

COURSE TITLE: CLASSROOM-BASED ASSESSMENT: Washington State's New Assessment Tool for Social Studies, the Arts, Health/Fitness

NO OF CREDITS: 2 QUARTER CREDITS
[Semester Cr Equivalent: 1.33]

WA CLOCK HRS: 20
OREGON PDUs: 20
CEUs: 2.0

INSTRUCTOR: ERIC LOW, M.A.
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ericlow11@hotmail.com

COMPLETION DATE: 3 months from your registration date

LEARNING ENVIRONMENT: This course requires assignment responses to be posted in a password-secured ONLINE website hosted by The Heritage Institute.

COURSE DESCRIPTION:

What is a CBA and how do teachers meet the requirements of making one for their classroom, school or district? This course is designed to assist participants to understand, develop, and execute the newest Washington State assessment tool for Social Studies, the Arts, and Health/Fitness. This course will explore the definition and purpose of a CBA, how to utilize this tool in your curriculum, examples and execution of CBAs for each discipline, and how to communicate to students, parents, and school districts the expectations of the assessment. Designed for K-12 Washington State teachers, this course will also provide such resources as reading materials and web sites with lesson plan ideas in association with the material for all grade levels.

LEARNING OUTCOMES:

Upon completion of this course, participants will:

1. Be more knowledgeable about the core issues of CBAs
2. Have a thorough knowledge of the benchmarks, assessment, and examples associated with CBA development
3. Learn about CBAs by reading the requirements, expectations, benchmarks, examples, and assessment strategies and posting comments on them
4. Learn how to prepare your own CBA lesson plan and execute it in the classroom. (Credit participants only)

COURSE REQUIREMENTS:

Participants will complete assignments and post responses online to specific questions outlined for each assignment. Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

HOURS EARNED:

Completing the basic assignments (*Section A. Information Acquisition*) for this course automatically earns participant's their choice of 20 Washington State Clock Hours or 2 CEUs (Continuing Education Units), which translates to 20 hours. The Heritage Institute is an approved provider of Washington State Clock Hours and CEUs by IACET (International Association of Continuing Education and Training, an official national and international certifier of CEUs).

UNIVERSITY QUARTER CREDIT INFORMATION

• UNIVERSITY QUARTER CREDIT OPTION 400 & 500 LEVEL

Teachers may opt to register for 2 (two) Antioch University, Seattle, 400 or 500 level quarter credits, instead of hours, and will be required to:

1. Complete all assignments for clock hours/CEUs (*Section A: Information Acquisition*)
2. Complete the extra reading/viewing, writing and classroom application assignments specified in the syllabus for the 400 or 500 level credit option (*Section B: Learning Application*)
3. Complete an Integration Paper by answering 5 questions (*Section C: Integration Paper*)

• REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Antioch University Seattle requires 75% or better for credit at the 400 level (Upper Division) and 85% or better to issue credit at the 500 level (Post-Baccalaureate). These criteria refer both to the amount of work submitted as well as the quality of work as determined by each instructor

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|------------------------------------------------------|-----|
| 1. Completion of Information Acquisition assignments | 30% |
| 2. Completion of Learning Application assignments | 40% |
| 3. Completion of Integration Paper assignment | 30% |

• CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)

Antioch University Seattle Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents will show on a transcript. At the 400 level credit granted is equal to a "C" or better, and at the 500 level credit granted is equal to a "B" or better. This information is stated on the back of the transcript.

COURSE MATERIAL and/or TECHNICAL REQUIREMENTS:

You will need high-speed (DSL) Internet access in order to easily view online resources.

Required Textbook: None. All reading is done online

GETTING STARTED:

- Once you have registered for the course, you will be sent an email that contains the website address, password and course key(s) that you need to access your online course, along with instructions on how to log into the online system.
- The assignments listed in this syllabus are also listed at the bottom of each online course document. Access each assignment and enter your responses online. We suggest that you write your responses in a WORD document and then do a copy/paste function into the Responses box.
- When you have completed all assignments for the course, CLICK the 'ALL ASSIGNMENTS COMPLETED' option. The instructor will be notified that you have completed all assignments.
- The instructor will review your work and enter his/her responses online. You will be notified by email when the instructor has marked the course completed, and you will be instructed to log in and view the instructor comments. At that time, you can also SAVE a complete copy of the course assignments and responses.

NOTES TO ALL PARTICIPANTS:

- Unlike a live workshop, you are not required to be present (i.e. online) at specific days or times, participants will work at their own pace.
- All responses will be posted online. Large documents or files may be attached as part of your response by using the "Share A File" option.
- Do not identify students by their name in any examples or discussions.

ASSIGNMENTS for CLOCK HRS/PDUs, CEUs, 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION

Assignment # 1:

Please describe your teaching situation and what you are looking for from this course. Post your response in the online response box.

Assignment # 2:

In order to become more familiar with CBAs, review the introductory information from Washington State’s OSPI website, which gives an overview of CBAs. Read the initial overview and then select the tab that is specific to your discipline and read the introductory overview for that section.

OSPI

<http://www.k12.wa.us/assessment/CBAOverview.aspx>

The following is a specific informational piece for the Arts

<http://www.newhorizons.org/strategies/assess/joseph.htm>

In the online response box, post your answers to the following items:

- a) Describe how you would portray to students, parents, and district, the goals and expectations you have for utilizing CBAs in your classroom.
- b) What, in your view, seems to be the most significant issues related to CBAs?
- c) In your opinion, do you think there is any important perspective that the CBA format has left out? If so, please describe and explain.

Assignment # 3:

Review all of the sub-categories associated with the CBA category at your teaching level. This will provide you with a background for the benchmarks and expectations of the CBA. For example, you might teach 12th grade Civics, so you would look at the CBA information under “High School: Civics” as shown below.

To access this information

- link to <http://www.k12.wa.us/assessment/CBAOverview.aspx> (Overview page)
- select from the 3 categories: Social Studies, The Arts, or Health/Fitness
- select your grade level

High School <http://www.k12.wa.us/assessment/WASL/SocialStudies/HighSchool.aspx>

Civics	Checks and Balances*	US Foreign Policy	Constitutional Issues*
	<ul style="list-style-type: none"> • CBA • Support Materials • Sample Responses • Other Resources • Archived Anchor Sets** 	<ul style="list-style-type: none"> • CBA • Support Materials • Sample Responses • Other Resources • Archived Anchor Sets** 	<ul style="list-style-type: none"> • CBA • Support Materials • Sample Responses • Other Resources • Archived Anchor Sets**

After the review, write a paragraph summary about your findings for each major division. So in the example above you would write a summary paragraph for “Checks and Balances,” “US Foreign Policy,” and “Constitutional Issues.” Post your answer in the online response box.

Assignment # 4:

Select one of the major CBA categories and review the CBA/GLE/EALRs grading rubrics that are listed in each category. Then, describe the essential differences that you would find in the rubric and summarize in a paragraph. Post your answer in the online response box.

Assignment # 5:

Select one of the major CBA categories and review the teacher examples provided. For this assignment you may look at the OSPI website or other sample websites listed below. After examining a few examples, select one teacher example and summarize the overall CBA. Post your answer in the online response box.

OSPI

<http://www.k12.wa.us/assessment/CBAOverview.aspx>

Social Studies examples

<http://www.k12.wa.us/assessment/WASL/SocialStudies/BridgingDocs.aspx>

Assignment # 6:

Examine one of the major CBA categories and the GLE/EALR and scoring rubric associated within the category. Using these guidelines, outline a potential CBA lesson plan that you could use for your teaching assignment. Post your lesson plan outline in the response box.

If you are taking this course for clock hours or CEUs then a preliminary outline is only required for this assignment. If you are taking this course for university credit, you will be asked to develop this outline into a specific lesson plan in another assignment.

Assignment # 7:

Examine the following CBA reporting template. This is a communication tool for teachers, parents, students, and districts. Based on this information, outline a plan that demonstrates your goals in communicating a CBA to your parents, students, and district. Post your plan in the online response box.

<http://www.k12.wa.us/bulletinsmemos/memos2007/M057-07Attach.pdf>

This completes the assignments required for Washington Clock Hours or CEU's

Continue to the next section for additional assignments required for University Quarter Credit

ADDITIONAL ASSIGNMENTS REQUIRED for 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT

B. LEARNING APPLICATION

Assignment # 8:

Examine 2 additional CBA categories and summarize your essential findings in a paragraph for each. Post your response in the online response box.

Assignment # 9:

Using the CBA and summaries from Assignment #8, create a brief lesson plan outline for each CBA. Post your response in the online response box.

Assignment # 10:

For 400 Level – Complete Part A only

For 500 Level – Complete Part A and Part B

Part A: (400 & 500 Level)

Using one of the outlines from assignment #6 or #9, develop it into a detailed lesson plan. Your response must include the following items posted in the online response box:

- a) Identify the specific CBA you will be using.
- b) Explain the scaffolding benchmarks that you will use to evaluate the progress of your CBA
- c) Provide a specific grading rubric for your CBA.
- d) Provide a detailed lesson plan discussing the CBA. You may use a lesson plan format that your district might require or you might use one outlined in some of the teacher examples that are posted on the OSPI website. There is also a Lesson Plan Template provided at the end of this document.
- e) Execute the lesson plan in your classroom setting.
- f) Write a one page paper that reflects your usage of the CBA lesson plan and the overall student performance of that CBA.
- g) Submit 1 student work sample which has been graded by you according to your rubric.

Part B: (500 Level only):

After executing the lesson plan, select 3 student work samples—one that is of high quality, one that is medium quality, and one that is of lower quality--according to your grading rubric. Then write a 1 page summary that reflects the possible reasons why a difference in quality has occurred.

C. INTEGRATION PAPER

Assignment #11: Integration Paper (required for 400 and 500 Level Credit)

Complete the requirements for university quarter credit by submitting a final Integration paper (2-3 pages). A heading is required; please use the following format.

Your Name:	Date:
Course Name:	Course Number:
# of Credits:	Level: (400 or 500)
Advisor Name:	

Respond to each of the 5 questions below. (First list the question and then write your answer)

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

INSTRUCTOR COMMENTS ON YOUR WORK:

Be sure to mark the “All Assignments Completed” section in the online course environment as this will notify the instructor that you have completed the course.

Upon receiving notification of your completion of all course assignments, your instructor will provide written comments online

QUALIFICATIONS FOR TEACHING THIS COURSE:

Eric Low, M.A. has been a history teacher in the state of Washington for the past 17 years. He has lived, taught, and studied in Southwest Washington for the past 11 years. Eric has a Master’s degree in history from Eastern Washington University with an emphasis in America’s West and has been an active researcher of Washington State history for over 20 years. Eric currently teaches history at Winlock High School and serves as a Lead Teacher for ESD 112s “Constitutional Connections” American History grant, a 3 year program that has worked to utilize and develop Social Studies CBAs in the classroom.

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BIBLIOGRAPHY

<http://www.k12.wa.us/assessment/WASL/SocialStudies/>

<http://www.k12.wa.us/assessment/WASL/SocialStudies/BridgingDocs.aspx>

<http://www.k12.wa.us/assessment/CBAOverview.aspx>

<http://www.k12.wa.us/assessment/WASL/Arts/default.aspx>

<http://www.k12.wa.us/assessment/WASL/HealthFitness/default.aspx>

<http://www.newhorizons.org/strategies/assess/joseph.htm>

<http://www.puyallup.k12.wa.us/studentlearning/curriculum/Areas/sstudies/cba/Grade8-ConstitutionalIssuesCBA.pdf>

**THE HERITAGE INSTITUTE
ONLINE COURSE
LESSON PLAN TEMPLATE**

Grade Level: _____

Subject: _____

Theme/Topic: _____

Student Outcomes: *(with Connection to State Standards)*

Required Materials and Equipment:

Agenda: *(The major events of the day posted for public viewing. Schedule warm-up, bathroom breaks, surprises (pop quiz), guest speakers, specials, assemblies, movie clips, outside assignments etc. so students can manage their time with you.)*

Warm Up: *(A one to two sentence task, written or drawn on the board, to be completed alone or in groups prior to the beginning of the lesson. At the elementary level it would be used for classroom transitions, and in grades 7-12 to define one content area from another. The warm-up is designed to access learning from the previous lesson and settle students into the flow for the present lesson on hand.)*

Anticipatory Set: *(Attention Getter to kindle student interest)*

Direct Instruction (10-20 mins): *(Input, Modeling/demo, giving directions, check for understanding)*

Guided Practice (x mins): *(Under teacher's direct supervision, students individually apply or practice what they have just learned and receive immediate feedback)*

Closure (x mins): *(Actions designed to cue in students that they have arrived at an important point in the lesson or at the end of the lesson; often closure consists of review and clarifying key points)*

Independent Practice: *(Student directed, may be incorporated before closure or as outside assignment. The aim is repetition in enough different contexts so that the learning may be applied to any relevant situation, not only the context in which it was originally learned.)*

Assessment and Follow-Up: *(Self-reflection, collaborative rubric, other rubric, anecdotal evidence, teacher created quiz/test etc., peer review, standardized test, exhibition, portfolio piece(s))*