

***Literacy as Life: Designing Performance Assessments that Integrate Disciplinary and Proficiency-Based Graduation Requirements (PBGRs)***

GED Special Topics in Education

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Dates: January 19th - May 4th 2017

9 Face to Face sessions 4:00-7:00

7 online sessions-2 hrs each

Location: CVEDC Classroom

**Course Description and Rationale:**

This course builds upon the philosophies around integrating standards such as Common Core State Standards in English Language Arts and Mathematics, Next Generation Science Standards, and other disciplinary standards into work with local and state initiatives around Proficiency-Based Graduation Requirements (PBGRs) and Performance Assessment systems.

Participants will deepen their understanding of how disciplinary literacy practices, including transferable skills, connect to the development of performance assessments for the purpose of assessing both proficiencies and literacy.

Through a continued development of disciplinary literacy in specific content areas of math, English, social studies, science, language, health/physical education, and others, participants will engage in the development and implementation of a performance assessment that links the design of a task to formative assessments and data analysis.

**Course Objectives:**

- ★ extend practice with performance assessment systems
- ★ explore different disciplinary literacy instruction and strategies to be used in the classroom
- ★ discuss the research of performance assessment systems and disciplinary literacy
- ★ create, implement, and analyze data from a performance task

**Required Readings and Materials:**

**Books:**

Lent, R.C. (2015). *This is disciplinary literacy: Reading, writing, thinking and doing.content area by content area*. Thousand Oaks, CA: Corwin Press.

**Articles:**

Fisher, D., & Frey, N. (2014) "Content area vocabulary." *The Reading Teacher*, 67(8), 594-599.

## Vocabulary

Abrams, S.S., & Walsh, S. (2014). "Gamified vocabulary: Online resources and enriched language learning." *Journal of Adolescent & Adult Literacy*, 58(1), 49-58.

Flanigan, K, Templeton, S. ,& Hayes, L. (2012). "What's in a word?: Using content vocabulary to generate growth in general academic vocabulary." *Journal of Adolescent and Adult Literacy*, 56(2), 132-140.

Gillis, V. (2014). "Talking the talk: Vocabulary instruction across the disciplines (or what to do)." *Journal of Adolescent & Adult Literacy*, 58(4), 281-287.

Mountain, L, (2015). "Recurrent prefixes, roots, and suffixes: A morphemic approach to disciplinary literacy." *Journal of Adolescent & Adult Literacy*, 58(7), 561-567.

## Multiliteracies

Jacobs, G.E. (2013a). "Designing assessments: A multiliteracies approach." *Journal of Adolescent & Adult Literacy*, 56(8), 623-626.

Jacobs, G.E. (2013b). "Multi, digital, or technology?: Seeking clarity of teaching through a clarity of terms. *Journal of Adolescent & Adult Literacy*, 57(2), 99-103).

## Formative Assessment/Data Analysis

Cherasarao, T.L, Reale, M.L., Haystead, M., Marazano, R.J. (2015). Instructional improvement cycle: A teacher's toolkit for collecting and analyzing data on instructional strategies. Washington, DC: Institute of Educational Sciences.

## **Structure:**

We will meet every other week. The weeks where we have class we will use the time to practice disciplinary literacy strategies and design skills for developing a performance assessment system. On the opposite weeks, participants will read research related to the topics and respond to them in an online discussion forum. Additionally, participants will have task related to their performance assessment to be designing and implementing in the classroom.

## **Course Schedule:**

<b>Date</b>	<b>Topic</b>
<b>CLASS</b> Thursday, January 19th	<ul style="list-style-type: none"><li>● Engagement/Motivation</li><li>● Overview of Disciplinary Literacy and Discourse Communities</li><li>● Overview of Stages of Performance Assessment</li></ul>
<b>ONLINE</b> Sunday, January 29th	<ul style="list-style-type: none"><li>● Reading Within the Disciplines</li></ul>

	<p><b>REQUIRED READING:</b>  (Lent, 2015) --  Chapter 1 "Literacy Within the Disciplines"  Chapter 2 "Reading Within the Disciplines"  <b>DUE: Response to Reading</b></p>
<p><b>CLASS</b>  Thursday, February 2th</p>	<ul style="list-style-type: none"> <li>● Reading Within the Disciplines</li> <li>● Developing Performance Outcomes from Indicators</li> <li>● Scoring Rubrics</li> <li>● Performance Tasks</li> </ul> <p><b>DUE:</b> Respond to TWO peers.</p>
<p><b>ONLINE</b>  Sunday, February 12th</p>	<ul style="list-style-type: none"> <li>● Vocabulary</li> </ul> <p><b>REQUIRED READING:</b>  Fisher, D., &amp; Frey, N. (2014) "Content area vocabulary." <i>The Reading Teacher</i>, 67(8), 594-599.</p> <p><b>CHOOSE ONE:</b>  (Mountain, 2015)  (Gillis, 2014)  (Abrams &amp; Walsh, 2014)  (Flanigan, Templeton, &amp; Hayes, 2012)</p> <p><b>DUE:</b> Response to Reading</p>
<p><b>CLASS</b>  Thursday, February 16th</p>	<ul style="list-style-type: none"> <li>● Reading and Vocabulary</li> <li>● Literature Review/Rationale</li> <li>● Developing and Implementing Formative/Supportive Activities</li> </ul> <p><b>DUE:</b> Respond to TWO peers.</p>
<p><b>ONLINE</b>  Sunday, February 26th</p>	<ul style="list-style-type: none"> <li>● Multiliteracies</li> </ul> <p><b>REQUIRED READING:</b>  (Jacobs, 2013a)  (Jacobs, 2013b)</p> <p><b>CHOOSE ONE:</b>  Find an educational article (from either a research journal or organization that highlights multiliteracies related to your discipline.</p> <p><b>DUE:</b> Response to Reading</p>
<p><b>CLASS</b>  Thursday, March 9th</p>	<ul style="list-style-type: none"> <li>● Multiliteracies/Writing</li> <li>● Scoring and Data Analysis to Inform</li> </ul>

	<p>Instruction  <b>DUE:</b> Respond to TWO peers.</p>
<p><b>ONLINE</b>  Sunday, March 12th</p>	<ul style="list-style-type: none"> <li>• Writing Within the Disciplines</li> <li>• Submit Reflection on Formative/Supportive Activities</li> </ul> <p><b>REQUIRED READING:</b>  (Lent, 2015) -- Chapter 3 -- "Writing Within the Disciplines"  <b>DUE:</b> Response to Reading.</p>
<p><b>CLASS</b>  Thursday, March 16th</p>	<ul style="list-style-type: none"> <li>• Writing Within the Disciplines</li> </ul> <p><b>DUE:</b> Respond to TWO peers.</p>
<p><b>ONLINE</b>  Sunday, March 26th</p>	<ul style="list-style-type: none"> <li>• Discussion and Collaborative Learning</li> </ul> <p><b>REQUIRED READING:</b>  (Lent, 2015) -- Chapter 5 -- "Collaborative Learning"  <b>DUE:</b> Response to Reading.</p>
<p><b>CLASS</b>  Thursday, March 30th</p>	<ul style="list-style-type: none"> <li>• Discussion and Collaborative Learning</li> <li>• Develop and Implement Formative/Supportive Activities</li> </ul> <p><b>DUE:</b> Respond to TWO peers</p>
<p><b>ONLINE</b>  Sunday, April 9th</p>	<ul style="list-style-type: none"> <li>• Inquiry Within the Disciplines</li> </ul> <p><b>REQUIRED READING:</b>  (Lent, 2015) --  Chapter 4 -- "Inquiry Within the Disciplines"  <b>DUE:</b> Response to Reading.</p>
<p><b>CLASS</b>  Thursday, April 6th</p>	<ul style="list-style-type: none"> <li>• Inquiry Within the Disciplines</li> <li>• Implementing and Scoring the Performance Task</li> <li>• Analyzing Data for Next Steps</li> </ul> <p><b>DUE:</b></p> <ul style="list-style-type: none"> <li>• Reflection on Formative/Supporting Activities</li> <li>• Respond to TWO peers.</li> </ul> <p><b>REQUIRED READING:</b>  Cherasarao, T.L, Reale, M.L., Haystead, M.,</p>

	Marazano, R.J. (2015). Instructional improvement cycle: A teacher's toolkit for collecting and analyzing data on instructional strategies. Washington, DC: Institute of Educational Sciences.
<b>CLASS</b> Thursday, April 13th	<ul style="list-style-type: none"> <li>● Putting it All Together with Disciplinary Literacy</li> <li>● Next Steps in Design and Development Process for Performance Assessments</li> </ul> <p><b>REQUIRED READING:</b> Chapter 6 -- "This is Disciplinary Literacy"</p> <p><b>To Bring:</b></p> <ul style="list-style-type: none"> <li>● Data so far from Performance Assessment</li> <li>● Draft so far of final product</li> </ul>
<b>ONLINE</b> Sunday, April 30th	<p>Online check-in with Alysia regarding final product.</p> <p><b>OPTIONAL:</b> Turn in electronic draft of paper for feedback by April 23rd for review.</p>
<b>CLASS</b> Thursday, May 4th	Presentations
<b>FINAL PAPER DUE</b> Sunday, May 7th by MIDNIGHT	Electronic Submission

## Assignments:

Participants taking the course for **THREE graduate credits** through SMC will need to do all tasks listed below.

Assignment	%
Responses to Prompts and Two Other Peers	30
Design of Performance Assessment** Includes: <ul style="list-style-type: none"><li>• Transferable Skill and Indicators</li><li>• Content Area PBGRs</li><li>• Disciplinary Literacy Skills (CCSS-ELA)</li><li>• Desired Results</li><li>• Evidence of Student Learning</li><li>• Formative/Supporting Activities (Mini-Task During Course)*</li><li>• Links to Supporting Activities</li></ul>	25
Implementation and Analysis of Formative/Supporting Activities focused on Disciplinary Literacy Skills and Reflection**	20
Reflection Paper on Implementation of Performance Assessment**	25

\*\*These three assignments connect to one another and are turned in at the end of semester for final product.