

**UNIVERSITY OF ARKANSAS at MONTICELLO  
SCHOOL OF EDUCATION**

**Course Title: EDUC 3583-01 Assessment Techniques**

**Credit Hours: 3**

**Time/Day:**

**Room:**

**Instructor:**

**Office:**

**Phone:**

**Office Hours:**

**E-Mail:**

**PREREQUISITE**

Rigorous instructional strategies and content knowledge necessary to meet teacher licensing requirements will be added to this course throughout the semester. Students are responsible for learning the strategies along with the content of the course. Blackboard will be heavily utilized for this course. Class assignments may include extensive use of technology. Smart phones, iPads, and Laptops are encouraged for locating resources and app usage. Please load the Socrative student app on your device.

**REQUIRED TEXTS**

Burke, Kay (2009). *How to Assess Authentic Learning*, (5<sup>th</sup> Ed.) Corwin

First Day of Class Need Reflection Journal: 3 ring binder with copy of SOE Conceptual Frameworks and Burke chapter tabs

**This is the link to the UAM bookstore:**

<http://www.bkstr.com/webapp/wcs/stores/servlet/CourseMaterialsResultsView?catalogId=10001&categoryId=9604&storeId=280406&langId=-1&programId=3297&termId=100029789&divisionDisplayName=%20&departmentDisplayName=EDUC&courseDisplayName=3583&sectionDisplayName=01&demoKey=null&purpose=browse>

**UAM TECHNICAL SUPPORT INFORMATION**

Issues with usernames, passwords, or UAM Email:

Help Desk at [helpdesk@uamont.edu](mailto:helpdesk@uamont.edu) or phone 870-460-1036. Open Monday-Friday, 8 a.m.-4:30 p.m.

Issues with BLACKBOARD: Help Desk at [blackboard@uamont.edu](mailto:blackboard@uamont.edu) or phone 870-460-1286

Fall and Spring	Summer		
Sunday	2:00PM - 10:00PM	Sunday	Closed
Monday - Thursday	8:00AM - 10:00PM	Monday - Friday	8:00AM - 4:30PM
Friday	8:00AM - 4:30PM	Saturday	Closed
Saturday	1:00PM - 4:00PM		

**MINIMUM TECHNOLOGY REQUIREMENTS for Blackboard Online Instruction**  
 Access to a working computer with Internet capability. Operating System: Windows 2000, XP, Vista or Macintosh OS X

- Hardware: 256 MB of RAM, 1GB free hard disk space
- Microsoft Office 2007 recommended
- Connection to the Internet: (broadband connection, such as RoadRunner, Satellite Internet or DSL, is preferred). Broadband connections are recommended for assessments.

### **COURSE DESCRIPTION**

The primary emphasis of this undergraduate course is instructing teacher candidates about assessment and evaluation in young children. Secondary goals include the teaching of topics such as the technical aspects of testing (e.g. validation procedures and reliability), the interpretation of test scores (e.g. norm vs. criterion referenced testing), test administration skills, and developing Individual Education Programs and Individual Family Service Plans from the results of the evaluations.

### **MISSION STATEMENT**

The University of Arkansas at Monticello School of Education is committed to the development of highly qualified candidates. The School of Education embraces the responsibility to prepare candidates to live and work in a rapidly changing, diverse world. Candidates are challenged to achieve the highest level of proficiencies defined in the UAM School of Education's Conceptual Framework and as modeled by the UAM School of Education Faculty. The Conceptual Framework is comprised of five strands: knowledge, pedagogy, diversity, professionalism and technology. The candidates' understanding of the Conceptual Framework is progressively developed as they advance through the professional education programs. The UAM School of Education is dedicated to developing highly qualified professional educators as identified by the State of Arkansas and by the "No Child Left Behind" Act of 2001 through a partnership with the Southeast Educational Cooperative, area public schools, the university community, and supportive agencies in Arkansas's high-need geographical areas.

### **CONCEPTUAL FRAMEWORK**

The Conceptual Framework of the School of Education is organized around five strands that promote the following: the acquisition of a knowledge base; development of pedagogical skills; promotion of diversity and social justice; the demonstration of professionalism, and technology skills. The core belief through all strands is that the diverse population of P-12 students can learn. This philosophy is shared by faculty and candidates alike and is infused throughout the curriculum and practice of faculty and candidates. The proficiencies identified either by indicators or standards within each

strand define the performance of initial and advanced candidates in the undergraduate and graduate education programs.

### **NETIQUETTE**

"Cyberspeak" for etiquette on-line and in e-mail: manners, civility, and shared rules. The rules of netiquette apply to everyone who uses the internet or any kind of network to communicate to any other person in the world. A complete set of netiquette rules will be posted on Blackboard for student use.

### **INSTRUCTOR FEEDBACK SCHEDULE**

All emails, discussion postings, assignments, etc. will be addressed within 24 hours Monday-Friday and within 72 hours Weekends and Holidays. The instructor will be available for chat, emails, and video chat via web cam during the scheduled virtual office hours.

### **EMERGENCY OR INTERRUPTION IN COMPUTER SERVICE POLICY**

Prepare for unexpected problems and emergencies. Understand that problems and glitches do occur in online learning, as they do in any learning environment. Have a back-up plan, such as using the computers at a local library, for submitting assignments in case your computer crashes or your service is interrupted.

### **GOALS AND OBJECTIVES AND CORRELATED STANDARDS:**

Candidates will demonstrate the ability to use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children. (NAEYC Standard 1, CF: Knowledge, Pedagogy, Diversity)

Candidates will demonstrate the ability to know about, understand, and value the importance and complex characteristics of children's families and communities. They will demonstrate the ability to use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning. (NAEYC Standard 2, CF: Knowledge, Pedagogy, Diversity)

Candidates will demonstrate the ability to know about and understand the goals, benefits, and uses of assessment. They will demonstrate the ability to know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning. (NAEYC Standard 3, CF: Knowledge, Pedagogy, Diversity)

## **METHODS OF INSTRUCTION**

The method of instruction will be lecture, cooperative/collaborative learning, presentations, observations, demonstrations, reflective teaching, recitation, discussions, research and use of technology.

## **BLACKBOARD**

The course syllabus will be placed on Blackboard for your review as needed. You will need your UAM ID to access/logon to Blackboard. Yahoo, Gmail, SBC, Global, ATT, etc. should not be used with Blackboard. Most of the communications for this course will be through Blackboard. This resource will provide you with the best tool for communicating with the instructor. E-Mail me not through BB. You must have an UAM E-Mail address on your Blackboard or you will not receive E-Mails from the instructor.

**UAM GRADE POLICY:** UAM will no longer mail grade reports to all students. You may access your grades through Campus Connect on the UAM homepage, <http://www.uamont.edu/> To have your grades mailed to you, complete the grade request form available in the Registrar's Office in Monticello or the Student Services offices in Crossett and McGehee.

Missed test will be penalized 10 points each day after. If you miss a test you must make arrangements to meet the teacher the next day and take the test. If you miss more than one test you will not be allowed to take more than one late.

**ASSIGNMENTS MUST BE SUBMITTED ON THE PRESCRIBED DATE, VIA CONTENT AREA OF BLACKBOARD to receive credit, REGARDLESS OF CIRCUMSTANCES.**

**ABSOLUTELY NO WORK WILL BE ACCEPTED OR MAKE-UPS GRANTED DURING THE FINAL EXAM PERIOD/WEEK, PRECLUDING EXTENUATING CIRCUMSTANCES.**

## **GRADE ASSIGNMENT:**

Grading Scale:

A= 90—100

B= 80—89

C= 70—79

D= 60--69

F= 59 and below

## **ATTENDANCE POLICY:**

Candidates who make a habit of being absent will jeopardize their opportunity to contribute to the class in a positive manner. Candidates demonstrate enthusiasm and personal responsibility by their direct cooperation and participation in class. For those candidates who falter in their sense of purpose or direction, the following is stated:

### **Absences**

*It is the policy of the UAM School of Education to strictly enforce attendance and punctuality requirements for all of its educational courses and activities. A candidate arriving after attendance is taken will be considered absent for the entire class period. A maximum of 2 TTH absences will be allowed each semester. Each additional absence will adversely affect the final Grade with five points off the top of your average for the class.* Texting during class will not be tolerated. If instructor has to ask you to put your phone up you will be counted absent for the entire class. As stated above, 2 absences...no penalty; 3 or more...each absence deducts five points from the average attainable in the class. Take care of bathroom business before class. Leaving class is NOT advised!

(As noted on page 28 in the 2009-2011 Catalog, students and UAM are subject to having to return Title IV federal assistance funds for students who fail to remain enrolled in a class.) Since you do receive points for attendance and participation, this is felt to be a justifiable means of dealing with chronic absences. If you are ill and miss class for several days, a doctor's statement must be presented to the instructor. **Please obtain class notes from a fellow student** about the material missed. **An excessive number of absences will jeopardize a student's capability of learning in this course. Anyone who will be going on a UAM sponsored trip MUST notify the instructor in advance, using the proper form, in addition to notification by the sponsor of the activity via hard copy or email.**

### **STUDENTS WITH DISABILITIES:**

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926

### **STUDENT CONDUCT STATEMENT:**

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. They must not conduct themselves in a manner that disrupts the academic community or breaches the freedom of other students to progress academically. No computers at remote sites. No children in room at remote sites.

### **CELL PHONE USAGE POLICY:**

The School of Education seeks to promote a teaching and learning environment free from classroom disruptions.

The following policy is intended to define acceptable classroom behavior with regard to cell phones, pagers, MP3 players, and similar electronic devices in order to preserve academic integrity and ensure that candidates have optimum environmental conditions for effective learning.

As a member of the learning community, each candidate has a responsibility to other candidates who are members of the community. The School of Education prohibits the use by candidates of cell phones, pagers, MP3 players, or similar electronic devices during scheduled classes. **All such devices must be turned off or put in a silent mode and cannot be visible during class.** If cellphones are visible the candidate will be counted absent for that day. At the discretion of the instructor, exception to this policy is possible in special circumstances. Cell phones may not be answered or utilized for text messages, instant messages, games, Facebook, MySpace, and other uses in a classroom. All MP3 players must be turned off prior to entering the classroom. Both ear buds and/or ear phones must be removed from ears and around neck. If you decide to ignore the policy, you will be asked to leave and may be counted absent. In testing situations, use of cell phones or similar communication devices may lead also to a charge of academic dishonesty and additional sanctions under the *Academic Dishonesty Policy*.

### **USE OF TECHNOLOGY:**

Candidates will word-process all papers and class assignments. Candidates are responsible for obtaining an e-mail address at the Information Technology Center. Candidates will conduct Internet research concerning class topics. Candidates will develop multi-media presentations using a variety of instructional resources. Candidates will be expected to stay informed and communicate through the class wiki.

### **DIVERSITY:**

Candidates will be provided opportunities through direct instruction and field experiences to gain the knowledge, skills, and dispositions to provide effective instruction in diverse classroom and communities. A wide variety of instructional methods will be modeled during the course to meet the needs of a diverse class. In addition, candidates will design curriculum (including goals, methods, and assessments) suitable for a wide range of students.

### **ACADEMIC DISHONESTY:**

1. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
  - a. Copying from another student's paper.
  - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor.
  - c. Collaboration with another student during the examination.
  - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material.
  - e. Substituting for another person during an examination or allowing such substitutions for oneself.
2. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor; assistance in the production of work offered

- for credit, to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
3. Duplicity: To offer for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
  4. Plagiarism: To adopt and reproduce as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student or students involved will be that the instructor will assign a grade of F for the examination or assignment involved.

**COURSE REQUIREMENTS: COURSE OUTLINE/CALENDAR:**

<b>3 Quizzes</b>	<b>50 pts. each</b>
<b>Content assignments/Blackboard Postings</b>	<b>10 pts. each</b>
<b>Unit Presentation</b>	<b>75 pts. Unit and Presentation</b>
<b>Reflection Journal</b>	<b>100 pts.</b>
<b>Final Exam</b>	<b>75 pts.</b>

**5 elements of Conceptual Frameworks will be included in Quizzes and Reflection Journal**

**There will be a website reflection assignment or an entry for the portfolio each week on Blackboard.**

**All assignments are to be turned in on Blackboard. Late work will NOT be accepted. Do not ask!**

**Participation Grades will be given during some classes. Have to be present to receive points.**

**Instructional Strategies and Content from the PLT Assessment Requirements has been added to this course for the semester. Students are responsible for learning the strategies along with the content of the course.**

Jan. 8-10	<p>Read Chapter 6 Metacognitive Strategies</p> <p><b>INTERACTIVE TECHNOLOGY</b>  <b>Google Docks, Socrative</b>  instructor on content of Chapter 6.  Learning Logs and Journals  <a href="http://studyskillsforuniquelearners.wikispaces.com/file/view/learning-logs-and-learning-journals.pdf">http://studyskillsforuniquelearners.wikispaces.com/file/view/learning-logs-and-learning-journals.pdf</a></p> <p>Read about the <b>Cornell note-taking strategy</b> on these two web sites prior to class. Use the Cornell note-taking strategy to record your thoughts during the <i>class lecture</i>.  <a href="http://coe.jmu.edu/learningtoolbox/cornellnotes.html">http://coe.jmu.edu/learningtoolbox/cornellnotes.html</a>  <a href="http://lsc.cornell.edu/LSC_Resources/cornellsystem.pdf">http://lsc.cornell.edu/LSC_Resources/cornellsystem.pdf</a></p> <p><b>Technology:</b> View the Website and record your findings.</p> <p>Individually set up your learning log for your unit and share with a <i>partner for feedback</i>.</p>
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Jan. 13-17	<p>What is an Effective Teacher? Students take bulleted notes listed elements of effective teaching.  <a href="http://education-portal.com/academy/lesson/becoming-an-effective-teacher.html#lesson">http://education-portal.com/academy/lesson/becoming-an-effective-teacher.html#lesson</a>  Set Class Norms, Class Expectations, Review Syllabus, Conceptual Framework, Discuss Reflection writing components [<b>DO NOT ATTACH YOUR REFLECTIONS. Copy and paste the content into Blackboard. Attachments will be given a 0 and counted late if and when resubmitted properly.</b>]  and Reflection Journal.</p> <p><b>Technology:</b> CF “<b>Technology</b>” review in class HW: add to Reflection Journal  <b>Whole Group: Teaching Strategies</b></p> <p><a href="http://education-portal.com/academy/lesson/instructional-strategies-hands-on-interactive-expository-collaborative.html">http://education-portal.com/academy/lesson/instructional-strategies-hands-on-interactive-expository-collaborative.html</a></p> <p><b>DO NOT ATTACH YOUR REFLECTIONS. Copy and paste the content into Blackboard. Attachments will be given a 0 and counted late if and when resubmitted properly.</b></p> <p>Visit these three web-sites on assessment in class. Record your reflections on Blackboard. Make sure your <i>reflection</i> is about a page long. Prepare to <i>discuss</i></p>
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	<p>in Friday's class these two assessment websites.</p> <p><a href="http://annedavies.com/assessment_for_learning_wafl.html">http://annedavies.com/assessment_for_learning_wafl.html</a></p> <p><a href="http://assessment.tki.org.nz/Assessment-in-the-classroom/Assessment-for-learning-in-principle/What-is-assessment-for-learning">http://assessment.tki.org.nz/Assessment-in-the-classroom/Assessment-for-learning-in-principle/What-is-assessment-for-learning</a></p> <p><a href="http://www.edutopia.org/grant-wiggins-assessment">http://www.edutopia.org/grant-wiggins-assessment</a></p>
Jan. 22-24	<p><b>Authentic Assessment</b> Introduction/ Review of Book Read Pages 1-11 Introduction * Figure 0.1</p> <p><b><i>Carousel Brainstorming Activity:</i></b> What is authentic assessment and how will you use it in your classroom? List some authentic assessment activities you will use in your classroom. This will be part of your unit.</p> <p><b><u>Technology:</u></b> Visit the 2 web sites on Authentic Assessment and <b><i>reflect with a partner.</i></b> Record your individual reflections on Blackboard in a one page report.</p> <p><a href="http://educ6040fall10.wikispaces.com/Authentic+Assessment">http://educ6040fall10.wikispaces.com/Authentic+Assessment</a></p> <p><a href="http://jfmuller.faculty.noctrl.edu/toolbox/">http://jfmuller.faculty.noctrl.edu/toolbox/</a></p> <p><b><i>DO NOT ATTACH YOUR REFLECTIONS. Copy and paste the content into Blackboard. Attachments will be given a 0 and counted late if and when resubmitted properly.</i></b></p>
Jan 27-31	<p>Read Chapter 1 Student Learning Standards</p> <p>Technology Visit the web-site on formative and summative assessment <a href="http://www.cmu.edu/teaching/assessment/howto/basics/formative-summative.html">http://www.cmu.edu/teaching/assessment/howto/basics/formative-summative.html</a></p> <p><b><i>Copy and paste the content into Blackboard. Attachments will be given a 0 and counted late if and when resubmitted properly.</i></b></p>
Feb. 3-7	<p><b><i>Jigsaw Reading Strategy</i></b> of Chapter 2 Differentiated Learning</p> <p>Task: Each student will be given a section of the chapter to read and prepare to share the information with the rest of the class.</p> <p>Partners examine the Arkansas Frameworks and Common Core and construct a</p>

	<p>poster of ways to make assessments in your classrooms.</p> <p><b>Technology:</b> Visit this standardized testing websites on “How to Develop a Standards-Based Unit of Study” and discuss with a partner.</p> <p><a href="http://www.ascd.org/publications/books/100043/chapters/Standards-Based_Curriculum_and_Assessment_Design.aspx">http://www.ascd.org/publications/books/100043/chapters/Standards-Based Curriculum and Assessment Design.aspx</a></p> <p><b>Individually</b> record your reflection on Blackboard.</p> <p><b>Quiz # 1 50 pts.</b></p> <p><b>Journal Progress Check 25 pts.</b></p>
Feb. 10-14	<p>Read Chapter 3 Portfolios</p> <p><b><i>Small Group Discussion</i></b> in groups of 4</p> <p><b>Technology:</b> visit this web-site on portfolios and discuss in same <i>small group</i>. Individually record your reflection on Blackboard.</p> <p><a href="http://jfmueeller.faculty.noctrl.edu/toolbox/portfolios.htm">http://jfmueeller.faculty.noctrl.edu/toolbox/portfolios.htm</a></p> <p>Work with your same <i>small group</i> to design an outline of a portfolio that will be used in your classroom. Answer these questions:</p> <ol style="list-style-type: none"> <li>1. Purpose: What is the purpose(s) of the portfolio?</li> <li>2. Audience: For what audience(s) will the portfolio be created?</li> <li>3. Content: What samples of student work will be included?</li> <li>4. Process: What processes (e.g., selection of work to be included, reflection on work, conferencing) will be engaged in during the development of the portfolio?</li> <li>5. Management: How will time and materials be managed in the development of the portfolio?</li> <li>6. Communication: How and when will the portfolio be shared with pertinent audiences?</li> <li>7. Evaluation: If the portfolio is to be used for evaluation, when and how should it be evaluated?</li> </ol> <p>This will be part of your final project.</p> <p>Read Chapter 8 Teacher-Made Test prepare to lead a <i>discussion</i>.</p>

Feb. 17-21	<p>Participate in <i>Student-Led Discussion</i> of Chapter 8 Teacher-Made Tests</p> <p><b>Technology:</b> View this web site before you construct your test.</p> <p><b>Teacher made test:</b> <a href="http://education.ucsb.edu/webdata/instruction/ed395bf/Assessment/Teacher_Made_Tests.pdf">http://education.ucsb.edu/webdata/instruction/ed395bf/Assessment/Teacher_Made_Tests.pdf</a></p> <p>Begin to use the criteria for making a teacher-made test. Make a test that supports the CCSS. Make a Special Education test also. Post on Blackboard.</p> <p>This will be part of your <i>final project</i>. Describe how you would assess it and how you would share the results with your students.</p>
Feb. 24-28	<p>Read Chapter 4 Performance Task *Figure 4.11 Performance Task Template</p> <p><b>Technology:</b> Visit the web site HIVE. Pick a school and report your findings on Blackboard. At least one page. <a href="http://hive.arkansas.gov/">http://hive.arkansas.gov/</a></p> <p>In class you will look at results of Arkansas Benchmark Assessment. Work in <i>small groups</i> and see how the results can help you as a teacher and help your school. <i>Chart the information</i> from one school and prepare to <i>share out with the whole group</i>.</p> <p><i>Individually</i> begin working on putting your Unit together. Make a performance task for your unit.</p>
Mar. 5-7	<p>Chapter 5 Checklist and Rubrics Figure 1.5 page 26 Rubric Template</p> <p>Cookie Rubric</p> <p><b>Technology:</b> View the Website, <i>discuss in small groups</i> and individually record your findings on Blackboard. <a href="http://pareonline.net/getvn.asp?v=7&amp;n=25">http://pareonline.net/getvn.asp?v=7&amp;n=25</a></p> <p>Work with a <i>partners to make your own rubric</i> for your unit. Exchange your rubric with <i>another pair</i> for “<i>partner feedback</i>”.</p> <p><b>Quiz #2 50 pts.</b> <b>Journal Progress Check 25 pts.</b></p>

Mar. 10-14	<p>Read Chapter 7 Graphic Organizers</p> <p><b>Technology:</b> View the Website and record your findings.  <a href="http://www.inspiration.com/visual-learning/graphic-organizers">http://www.inspiration.com/visual-learning/graphic-organizers</a></p> <p><a href="http://www.thinkport.org/technology/template.tp">http://www.thinkport.org/technology/template.tp</a></p> <p>Construct a <b>Graphic Organizer</b> for your unit.</p>
Mar. 24-28	<p>Read Chapter 9 Interviews and Conferences</p> <p><b>Technology:</b> Watch the video and record how you would handle this parent. How should your conferences go?  <a href="http://www.youtube.com/watch?v=sr5kWOdkHYA">http://www.youtube.com/watch?v=sr5kWOdkHYA</a></p> <p>Websites you should be familiar with and bookmark.  <a href="http://www.arkansased.org/">http://www.arkansased.org/</a>  <a href="http://ideas.aetn.org/commoncore/">http://ideas.aetn.org/commoncore/</a>  <a href="http://ideas.aetn.org/">http://ideas.aetn.org/</a></p> <p><b>Quiz #3 50 pts.</b>  <b>Journal Progress Check 25 pts.</b></p>
March 31- April 4	<p><b>Pedagogy Video Clips</b> Watch the <i>video clips</i> and <i>discuss with your small group</i>. Write a <i>reflections in your journal</i></p> <p><i>Share Units with Content-Alike Groups for feedback</i></p>
April 7-11	<p><b>Pedagogy</b></p> <p>Technology Reflection  <a href="http://www.fctl.ucf.edu/teachingandlearningresources/selectedpedagogies/teachingmethods/">http://www.fctl.ucf.edu/teachingandlearningresources/selectedpedagogies/teachingmethods/</a></p>
April 14-30 Two weeks	<p>Review of Learning  <b><i>Presentations</i></b> of Units and Final Reflection Journal Turn In <b>25 pts</b></p>
April 30- May 6	<p><b>Final Exam in class 60 pts.</b></p>

## **Bibliography**

Burke, Kay (2009). *How to Assess Authentic Learning*, (5<sup>th</sup> Ed.) Corwin

Danielson, C. (2007). *Enhancing professional practice. A framework for teaching*. (2<sup>nd</sup> Ed.). Alexandria: ASCD.

### **Websites:**

[http://annedavies.com/assessment\\_for\\_learning\\_wafl.html](http://annedavies.com/assessment_for_learning_wafl.html)

<http://arkansased.org/>

<http://assessment.tki.org.nz/Assessment-in-the-classroom/Assessment-for-learning-in-principle/What-is-assessment-for-learning>

<http://cmu.edu/teaching/assessment/howto/basics/formative-summative.html>

<http://educ6040fall10.wikispaces.com/Authentic+Assessment>

<http://education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/How+To+Develop+a+Standards-Based+Unit+of+Study>

[http://education.ucsb.edu/webdata/instruction/ed395bf/Assessment/Teacher\\_Made\\_Tests.pdf](http://education.ucsb.edu/webdata/instruction/ed395bf/Assessment/Teacher_Made_Tests.pdf)

<http://edutopia.org/assessment-scoring-rubrics>

<http://edutopia.org/grant-wiggins-assessment>

[http://en.wikipedia.org/wiki/Standardized\\_test](http://en.wikipedia.org/wiki/Standardized_test)

<http://hive.arkansas.gov/>

<http://ideas.aetn.org/>

<http://ideas.aetn.org/commoncore/>

<http://jfmueeller.faculty.noctrl.edu/toolbox/portfolios.htm>

[http://justaskpublications.com/jfta/2011\\_1\\_jfta.htm](http://justaskpublications.com/jfta/2011_1_jfta.htm)

[http://wik.ed.uiuc.edu/index.php/Authentic\\_Assessment](http://wik.ed.uiuc.edu/index.php/Authentic_Assessment)

