



## **Professional Development Institute**

### **Flex Course Syllabus**

#### **An Essential Guide to Formative Assessment (K-5)**

**PDI Course Number: 128T02**

**UCSD Course Number: EDUC42302**

If you would like information about receiving post-baccalaureate (graduate) credit for completing this course, [please click here](#).

#### **Course Timeline**

Participants have one year to complete the course. Participants must spend a minimum of three weeks in this course.

#### **Course Description**

Does the word “assessment” cause your hands to sweat, your breathing to become shallow, and your brain to freeze? Whether you are new to the teaching profession or a seasoned veteran, navigating how to effectively assess your students is difficult at best. Formative assessment is the process by which educators can modify their instruction so that the learning needs of each student can be consistently and successfully met. In doing so, teachers collect evidence of students’ progress toward set academic goals and use that evidence to make instructional moves or decisions to guide them closer to their goals. This online course provides K-5 teachers with a variety of strategies to successfully assess their students using formative assessment best practices. The course begins with an overview of formative assessment. Teachers will learn how to clarify students’ learning by setting learning goals and establishing success criteria, so that equitable assessment practices can be established and maintained. Teachers will take a deep dive into best formative assessment practices so that evidence of student learning can be elicited, and the ensuing data collected and interpreted so that informed instructional decisions can occur. Teachers will learn how to act on that evidence by giving effective feedback and differentiating their instruction and assessment practices. Teachers will also explore the important roles that social-emotional learning, learning styles, and metacognition play in the formative assessment process. By the end of this course, teachers will feel more confident and successful in their quest to explore and incorporate best formative assessment practices within their own classrooms.

## Educational Outcomes

1. Teachers will be introduced to a brief overview of assessment, including what formative assessment is and its benefits.
2. Teachers will learn about the different types of assessment, including diagnostic, summative (norm-referenced and criterion-referenced tests), interim, and formative.
3. Teachers will be introduced to the three components of formative assessment (clarifying the learning, eliciting evidence of student learning, interpreting evidence, and acting on that evidence).
4. Teachers will learn about the assessment cycle.
5. Teachers will understand the similarities and differences between formative and summative assessment.
6. Teachers will take a deep dive into learning goals, including what they are, why we set them, and how to write them.
7. Teachers will understand the role that success criteria plays in formative assessment, and they will learn how to establish and set success criteria for their formative assessments.
8. Teachers will understand what equity is and how it relates to assessment.
9. Teachers will learn how to design equitable assessments.
10. Teachers will learn a variety of formative assessment strategies to engage students so that evidence of student learning can be elicited.
11. Teachers will learn a variety of questioning techniques to formatively assess evidence of student learning.
12. Teachers will learn strategies to help their students use their 21<sup>st</sup> century critical-thinking skills to elicit effective questions.
13. Teachers will learn about the different learning styles (visual, aural/auditory, read/write, and kinesthetic), and they will understand how these learning styles can be used to engage learners.
14. Teachers will understand the important role that metacognition plays in the overall learning process, and how students' learning styles can be connected to metacognition.
15. Teachers will learn a variety of individual formative assessment strategies.
16. Teachers will learn a variety of small group formative assessment strategies.
17. Teachers will learn a variety of whole group formative assessment strategies.
18. Teachers will be introduced to a variety of formative assessment tools so that they can successfully assess their students in an online environment.
19. Teachers will understand what constitutes effective feedback (it is specific, timely, and actionable), and they will learn a variety of strategies to provide effective feedback to their students.
20. Teachers will be introduced to the importance of data analysis protocols to the formative assessment process.
21. Teachers will learn a variety of strategies to collect and keep track of data.
22. Teachers will learn a variety of ways to differentiate their formative assessment.
23. Teachers will learn a variety of ways to differentiate their instruction (either by content, process, product, or learning environment) based on formative assessment.
24. Teachers will learn a variety of strategies to make their teacher talk more purposeful.
25. Teachers will learn how to incorporate and build students' social-emotional skills through formative assessment.

26. Teachers will learn the important role that self-assessment and peer assessment play in the formative assessment process, and they will learn several strategies to incorporate this type of assessment into their teaching practices.

## Instructional Media

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction
- Online Resources and Websites
- Supplemental Instructional Materials
- Printable Classroom Resources

## Evaluation

- Test #1 (5% of final grade)
- Test #2 (5% of final grade)
- Test #3 (5% of final grade)
- Test #4 (5% of final grade)
- Test #5 (5% of final grade)
- Autobiography and Goals for the Course (10% of final grade)
- Article/Video Reflection (15% of final grade)
- Course Collaboration/Share Ideas with the Class (10% of final grade)
- Cumulative Assignment/Project: Design Three Formative Assessments (20% of final grade)
- Culminating Practicum (20% of final grade)

## Topical Outline

### Unit One

- Introduction and Overview of Formative Assessment
- Types of Assessment
- Formative vs. Summative Assessment
- **Assignment #1**  
*Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about using formative assessment to better inform your own teaching practices. Your autobiography should be a minimum of three paragraphs.*
- **Test #1**

## Unit Two

- Setting Learning Goals
- Establishing Success Criteria
- Equitable Assessment Practices
- **Assignment #2**

*As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and video that are relevant to the specific course content. Read the article and then write an essay with your thoughts.*

- **Test #2**

## Unit Three

- Collecting Evidence of Student Learning
- Using Questioning to Elicit Evidence of Student Learning
- Student Learning Styles and Metacognition
- **Assignment #3**

*Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to using formative assessment in the K-5 classroom to help teachers better inform their own teaching practices. The tip, strategy, or idea that you share needs to make a difference to other teachers in their own classrooms. Your assignment should be a minimum of three paragraphs and detailed enough for another teacher to follow easily. This is a great opportunity to share and collaborate with other teachers at your grade level around the country. Take time to review and respond to other postings that are relevant to your classroom population in order to gain effective ideas to use immediately in your classroom.*

- **Test #3**

## Unit Four

- Individual and Small Group Formative Assessment Strategies
- Whole Group Formative Assessment Strategies
- Formative Assessment in an Online Environment
- **Test #4**

## Unit Five

- Giving Effective Feedback
- Keeping Track of Data
- Differentiating Instruction Based on Formative Assessment
- Differentiating Assessment Strategies
- **Test #5**

## Unit Six

- Getting Students Talking about Learning
- Incorporating Social-Emotional Learning
- Self-Assessment/Reflection and Peer Assessment
- **Assignment #4**

*Choose three separate standards that are germane to your grade level and area of expertise and design a formative assessment for each. The assessments can be applicable to individual students, or they can be administered to students either in small or whole groups. What matters most is that they are formative, meaning that when they are being used, a teacher should be able to immediately adapt his/her instruction based on the results. Use the given example as a guide and be sure to follow all the requirements as listed in Assignment 4 to receive full credit.*

- **Assignment #5**

*The culminating practicum is a three-step process. (1) In the first assignment, you were asked what goals you had and what you hoped to learn from the course. Think back to your original goals for this course. Write a minimum two-paragraph reflection specifically describing how what you learned can be used to help you reach those goal(s). (2) Next, write a minimum three-paragraph plan that specifically describes the ways in which you intend to implement a particular strategy you learned in this course into your own teaching situation. (3) Last, write a minimum two-paragraph reflection describing a student you have or have had in the past. Then, discuss how the strategies you learned in this course will specifically benefit that student as you put your plan into action.*

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