

Course Title: NCLB High-Stakes Test Preparation

Instructors: Donna Walker Tileston

Length: 15 hours

Dates: Rolling admissions

Prerequisites: Bachelor Degree

Number of credits: 1 semester hour

Course Description:

Comprehension of the context and content of state standards can have an immediate impact on teachers' ability to help their students succeed on standardized testing. This course will help educators prepare their students to meet *No Child Left Behind* (NCLB) standards and simultaneously prepare students for standardized testing, by facilitating the unpacking of state standards. Educators will first learn a step-by-step process for identifying the critical vocabulary contained within their own state standards, and they will learn the most effective methods for teaching this vocabulary. Educators will improve their capacity to teach to standards and to differentiate instruction simultaneously.

Units:

1. Teaching Compare and/or Contrast
2. Teaching Non-Linguistic Organizers
3. Using Non-Linguistic Organizers to Prepare for High Stakes Learning
4. Enhancing Writing Skills for High Stakes Tests
5. Teaching Kids to Summarize for High Stakes Testing
6. A Plan for Improving High Stakes Testing
7. Aligning Classroom Assessments
8. Building Effective Assessments

Objectives:

After completing this course, participants will know:

- Techniques to use to help their students develop descriptive writing skills
- Techniques that can be used to help students develop persuasive writing skills
- The essential elements of essay writing
- The advantages and disadvantages of common forms of assessments
- How performance assessments draw on various cognitive strengths
- How performance assessments can be effectively used to help students develop the process skills necessary to success on high-stakes tests
- How the cognitive system of the brain influences our ability to retain and retrieve declarative knowledge
- The role each of the memory systems—the semantic, the episodic, and the procedural—play in helping us retain and retrieve information
- Strategies and approaches that are effective in increasing our ability to retain and retrieve declarative information

Instructor Overview:

Dr. Donna Walker Tileston has served education as a leader in teaching, administration, research, writing, software development, and national consulting for the past thirty years. Her administrative responsibilities have included curriculum development, management, technology, finance, grants management, public relations, and drug abuse prevention programs. For the past fifteen years, Dr. Tileston has been actively involved in brain research and the factors that inhibit learning or increase the brain's ability to put information into long-term memory. To date, Dr. Tileston has made over 500 presentations on her research and materials at state, national and international conferences.

Methods of Instruction:

- Video lectures and PowerPoint presentations
- Short answer quizzes
- Graded post assessments
- Final

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 60% to pass the course.

Percentage of Course Credit

- Graded post assessments and short answer quizzes 40%
- Final Project 60%

KDS Rubric for GA courses (passing requirements: 60 points):

A: 90 - 100 points

B: 80

C: 70 points

D: 60 points

F: Fewer than 60 points

Component	Unsatisfactory (10 points)	Basic (20 points)	Proficient (30 points)	Distinguished (40 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	<u>Short answer quiz:</u> -Participant included some content from the course, usually appropriate, in his or her responses -Participant	<u>Short answer quiz:</u> -Participant included appropriate content from the course in his or her responses -Participant made	<u>Short answer quiz:</u> -Participant provided rich detail from the content of the course in his or her responses -Participant made

	address the questions posed	answered the questions directly, not always fully	thoughtful comments in direct response to the questions	his or her responses to the questions personally meaningful
Final	<p>Unsatisfactory (30 points)</p> <p><u>Requirements of Assignment:</u></p> <p>-The assignment is substantially incomplete</p> <p><u>Form:</u></p> <p>- Plentiful grammatical mistakes -Confusing content -Missing documentation of sources</p> <p><u>Content:</u></p> <p>-No main idea and/or main idea is irrelevant to the assignment -No apparent paragraph organization -No supporting evidence for supporting ideas -No evidence in the lesson plan—in objectives, activities, or assessments—that the learner comprehends the</p>	<p>Basic (40 points)</p> <p><u>Requirements of Assignment :</u></p> <p>-Many requirements met, but a few pieces are missing, while others are underdeveloped—e.g., missing reflection or rubric or scant reflection and vague rubric</p> <p><u>Form:</u></p> <p>-Distracting grammatical errors -Confusing content -Inconsistent or missing documentation of sources</p> <p><u>Content:</u></p> <p>-The main idea is not clear in the opening paragraph -Relevance to main idea of supporting paragraphs is not always clear -Supporting ideas are only minimally illustrated by examples or quotes -The lesson plan does not show enough evidence that the learner understands the</p>	<p>Proficient (50 points)</p> <p><u>Requirements of Assignment:</u></p> <p>-Participant has fulfilled all the requirements of the assignment.</p> <p><u>Form:</u></p> <p>-Participant has written a solid essay or lesson plan, including appropriate detail and in an interesting style.</p> <p><u>Content:</u></p> <p>-Essay is organized around a thesis or main idea, -Paragraphs are organized around ideas relevant to the main idea -Supporting ideas are evident, and usually include illustrating examples and/or quotes -The lesson plan shows evidence of understanding of</p>	<p>Distinguished (60 points)</p> <p><u>Requirements of Assignment:</u></p> <p>-All requirements gone beyond the requirements of the Assignment. e.g., inclusion of rubric, reflection, objective(s), etc.—whatever the directions indicate</p> <p><u>Form:</u></p> <p>-No grammatical errors -Eloquent expression -Proper citation of sources</p> <p><u>Content:</u></p> <p>-Essay is organized around a thesis or main idea -Paragraphs are organized around ideas relevant to the main idea -Supporting points are illustrated with examples and/or quotes -Lesson plan shows evidence of a deep understanding of course content and participant uses</p>

	course content	course content. Objectives and/or activities and/or assessments only vaguely apply to the course content	the course content in its objectives, activities, and/or assessments	that understanding to create opportunities for students to authentically show what they have learned.
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