

## Course Syllabus

**Course Title:** Designing a Curriculum for High Stakes Testing – 3 Units

**Course Grader:** Jessica Kessler

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### Grader Bio:

Course grader Jessica Kessler has a Master of Science degree in education from Bank Street College of Education and a Bachelor of Arts from the University of Delaware. She has been a teacher, museum docent, professional development coordinator, director of school programs, deputy executive director for education and programs at the South Street Seaport Museum, coordinator of a number of different educational programs, and freelance writer.

### Course Description:

In this age of *No Child Left Behind* (NCLB) laws, accountability through test scores has become paramount. It is estimated that 85% of all state tests are based on one common thread. This course illustrates exactly what that common thread is, how to find it in the state standards and benchmarks, and how to teach the necessary test-taking tools to students so that they learn, remember, and perform well on various high-stakes tests. Educators study how to unpack state standards, to align their teaching to those standards, and to identify and teach the essential skills and knowledge students need for high-stakes testing. Finally, educators investigate innovative strategies that enable them to differentiate instruction and still teach to standards. This course embraces that aspect of NCLB that proposes not only that all students can learn, but that all students must learn.

### Course Objective/Goals:

- Identify teaching and learning strategies that will improve the student's critical thinking skills, problem-solving skills.
- Identify and demonstrate the proper uses of vocabulary tests
- Exhibit the ability to use the Step by Step Process for teaching vocabulary
- Demonstrate instructional strategies most effective in teaching the vocabulary
- Teach using Non-Linguistic Organizers
- Demonstrate processes that underpin success on high stakes testing
- Identify power tools for teaching vocabulary

### Course Outline:

*Eight Sections Students Will Be Focusing On by Donna Walker Tileston:*

1. How did we get here?

2. Why standards will survive
3. The vocabulary of tests
4. The difficulty of vocabulary
5. Power tools for teaching vocabulary
6. Step by step process for teaching vocabulary
7. Teaching vocabulary in the classroom
8. Finding the Process Skills in the Standards

**All steps listed under each topic must be completed to receive credit for the course. No partial credit is given.**

### Plagiarism Policy

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the dishonest passing off of someone else's work as one's own and includes failing to cite sources for others' ideas, copying material from books or the Internet, and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult [plagiarism.org](http://plagiarism.org).

### KDS Rubric for Letter Grade Courses: 3 Credits

#### Percentage of Course Credit

- Reflection questions 25%
- Quizzes 15%
- Midterm 25%
- Final 35%

A: 90 - 100 points

B: 80 - 89 points

C: 70 - 79 points

F: Fewer than 70 points

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>Quizzes</b>	<u>(6 points)</u>  <u>Quizzes:</u>  0-40% correct	<u>(9 points)</u>  <u>Quizzes:</u>  60% correct	<u>(12 points)</u>  <u>Quizzes:</u>  80% correct	<u>(15 points)</u>  <u>Quizzes:</u>  100% correct
<b>Reflection questions</b>	<u>(10 points)</u>  <u>Reflection questions:</u>	<u>(15 points)</u>  <u>Reflection questions:</u>	<u>(20 points)</u>  <u>Reflection questions:</u>	<u>(25 points)</u>  <u>Reflection questions:</u>



	<ul style="list-style-type: none"> <li>-Participant includes no content from the course in his or her responses</li> <li>-Participant does not address the questions posed</li> </ul>	<ul style="list-style-type: none"> <li>-Participant includes some content from the course, usually appropriate, in his or her responses</li> <li>-Participant answers the questions directly, not always fully</li> </ul>	<ul style="list-style-type: none"> <li>-Participant includes appropriate content from the course in his or her responses</li> <li>-Participant makes thoughtful comments in direct response to the questions</li> </ul>	<ul style="list-style-type: none"> <li>-Participant provides rich detail from the content of the course in his or her responses</li> <li>-Participant makes his or her responses to the questions personally meaningful</li> </ul>
<b>Midterm</b>	(10 points)	(15 points)	(20 points)	(25 points)
<b>Final</b>	(20 points)	(25 points)	(30 points)	(35 points)
	<u>Requirements of Assignment:</u>  <ul style="list-style-type: none"> <li>-The assignment is substantially incomplete</li> </ul>	<u>Requirements of Assignment :</u>  <ul style="list-style-type: none"> <li>-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</li> </ul>	<u>Requirements of Assignment:</u>  <ul style="list-style-type: none"> <li>-Participant has fulfilled all the requirements of the assignment</li> </ul>	<u>Requirements of Assignment:</u>  <ul style="list-style-type: none"> <li>-Participant has fulfilled all the requirements of the assignment with marked creativity, intelligence, and thoughtfulness</li> </ul>
	<u>Form:</u>  <ul style="list-style-type: none"> <li>-Plentiful grammatical mistakes</li> <li>-Confusing content</li> <li>-Missing</li> </ul>	<u>Form:</u>  <ul style="list-style-type: none"> <li>-Distracting grammatical errors</li> <li>-Confusing content</li> </ul>	<u>Form:</u>  <ul style="list-style-type: none"> <li>-Participant has written a solid essay or lesson plan, including appropriate detail</li> </ul>	<u>Form:</u>  <ul style="list-style-type: none"> <li>-No grammatical errors</li> <li>-Eloquent expression</li> <li>-Proper citation of</li> </ul>

	documentation of sources	-Inconsistent or missing documentation of sources	and in an interesting style	sources
	<p><u>Content:</u> -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 course content</p>	<p><u>Content:</u> -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 course content. Objectives and/or activities and/or assessments only vaguely apply to the course content</p>	<p><u>Content:</u> -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 the course content in its objectives, activities, and/or assessments</p>	<p><u>Content:</u> -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 that understanding to create opportunities for students to authentically show what they have learned</p>

**KDS Pass/Fail Option: 3 credits**

Passing Requirements

- Grade of “C” or higher

**Texts and/or Other Materials:**

**PowerPoint presentations from resource tab and lecture transcriptions from the transcription tab:**

- How did we get here?
- Why standards will survive

- The vocabulary of tests
- The difficulty of vocabulary
- Power tools for teaching vocabulary
- Step by step process for teaching vocabulary
- Teaching vocabulary in the classroom
- Finding the Process Skills in the Standards

**Recommended Reading:**

**Bibliography:**

(Minimum of 5 sources that reflect current research/thinking. Please use standard MLA or APA format.)

**Web readings:**

1. *Professional Teaching Standards* -  
[http://www.nbpts.org/the\\_standards/the\\_five\\_core\\_propositio](http://www.nbpts.org/the_standards/the_five_core_propositio)
2. *What Teachers Should Know and Be Able to Do* -  
<http://www.nbpts.org/index.cfm?t=downloader.cfm&id=202>
3. *Appropriate Use of High-Stakes Testing in Our Nation's Schools* -  
<http://www.apa.org/pubinfo/testing.html>

Tileston, D. (2003). *What Every Teacher Should Know About Diverse Learners*. Texas: Corwin Press.

Tileston, D. (2003). *What Every Teacher Should Know About Effective Teaching Strategies*. Texas: Corwin Press.

Tileston, D. (2003). *What Every Teacher Should Know Student Assessment*. Texas: Corwin Press.

Tileston, D. (2003). *What Every Teacher Should Know About Media and Technology*. Texas: Corwin Press.

Tileston, D. (2003). *What Every Teacher Should Know About the Profession and Politics of Teaching*. Texas: Corwin Press.