

## Using Assessment to Design Instruction

### Course Overview and Schedule

This course builds on basic knowledge of and information about assessment. After completing this course, teachers will have expanded their selection of assessment tools for classroom use, learned how to deepen assessments from simple to complex, and explored how to involve students in designing classroom assessments.

**Format:** Scheduled, facilitated

**Estimated Completion Time:** 3-4 hours per week (12 hours total)

**Contact:** [literacy@worlded.org](mailto:literacy@worlded.org)

### Course Objectives

By the end of course, you will learn about:

- “Backward lesson design”; Specifically, how assessments can guide and inform instruction using the following questions:
  - What do I hope students will learn? (learning objectives)
  - How will I know they have learned it? (designing assessments)
  - What are the best ways to help them learn it? (lesson activities)
- Rubric construction and other tools to communicate assessment criteria and expectations to students
- The value of student and teacher reflection in improving assessment design and results
- Strategies for involving students in assessment design (project-based learning and authentic tasks)
- How to use summative assessments
- How to apply fundamental assessment principles
- Proven assessment resources to assist in assessment development and scoring

### Course Completion

To successfully complete this course, you will be asked to:

- Complete assignments that apply the concepts or skills that have been taught, including assessment and
- Rubric development;
- Post to forums your ideas and thoughts on the assessment topics for that lesson;
- Take a final quiz to gauge how well you have grasped the concepts or skills; and
- Complete journal entries to capture your reflections on the information and activities.

Your instructor will score the assignments as complete or incomplete. You must achieve at least 80% on the assignments and final quiz and complete all the journal entries, wiki entries, and forum postings to successfully complete the course.

<http://edtech.worlded.org/professional-development/online-courses/>

## COURSE SCHEDULE

### Module 1

#### *Getting Started*

##### Readings

- Required Software and Course Features
- Course Objectives
- Course Requirements
- Journal Reflections

##### Activities

- Become familiar with online tools and course features
- Review course objectives and requirements
- Journal Reflections

### Module 2

#### *It Starts with Learning Objectives*

##### Readings

- It Starts with Learning Objectives
- ELL Example
- Create a Quiz
- Dialoguing Between Learning Objectives and Assessment, parts 1 and 2
- Broadening Your Assessment Horizons, parts 1, 2, and 3
- Lesson 2 Summary

##### Activities

- Forum: Develop a Quiz
- Wiki: Assessing Learning Objectives
- Assignment: Revise Your Quiz
- Authentic Assessment Check-In

### Module 3

#### *Assessment Options and Purposes*

##### Readings

- Lesson Objectives
- Matching Assessment to Purposes and Students, parts 1 and 2
- Deepening Assessments
- Lesson 3 Summary

##### Activities

- Assignment: Identify the Activities
- Journal Reflections
- Forum: Deepening Assessments

### Module 4

#### *Develop Criteria for Scoring*

##### Readings

- Lesson Objectives
- Determining Criteria for Constructed Response, parts 1 and 2
- Inviting Deeper Student Involvement, parts 1, 2 and 3
- K-W-L
- Learning Logs or Journals
- Portfolios

##### Activities

- Assignment: Create a Rubric
- Journal Reflections
- Forum: Inviting Deeper Student Involvement
- Assignment: Teacher Reflections
- Wiki: Lesson 4 Summary

### Module 5

#### *Worth a Look! Teacher Resources*

##### Readings

- Lesson Objectives
- Universal Design – Worth a Look!
- Bloom’s Taxonomy – Also Worth a Look!
- Summative Assessments: When Students are Ready to Move Up or On
- Lesson 5 Summary

##### Activities

- Assignment: Revise your assessment using Universal Design Principles
- Forum: Bloom’s Taxonomy – Also worth a

### Module 6

#### *Next Steps and Course Completion*

##### Activities

- Journal Reflections
- Quiz
- Complete course evaluation survey
- Print your certificate of completion
- Authentic Assessment Check-In Matching Activity

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Look!

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**Course materials are available for one month from the course end date.**

*This course was produced by World Education, Inc., and written by Carey Reid, World Education, Inc.*

### ***Minimum Technical Requirements***

World Education’s online courses are offered via the Moodle learning management system (LMS) and WebEx Internet conferencing system. To participate in courses, you must have access to a reliable computer with an Internet connection. We recommend a high speed Internet connection. For courses that include Webinar sessions, you must have the ability to be on an Internet-connected computer and a telephone at the same time. We recommend a screen resolution 800×600 or higher. If you are using a mobile device, we recommend that you review these [FAQs from Moodle](#).

### ***System Requirements***

Moodle requires that JavaScript, cookies, and Java be enabled in a recommended browser. (Note: Enabled pop-up blockers may interfere with accessing content.) Recommended browsers consist of any standards-supporting browser. Examples are:

- Mozilla Firefox 3 or later
- Safari 3 or later
- Google Chrome 4 or later
- Opera 9 or later
- Microsoft Internet Explorer 7 or later

### ***Additional Plug-ins***

Some courses require additional plug-ins to access media and course resources, such as Flash and Adobe Acrobat. You should have the ability to download and install these plug-ins on your computer, or have access to a technical support staff person who can do this for you.