

University of Wisconsin – Green Bay

COURSE SYLLABUS – *Winter/Spring 2017*

Formative Assessment

This course is open to educators employed with the Plymouth School District.

Instructors:	Dan Mella and Jennifer Marten, Ph.D.
Course #:	ED & HUD 795-2, 7401 (0397D)
Credit:	Two (2) Graduate Credits
Prerequisite:	Graduate Standing (Must have earned a bachelor's degree); this course is only open to educators employed with the Plymouth School District.
Schedule:	Wednesdays, February 1 and 22; March 8 and 22; and April 19, 2017 (3:30-7:00 p.m.); and a minimum of 12.5 hours of online/in-class lab time.
Location:	Plymouth School District

Course Description: Educators will learn how to create units and lessons that are infused with intentional formative assessment practices and develop and refine these skills for use in the classroom.

Course Emphasis and Rationale: Formative assessment, properly applied, is one of the most powerful instructional strategies a teacher can master. Because formative assessment has been shown in the research to be a key to the highest achievement of students, educators should be expert in their use of, and planning with, formative assessment practices.

Course Objectives:

- Educators will learn how to identify the gaps in student knowledge between what they currently know and what they are required to know.
- Educators will learn how to incorporate a constant feedback loop - to and from - the students to enhance their learning.
- Educators will create lessons and units using progressions.
- Educators will learn how to effectively engage students in their learning to build their meta-cognitive skills

Required Readings:

William, D. (2011). *Embedded formative assessment: Practical strategies and tools for K-12 teachers*. Solution Tree.

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Course Requirements:

- Attendance and active participation in all activities
- Completion of all reading assignments
- Completion of in-class reaction assignments
- Completion of reflection journal
- Creation and presentation of a unit incorporating formative assessment practices as part of the continuous feedback loop
- Development and presentation of a model lesson which incorporates formative assessment practices

Evaluation and Assessment:

- **Class Participation and Reaction Assignments** - Participants will be expected to actively engage in class activities and in-class reaction assignments. (20%)
 - **Reflective Journal** (20%)
 - **Unit Creation and Presentation** (30%)
 - **Model Lesson Development and Presentation** (30%)
- 100%

Outline:

- What is formative assessment?
- How do we effectively use feedback?
- Why and how do we use formative assessment for maximum student growth?
- What are the key attributes of formative assessment?
- How do we create units and lessons using learning progressions?

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Wisconsin Standards for Teacher Development and Licensure:

2. Teachers know how children grow. The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

3. Teachers understand that children learn differently. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

4. Teachers know how to teach. The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children

6. Teachers communicate well. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. Teachers are able to plan different kinds of lessons. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

8. Teachers know how to test for student progress. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

9. Teachers are able to evaluate themselves. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

10. Teachers are connected with other teachers and the community. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

Last updated 10/25/16 - MS