. CA; Jossey-Bass.

O'Connor, Ken. (2002). *How to grade for learning: Linking grades to standards*. CA: Corwin Press.

Stiggins, R. (any editions from 2004-2008). *An introduction to student involved assessment for learning*. NJ; Pearson.

Tomlinson, C. and McTighe, J. (2006). *Integrating differentiated instruction and understanding by design*. VA; ASCD.

*Please note: Students working on EdS. will not do textbook study; they will work on research presentation on assessment topic selected from class list.*

## **NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS ADDRESSED IN THIS COURSE:**

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach these subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

## **SPECIFIC COURSE OBJECTIVES:**

Students will:

1. Construct a definition of authentic assessment based on research into purposes, types/strategies, history, theory base, philosophy and standards
2. Develop and utilize multiple forms of authentic assessment within their school context/classroom
3. Formulate learning goals and outcomes related which support/require the use of authentic assessment for evaluating whether outcomes are met

4. Implement instructional approaches which link assessment with instruction
5. Document and evaluate the use of authentic assessment within their classrooms
6. Demonstrate their understandings through the use of authentic assessment as students in this course
7. Evaluate peer work for assessing student responses which reflect diversity of learning, ethnicity, gender, and socio-economic status
8. Demonstrate their ability to self-assess their own learning in an authentic context

### **COURSE CONTENT:**

1. What is authentic assessment?
  - a. definition: theoretic and philosophical basis
  - b. purposes and decision making factors related to use including learning styles and differentiated instruction
  - c. research base related to student learning and learning styles
  - d. standards and performance based assessment/national standards debate
  - e. authentic assessment and "success for all": assessment as it informs learning and instructional effectiveness
  - f. real world connections
  - g. authentic assessment and the development of student decision making, ownership and voice in the learning process
2. Strategies and approaches
  - a. portfolio development
  - b. conferencing
  - c. reviewing current research
  - d. action research projects
  - e. processes and products
  - f. designing effective rubrics
  - g. journaling
  - h. communicating with parents
  - i. improving paper and pencil assessments
  - j. feedback to students
  - k. self-assessments
  - l. improving oral questioning skills
  - m. designing performance assessment
  - n. standardized testing
  - o. grading
  - p. report cards
  - q. student-led conferences
3. Documentation and evaluation
  - a. of student learning
  - b. related to standardized and traditional measures

- c. related to community, parents, administration (building support and understanding/educating stakeholders)
- d. issues of diversity
- e. validity and reliability
- f. professional judgment and criteria

### Bibliography

- Arter, A handbook for student performance assessment in an era of reconstruction, (IV-1; 1-4). Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Baumburg, J., & Medina, E (1995). Analyzing student achievement ~ Using standardized testing as the first step. In Artier, J. A. & Blum, R. E (Eds.), A handbook for student performance assessment. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Boykatt Baron, J., & Wolf, D. P. (Eds.) (1996). Performance-based student assessment: Challenges and possibilities. Chicago, IL: The University of Chicago Press.
- Connell, J. (2005) Brain-based strategies to reach every learner. NY: Scholastic
- Darling-Hammond, L (1995b). Chapter 5: Performance-based assessment and educational equity. In Harvard Educational Review. 64 (6), 5-30.
- Dodge, J. (2005). Differentiation in action. NY: Scholastic.
- Ellwein, M. C & Graue, M. E (1996). Chapter 5: Assessment as a way of knowing children. In C. A. Grant & M. L Gomez (Eds.) Making schooling multicultural: Campus and classroom. (p. 77-109). Columbus, OH: Merrill & Prentice Hall Publishing.
- Farr, B. P. & Trumball, E (1997). Assessment alternatives for diverse classrooms. Norwood, MA: Christopher-Gordon Publishers.
- Gipps, C V. (1995a). What do we mean by equity in relation to assessment? Assessment in Education, vol. 2 (3), 271-281.
- Gipps, C. V. (1995b). Beyond testing: Towards a theory of educational assessment. Washington, D. C.: The Faimer Press. pp. 1-57.
- Gregory, G. & Chapman, C. 2002. Differentiated Instructional strategies: One size doesn't fit all. CA: Corwin Press.

Marzano, R. J., Pickering, D., & McTighe, J. (1993). Assessing student outcomes: Performance assessment in the dimensions of learning model. Alexandria, VA: Association for Supervision and Curriculum Development.

Simmons, R. (1994). The horse before the cart: Arming for understanding. Educational Leadership. 51 (5), 22-23.

### **EDTD 6381 A: Performance and Authentic Assessment**

#### **Contact information:**

Mrs. Debbie Callan

[dcallan1@aug.edu](mailto:dcallan1@aug.edu)

Office hours: available before class

(E-mail If you need to meet with me at 5 pm).

#### **Requirements:**

- ✓ 100% attendance, 100% of each daily session, participation in class and group discussions
- ✓ Any time missed (tardies included) means *at least two additional Free choice items (which earn no points)* assigned by teacher and must be turned in within 48 hours of absence/tardy\*\*\*According to ASU policy, any student can be dropped after one absence. However in this class, consideration will be given if **prior approval** has been requested by the student to the instructor due to **school related meeting/conference**. However, the student who misses a class due to school related meeting/conference will have to present an **informative 15 to 20 minute presentation** of what they learned at the **school related meeting/conference when they return to class. However, PTO meetings etc. will have to be replaced with two free choice items from the syllabus and will not earn points towards grade.**
- ✓ No cell phones/ear phone pieces on during class.
- ✓ No laptops on DURING class (except for group work time).
- ✓ All projects will be submitted through LIVETEXT. However, a hard copy of the research (Literature review on assigned topic) will need to be turned in on due date. It will also have to be posted on LIVETEXT midnight prior to class meeting.
- ✓ Be sure to check e-mail daily for notes from instructor/or from classmates.

Hint: Do not depend on the computer lab to have paper, ink etc. prior to class, you may be disappointed and not be able to turn in your assignment on time. **Late assignments automatically lose 15 points for each 24 hour period late.**

**Four mandatory assignments must be turned in or students will lose not only the fifteen points for the assignment being late, but also the point value of the assignment. Three of the mandatory assignments are:**

- ❖ Create a choice board using **three** learning styles addressing at least two GPS for your academic area (type at least three GPS at the bottom of your choice board for reference). (25 points) This project will be graded by the **rubric on EDTD 6381** livetext. Be sure to print your own copy to understand expectations of the assignment **before** you start creating your choice board and then post your final copy on Livetext.
- ❖ Create a **generic holistic** (25 points) that can be used to grade activities/presentations on **YOUR** choice board. Please do not attempt this assignment until we have compared/contrasted both types of rubrics in class.

- ❖ Create an **analytic rubric** (25 points) that can be used to grade activities/presentations on **YOUR** choice board. Please do not attempt this assignment until we have compared/contrasted both types of rubrics in class.

Students who are working on their Specialist degree will do a Literature//research paper as their fourth mandatory assignment. (Directions below)

- ❖ 4-6 page Literature review/research APA style (graded by rubric that the class will design) (title page, abstract (no more than 120 words), and reference pages are NOT included in the 4-6 page requirement, they are additional. Also a minimum **of one page personal evaluation** is part of the assignment and will be attached to the lit review/research paper). One point will be automatically taken off for each incorrect grammar and spelling error. Be sure references are no older than seven years. (50 points) **According to ASU policy, any student suspected of plagiarism can be turned over to academic council for investigation.** Please be sure to follow APA guidelines for paraphrasing and citing.

**\*\*\*\*\* Be prepared to be part of a 10-15 minute creative presentation on assigned day on the subject of your literature review (research topic). Your group will be assessed with a *holistic rubric* by the class and be graded by the instructor. (25 points)**

Students who are working on their MAT or MEd. will select an assessment textbook from the syllabus and complete an Independent study. (Directions below)

- ❖ In order to differentiate instruction and assessment in this class, you will choose your own assessment textbook to complete a personal independent study. Acceptable authors are Butler and McMunn, Wiggins, Stiggins, Tomlinson, McTighe, but you are not limited to these (however, other books/authors must be approved by instructor) You will submit a **three to five page** evaluation on the contents of the book (APA style) and **following the** evaluation of the book you will write an **additional one to two page** explanation of how YOU will use what you learned from the book in your classroom. Post finished product on LIVETEXT. One point will be automatically taken off for each incorrect grammar and spelling error. (50 points)

**\*\*\*\*\* Be prepared to be part of a 10-15 minute creative presentation on assigned day of class on the contents and application of what you learned in your assessment book. Your group will be assessed with a *holistic rubric* by the class and be graded by the instructor. (25 points)**

**Please note these four mandatory/ required assignments (listed above) = 150 points and if you get full credit on each assignment and the twenty extra points for class participation the highest you can earn without doing a free choice is a B . You will choose from the free choice list to contract/earn your final grade.\* Remember, when points are totaled at the end of the eight weeks, the instructor can add/subtract up to 20 points based on an individual's class/group/overall effort.**

**180-200 points – A**

**150-179 points –B**

**120-149 points –C**

**100-119 points - D**

**Less than 100 - F**

**Free Choice items: (maximum: 25 points each)\***

**Free Choice Items should be sent to instructor through LiveText (do not turn in hard copies). In order to earn points for free choice assignments, must be turned in by Nov. 12th Maximum number of free choice products that can be turned in for credit is two. Free Choice points earned will not be added towards the total grade unless ALL mandatory assignments have been turned in.**

- ✚ Select an assessment textbook to evaluate. List at least five things you learned, five things you are willing to try in your class, and five things you still have a question/concern about.
- ✚ Create an Assessment Tool page for Parents/Students and or/Teachers (minimum 15 links). Be sure to submit links on course page.
- ✚ Create an annotated bibliography of research based prevention/intervention programs that could be used in your academic area or school for progress monitoring (minimum 10 entries).
- ✚ Create an ABC PowerPoint (find a word/acronym for every letter of the alphabet and define/explain) using assessment vocabulary and definitions.
- ✚ Create a PowerPoint (minimum eight slides) to use for staff development explaining different types of assessment.
- ✚ Create a PowerPoint (minimum eight slides) to use for parent orientation explaining standards based education vs. traditional education, or traditional grading vs. standards based grading.
- ✚ Write up a one day lesson plan for a particular GPS showing differentiated instructional strategies and how you would **differentiate instruction and assessment**. Be sure to highlight/bold how you are differentiating both instruction and assessment. **Use terminology discussed in differentiated instruction PPT** discussed in class. Use the following format for lesson plan:
  - Content Standard(s):**
  - Enduring Understanding (s):** (i.e. use verbs...SWBT)
  - Essential Questions(s):**
  - Lesson Topic:**
  - Activating Thinking Strategies:** (i.e. kwl, word maps, wordsplashes)
  - Teaching Strategies:** (i.e. graphic organizers, distributed practice, summarizing).
  - Performance Tasks:** (include at least 2 differentiated assignment and 2 assessments)
  - Summarizing Strategy:** (Ticket out of the door)
- ✚ Using GPS for your subject area, create a holistic and analytic rubric to accompany a performance based assessment or task (attach an explanation of the assessment or task) that you would like to try to use in your subject area.
- ✚ Type a 3-5 page paper comparing Senior and 8<sup>th</sup> grade performance based projects ( i.e. those done in Columbia County).
- ✚ After watching the movie “Freedom Writers,” write 3-5 page readers’ response that includes: critique of the movie, an explanation of why/why not you would use journaling and how/if would you assess journaling.

- ✚ Select a book written by a teacher and his/her experience, read it, and write a minimum of 2-4 page reader's response that includes: critique of the book and an explanation of how the teacher assessed his/her students.
- ✚ Use www.survey monkey to administer a survey to your classmates on one of the topics discussed in class. Write a 1-2 page summary of the results and attach graph results printed from survey monkey site.
- ✚ Research 2009 CRCT scores for your grade level/school or a school you are interested in. Compare to three or more comparable schools (check free and reduced lunch per cent to determine compatibility). Create a school improvement initiative to help improve your school/grade level scores.
- ✚ Create a double bubble graphic organizer to Compare and Contrast two research based progress monitoring tools. ( i.e. DIBELS and AIMS web)
- ✚ Research/explain alternate ways to assess inclusion students and compare/contrast to your county's report card system.
- ✚ Create a standards based report card addendum for your grade level/subject area.
- ✚ Organize a system to implement student led conferences for your classroom. Include parent invitation, task list to guide parents and students, and create an evaluation sheet for parents and students to complete upon completion of student led conference.
- ✚ Create a management system for your students to use portfolios this year. Be sure to explain system in detail including a sample of tasks you will collect (a minimum of one per nine weeks for language arts and/or math if you are elementary, two pieces per semester for subject area teachers in middle and high school.) Include rubrics, or how you plan to assess each sample of work and explain your role, the parents' role, and the students' role in the management system.
- ✚ YOUR choice: If none of these fit your subject matter, please submit a proposal; via e-mail. Product must be related to assessment for your specific area.

## EDTD 6381 A 2009 TENTATIVE CLASS SCHEDULE

### Due Dates:

- **Tonight:**
  - ❖ Take plagiarism link test (<http://www.indiana.edu/~istd/>)  
\*\*\*\*\* (slide with link is on Live text)  
Print up the certificate and turn it in next class with a paragraph reflecting on your experience.
  - ❖ Print/save and review Class Vocab PPT (on LIVETEXT).
  - ❖ Print up fall **syllabus09b** doc from LIVETEXT. It includes requirements, schedule, and national standards.

- **Daily/Weekly:**
  - ❖ Check your e-mail daily
  - ❖ Review class Vocab PPT daily/ weekly until you are familiar with vocabulary
  - ❖ Start your research OR begin reading assessment book for personal independent study.
  
- **DUE DATES**
- **Thursday, Nov. 12th:** *If you have chosen to try to earn an "A"...Post Free Choice #1 and #2 on Livetext by midnight. Free Choices will not be accepted for credit after this date.*
- **Nov. 12th** In class essay: "How is standards based education/grading different/same than traditional education/grading?"
- **Thursday, Nov. 18th:** Mandatory assignments: Post YOUR choice board, YOUR Analytic rubric and YOUR holistic rubric that you will use to assess your CHOICEBOARD on Livetext.
- **Thursday, Nov. 18<sup>th</sup>:** **RESEARCH NIGHT: Work on book evaluations and research topics- NO CLASS TONIGHT!**
- **Thursday, December 3<sup>rd</sup>:** In class essay: Mystery topic  
Bring **two** hard copies of your research OR textbook evaluation paper to class to turn in (should be posted on Wednesday, Dec. 2<sup>nd</sup>) and to discuss what you learned while planning the presentation with your group. Turn in one hard copy to instructor. **Tonight is the last night to post any free choices to make up for absences but they will not earn any extra points.**
- **Thursday, Dec. 10th:** Be ready to present your creative panel presentation/discussion tonight! If you are not present for your group's presentation tonight you will not be able to earn points for presentation.

<u>Nov. 12th:</u>	<i>If you choose...Post Free Choice #1 and #2 on Livetext by midnight. Free Choices will not be accepted for credit after this date</i>	25 points each (50 points maximum can earned with Free Choice)
<u>Nov. 18th:</u>	Mandatory assignment: <b>Choice Board</b> -Post on LiveText by midnight	25 points
<u>Nov. 18th:</u>	Mandatory assignment: <b>Generic Holistic Rubric and Analytic rubric</b> should be posted on <b>LiveText</b> for YOUR CHOICE BOARD midnight,	25 points for each rubric (total 50 points)
<u>Dec. 2nd:</u>	Post mandatory research OR Textbook project on Livetext	50 points
<u>Dec. 3rd:</u>	Bring 2 Hard copies of Research OR Textbook project. Last night to post Free choice for absences. No points earned.	
<u>Dec. 10th:</u>	Creative presentation of research topic or Textbook project	25 points

## Tentative Class Schedule/Topics

### Session 1:

Name Game and Introductions

EQ: How is the educator's role changing?

Share Teaching Analogy: dentist

Pre Assessment

Assessment and Accountability PPT

**Article/Activity:**

- ❖ *How to Fix NCLB* (Time, 2007)

**Traditional vs. Standards Based Instruction PPT**

**Video Clip (3mins.): Traditional vs. Performances Based Classroom**

<http://www.youtube.com/watch?v=FJMkL6Do0Q>

- ❖ Select a name of a candy and explain why it represents traditional or standards based instruction.

**Randomly assign topics for Literature Review for candidates working towards Specialist degrees.**

- ❖ Assessing with Holistic and Analytic Rubrics vs. Traditional grading
- ❖ Integrating portfolios with Student Led Conferences vs. Traditional Parent Conferences
- ❖ How Inclusion and Progress monitoring Change the Way Teachers Assess
- ❖ Standardized Testing vs. Performance Based/Authentic Assessment
- ❖ Standards Based Report card vs. Traditional Report Card

**Overview of expectations, APA style according to handouts, format of Literature Review, <http://www.apastyle.org/faqs.html> (font: 12pt Times Roman)**

- ❖ Title page with running head and headers
- ❖ Abstract (120 words or LESS)
- ❖ Content (include facts, figures, feasibility, etc....) (4-6 pages)
- ❖ Evaluation (interject opinions/reflections) (minimum: 1 page)

Reference page (double spaced: check APA format for use of capitalization; at least five references)

**MAT/MEd candidates need to make a decision on textbook by next session so that groups can form.** (APA style)

- Title page
- Content((3-5 pages, cited with APA format)
- Evaluation/Application (2-4 pages)

**Before next week's class:**

- REVIEW terms/vocabulary PowerPoint on course page... You may want to print it out for future reference.
- **Journal entry #1: Do plagiarism link activity: Take the tutorial and write a paragraph about your experience. You will read the tutorial, take a 10-question multiple choice quiz (until you earn a 100), and print a certificate of achievement, when you have finished.** <http://www.indiana.edu/~istd/>
- **Print up EDTD 6381 A document from course page. It includes class schedule, course requirements, and national standards addressed page. Bring to class daily.**

**Session 2:**

**EQ: How can teachers help improve student performance?**

Intro [www.surveymonkey.com](http://www.surveymonkey.com) and remind students to check e-mail and answer survey before next class.

### **Quality Questioning PPT**

Complete Learning Style inventories and share in group

### **Learning Styles PPT**

Group Work: Choice Board Activity

Your Choice Board activities/assessments must account various learning styles and different instructional strategies.

### Article/Activity:

*Chocolate Chip Activity*

### **Rubrics PPT**

- Group: Create two rubrics:
  1. holistic rubric to assess Panel discussion
  2. Analytic rubric to assess Literature review using APA style **and addressing each requirement as listed on syllabus page.**

### Session 3:

**EQ: How can differentiation improve both instruction and assessment results for every student?**

### **Differentiated Instruction PPT**

**EQ: How can performance based tasks and assessments be utilized to assess growth throughout the curriculum?**

### **Performance Based Assessments PPT**

**Video Clip (6 mins.): My Kind of High School**

<http://www.youtube.com/watch?v=ZX1bv30rYIk>

Do Odyssey of the Mind Spontaneous Examples in Groups

**Reflect: Could you use activities such as these in your classroom? Why/Why not?**

### Session 4:

**EQ: How can parents, teachers, and students share the responsibility of assessment?**

*Academic Raceway Game*

### **Portfolios PPT (Stiggins)**

### Article/Activity:

### **Student led Conferences PPT**

**Video Clip (10mins) SLC.wmv** <http://video.google.com/videoplay?docid=-2286751694090632042>

Work in a group and then delegate partners to:

- Make a list of at least five items that you think should be in a student's portfolio by mid year.
- Write an agenda for the conference.
- Write an invitation for the parents to attend the conference.

### **Traditional Report Cards vs. Standards Based Report Cards PPT**

Group work: Create a report card format that might satisfy supporters of either type of report card.

### Session 5:

**EQ: How can teachers improve student performance on standardized tests?**

### **Formative Assessment: Pop Quiz**

#### **\* RtI videoclips**

Group Work: Using the four tiers of the RtI pyramid, brainstorm ways students at the different level might be assessed in language arts, or math.

#### **Inclusion and Assessment Ppt**

Think, Pair, Share Activity: Design a graphic organizer that defines and explains differentiated instruction, RtI, and assessment to a novice teacher.

Video Clip (1 min): Katie Couric and Standardized Testing

<http://www.youtube.com/watch?v=gKFUoxGLiiQ>

Power Verbs and Standardized Testing

Work in groups to write examples of a standardized test question in English, Math, Social Studies, and Science.

Video Clip (4mins): This is ONLY a test! <http://video.google.com/videoplay?docid=-1666186186373997257>

#### **Standardized Testing PPT**

Work in groups to revise sample questions written according to information received by content panel for “appropriate” standardized test items.

### **Session 6:**

#### **Group Time: Plan Panel Discussion Presentations**

#### **\* RtI videoclips**

Group Work: Using the four tiers of the RtI pyramid, brainstorm ways students at the different level might be assessed in language arts, or math.

Be prepared for Vocab Challenge (**Summative Assessment**) today!

### **Session 7:**

**EQ: How can we assess what we learned in EDTD 6381?**

Video Clip: Ma and Pa Kettle Math

<http://video.google.com/videoplay?docid=7106559846794044495>

*Hillsborough Squares Game*

*Assessment Millionaire Game*

*\*\*\*\*EDTD Jeopardy Term Game*

**Creative Presentations (15 minute maximum time given to each team:**

**Present research in an informative, fun, and creative way...Dry/serious presentations not acceptable@!**

## **Literature Review/Research Topics (Eds.):**

- ❖ Assessing with Holistic and Analytic Rubrics vs. Traditional grading
- ❖ Integrating portfolios with Student Led Conferences vs. Traditional Parent Conferences
- ❖ How Inclusion and Progress monitoring Change the Way Teachers Assess
- ❖ Standardized Testing vs. Performance Based/Authentic Assessment
- ❖ Standards Based Report card vs. Traditional Report Card

## **OR Textbook CREATIVE Presentations.....(MAT or MEd.)**

- ❖ Butler, S. and McMunn, N. (2006). *A teacher's guide to classroom assessment: Understanding and using assessment to improve student learning*. CA; Jossey-Bass.
- ❖ O'Connor, Ken. (2002). *How to grade for learning: Linking grades to standards*. CA: Corwin Press.
- ❖ Stiggins, R. (2008). *An introduction to student involved assessment for learning*. NJ; Pearson.
- ❖ Tomlinson, C. and McTighe, J. (2006). *Integrating differentiated instruction and understanding by design*. VA; ASCD.