



ASSESSMENT TOOLS AND PRACTICES

Instructor: Ann Bartelt

Licensure Renewal Credit: 1 credit

This course is approved for licensure renewal credit only upon successful completion of all the micro-credential components. The course is not approved as credit toward an endorsement or new teaching authority.

This course is presented in a self-paced format. Participants, whether individually or as learning team, are expected to make reasonable progress through the components. In order to accommodate the participant's work schedule and professional setting, no due dates are attached to the individual components with the exception of the final due date.

Dates: Online July 1, 2021-July 1, 2022

Course Description (Overview of Course)

Educational assessment is the process of documenting and using data regarding students' knowledge and skills to refine teaching and improve student learning. Assessment can be used three ways: OF learning as a summative measure; FOR learning as formative measure of progress; and AS learning as a self-analysis or metacognitive tool.

Formative assessment is a critical component of instructional planning and delivery. Used well, formative assessment provides feedback to teachers to adjust ongoing teaching and learning; of benefit to students, formative assessment practices include regular descriptive feedback. Both digital tools and rubrics expand the teacher's assessment system.

This course includes 3 micro-credentials that expand upon a teacher's understanding of assessment. The participants will build their instructional practices through the implementation of effective feedback and digital formative assessment tools, as well as gain a deeper understanding and recognition of quality rubrics.

School Improvement Rationale (School data that indicates a need for this course).

As a continuous process, assessment establishes measurable and clear student learning outcomes for learning. Knowing and understanding how assessment practices benefit student learning is a critical component of school improvement.

Expected Outcomes: The learner will be able to...

Those who complete all components of the course will be able to:

- Understand and describe the characteristics of effective feedback.
- Provide substantive, timely, and constructive feedback to students.
- Engage learners in their own growth by providing effective feedback.
- Select and design digital formative assessments that specifically measure the stated learning targets and are consistent with the lesson's learning activities.

- Implement a variety of digital formative assessments so that students can show their understanding or skill in various ways.
- Use data from digital formative assessments to adjust instruction to better meet students learning needs and reach the target.
- Recognize high quality rubrics.
- Analyze the qualities of a rubric and determine its best use in assessment.
- Select the most appropriate rubrics for use with specific student learning goals.

Note: Success criteria for each component are identified for each component below.

| Micro-Credential Component* | Micro-Credential Description | Hours |
|------------------------------------|--|-------|
| Effective Feedback On Any Platform | Feedback, an essential component of an assessment system, ranks in the top ten of teacher practices in improving student learning. Whether we are in a brick-and-mortar classroom or a digital one, students need effective feedback to better engage in their learning. Quality feedback supports students in knowing where and how to improve; furthermore, effective feedback influences students' motivation toward better performance. Through this micro-credential, you will hone your skills in providing feedback that is substantive, timely, and constructive, regardless of the learning platform. | 5 |

Success Criteria for this micro-credential:

1. From your learning about feedback, create a set of five to seven criteria for effective feedback. The criteria should include components that ensure that the feedback aligns with best practices in providing feedback to students. It should include how the feedback will be substantive, timely, and constructive. These criteria would be used to self-assess your use of feedback as you work with students, so the document should be designed for easy reference. Use a format that is appealing and useful to you, such as an infographic, a bookmark, or anything of your choosing that will be your personal reference as you provide effective feedback.
2. Prepare a plan to enact a feedback session, limited to seven minutes, with a student or a small group of students. The plan should include a) the context for the feedback: the learning target, success criteria, and a brief description of the task, and b) the substantive and constructive comments or questions you will use with the student(s) during the feedback session. Once you feel you have mastered the skills of giving effective feedback, record your session digitally and submit it with the plan for that session.

3. Submit a written response about the recorded session answering these questions:
 - a. What went well for you?
 - b. What went well for the student(s)?
 - c. What did you learn about how students understand or can use their new learning from this feedback session?
 - d. What are the next instructional steps you will take as a result of the session and from what you learned?
 - e. What are the next steps for the student(s) in reaching the learning target(s)? What evidence do you have that these next steps are key to improving student understanding and/or skills?

| Micro-Credential Component* | Micro-Credential Description | Hours |
|------------------------------------|--|-------|
| Digital Formative Assessment Tools | Formative classroom assessment can take a wide variety of formats, and today, teachers can avail themselves of many digital formative assessment tools to get a snapshot of the class or monitor progress of individuals. In this micro-credential, you will become familiar with a variety of digital formative assessment tools that can be implemented synchronously (all together) or asynchronously (at the student’s own pace). You will determine how the tool aligns with your learning targets and activities and how it can provide the information you need to make instructional decisions for your students, as a class or individually. With your enhanced knowledge of digital formative assessment tools, you will be able to adapt technology to suit your instructional needs. | 5 |

Success Criteria for this micro-credential:

1. Explore a variety of digital formative assessment tools. Consider how you might use these tools synchronously or asynchronously.
 - a. Select one tool to use synchronously and a different tool to use asynchronously as formative assessments.
 - b. Write a brief paragraph for each tool, describing the rationale behind your selection of the tool and how you intend to use it.
2. Create and teach two lessons, one that implements the tool used synchronously, the other that implements the different tool used asynchronously. For each lesson
 - a. state the learning target,
 - b. briefly describe the learning activity or task, and

- c. identify the tool you will use, and
 - d. explain the evidence of student learning to be gathered with the formative assessment tool.
3. After you have taught each lesson, reflect upon each, focusing on the formative assessment tool. In a paragraph for each lesson, answer the following prompts:
- a. What you specifically learned about students' understanding or skill(s) from the data collected from the formative assessment, and
 - b. The instructional changes or moves you made (or will make) as a result of the data from the use of the formative assessment tool.

| Micro-Credential Component* | Micro-Credential Description | Hours |
|---|--|-------|
| Understanding and Recognizing Quality Rubrics | The implementation of rubrics is driven by reforms, from standards-based grading to project-based learning to assessment for learning. With this emphasis on rubrics, it is necessary that teachers understand their value and that teachers can identify the characteristics of quality rubrics. Through this micro-credential, you will learn what makes rubrics worthwhile as both teaching and grading tools. You will be introduced to a wide variety of rubric types and learn how to recognize a quality rubric by analyzing its characteristics and elements. Lastly, you will select a rubric to implement in your own classroom to determine how well it supports teaching and learning for you and your students. | 5 |

Success Criteria for this micro-credential:

1. From what you have learned about using rubrics, make the case for using rubrics in your instruction and as an assessment tool. Your audience can be your teaching partners, your school's faculty, and/or your administration. Include a minimum of five points that would inform and persuade your audience of the value of using rubrics. Be creative with the format, i.e., a slide show, an infographic, a short video (about 3 minutes).
2. Research rubrics for your content. Select a variety of three to analyze following the directions below. In addition to content or performance task rubrics, the variety could include a teamwork or collaboration rubric, a single point rubric, one you suspect is not of high quality. Label and attach a copy of each of the rubrics with your analysis. Your analysis should include the following two parts:

- a. For each rubric, describe the style and content in a minimum of 4 elements: i.e., type of rubric, clarity of the criteria, language choice, distinction between the levels, point structure, format.
 - b. For each rubric, explain whether or not the rubric meets your expectations for your grade level and content.
3. Select one of the rubrics you have analyzed and implement it in your classroom. Verify your initial thoughts about the rubric: How well did it articulate your teaching goals? How well did it support students' learning? In other words, how teacher-friendly and student-friendly is it?

Iowa Teaching Standards

Check which number(s) of the Iowa Teaching Standards that connect to the work defined in this course:

- Standard 1: Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.
- Standard 2: Demonstrates competence in content knowledge appropriate to the teaching position
- Standard 3: Demonstrates competence in planning and preparing for instruction.
- Standard 4: Uses strategies to deliver instruction that meets the multiple learning needs of students.
- Standard 5: Uses a variety of methods to monitor student learning.
- Standard 6: Demonstrates competence in classroom management.
- Standard 7: Engages in professional growth
- Standard 8: Fulfills professional responsibilities established by the school district.

Iowa Standards for School Leaders

Check which number(s) of the Iowa Leadership Standards that connect to the work defined in this course:

- STANDARD 1. MISSION, VISION, AND CORE VALUES. Educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.
- STANDARD 2. ETHICS AND PROFESSIONAL NORMS. Educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.
- STANDARD 3. EQUITY AND CULTURAL RESPONSIVENESS. Educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.
- STANDARD 4. CURRICULUM, INSTRUCTION, AND ASSESSMENT. Educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

- STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS. Educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.
- STANDARD 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL. Educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.
- STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF. Educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.
- STANDARD 8. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY. Educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.
- STANDARD 9. OPERATIONS AND MANAGEMENT. Educational leaders manage school operations and resources to promote each student's academic success and well-being.
- STANDARD 10. SCHOOL IMPROVEMENT. Educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

*A component can be completed as a stand-alone learning experience without the expectation of recertification credit or graduate credit. If the learner successfully completes all components in this course, they will be eligible to be awarded recertification credit.