

Course Title: NCLB High-Stakes Test Preparation, Part 1

Instructors: Donna Walker Tileston

Length: 10 hours

Dates: Rolling admissions

Prerequisites: Bachelor Degree

Number of credits: 1 PLU

Course Description:

This course will help you prepare to meet the requirements of the NCLB act. The instructor will provide students with an understanding of the difference between the Industrial Model of Education and current models through the driving forces behind the A Nation at Risk report and the influence that that report has had on current educational thinking. The student will be shown what the Effective School Movement was and what that movement accomplished. Teachers need to be aware of how state standards are created in order to set up a classroom to meet and exceed NCLB standards.

Units:

1. Using Non-Linguistic Organizers to Prepare for High Stakes Learning
2. Enhancing Writing Skills For High Stakes Tests
3. Teaching Kids to Summarize for High Stakes Testing
4. A Plan for Improving High Stakes Testing
5. Aligning Classroom Assessments

Objectives:

1. Knowledge –at the end of this course the student will be able to understand:
 - a. Unpack their own state standards
 - b. How the cognitive system of the brain influences our ability to retain and retrieve declarative knowledge
2. skills –after this course a student will be able to do
 - a. Identify the key elements of their state test
 - b. Identify the role each of the memory systems, the semantic, the episodic, and the procedural, play in helping us retain and retrieve information
 - c. The effects of graphic organizers on student performance
3. Dispositions – they will appreciate out of this:
 - a. Utilize a variety of teaching tools that directly address the elements necessary for success on their state test
 - b. Strategies and approaches that are effective in increasing our ability to retain and retrieve declarative information

Methods of Instruction:

- Video lectures and PowerPoint presentations

- Short answer quizzes
- Graded post assessments
- Final reflection question

All steps listed under each topic must be completed to receive credit for the course. No partial credit will be given. Students must earn a minimum of 65% to pass the course.

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Percentage of Course Credit

- Graded post assessments 70%
- Final Project 30%

KDS Rubric for GA courses (passing requirements: 65 points):

Component	Unsatisfactory (40 points)	Basic (50 points)	Proficient (60 points)	Distinguished (70 points)
Critical thinking post-work	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>
And	0-40% correct	60% correct	80% correct	100% correct
Short answer quizzes	<u>Short answer quiz:</u> -Participant included no content from the course in his or her responses -Participant did not address the questions posed	<u>Short answer quiz:</u> -Participant included some content from the course, usually appropriate, in his or her responses -Participant answered the questions directly, not always fully	<u>Short answer quiz:</u> -Participant included appropriate content from the course in his or her responses -Participant made thoughtful comments in direct response to the questions	<u>Short answer quiz:</u> -Participant provided rich detail from the content of the course in his or her responses -Participant made his or her responses to the questions personally meaningful
Final	Unsatisfactory (5 points) -Participant included no content from the course in his or her responses	Basic (10 points) -Participant included some content from the course, usually appropriate, in his or her responses	Proficient (20 points) -Participant included appropriate content from the course in his or her responses	Distinguished (30 points) -Participant provided rich detail from the content of the course in his or her responses

	-Participant did not address the questions posed	-Participant answered the questions directly, not always fully	-Participant made thoughtful comments in direct response to the questions	-Participant made his or her responses to the questions personally meaningful
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