

Prepare Students Smarter Balance Test Syllabus

Course Number and Title	PEDU 9095 Prepare Students Smarter Balance Test
Instructor:	Dr. Ardys Reverman
Contact Information:	Via course site email
Delivery Method:	Self-Paced Online Course
Number of Credits	1, 2, or 4 Graduate Level, Semester Credits

Course Description

Students' performance on state tests may be the concern that weighs heaviest on teachers today. This course will enable you to develop a full understanding of what the Smarter Balanced Assessment test entails and how to help your students perform successfully. The good news is that the new Smarter Balanced Assessment test greatly improves on previous decades of standardized tests, in that it authentically demonstrates students' knowledge and skills in content areas. 'Teaching to the test' now provides an opportunity for relevant instruction and learning experiences that will benefit students. The pressure is on to ensure that schools make adequate yearly progress, and the heat is felt by administrators, teachers, and students. The opportunity for schools to shine on the state report card published in the newspapers is coupled with the threat of sanctions being imposed on schools that do not meet the grade, either academically and professionally.

K/12 OR Technology standards:

The Smarter Balanced Assessment was first piloted as a standardized state test in 2013. Previous standardized tests were deemed to lack validity and reliability, especially for students not represented by traditional, mainstream cultural paradigms. The good news is that the Smarter Balanced Assessment is a far more authentic assessment of students' math, literacy, science and social studies knowledge and skills, and the preparation students need to be successful on the assessment is relevant to their academic, personal, and eventually professional lives. As opposed to previous standardized tests, the Smarter Balanced Assessment is designed for all students, including students with disabilities and English language learners. The challenge presented by the Smarter Balanced Assessment is that students must do things they were never expected to do on previous tests, or in their regular school day. They must explain their reasoning for the answers they give. Problem-solving and critical thinking skills are required and measured. They must cite sources for the ideas they express. Students must type, sometimes short answers, sometimes full paragraphs, including students in third grade when the Smarter Balanced Assessment is first administered. In order for students to be successful on the Smarter Balanced Assessment, teachers must be informed and armed with tools and strategies to prepare them to show their full potential. This course provides these critical tools and strategies, along with anecdotal information about previous Smarter Balanced Test administrations that point out possible pitfalls and handy tips.

Learning Outcomes and Objectives:

You will have knowledge and thorough understanding of the following content:

- Introduction to the format and interface of the Smarter Balanced test
- Test taking skills and strategies
- Demonstration and explanation of the skills assessed in each of the test categories:
 - English Language Arts – Computer Adaptive Test
 - English Language Arts – Performance Task
 - Math – Computer Adaptive Test
 - Math – Performance Task
 - Science Test (5th & 8th grades)
 - Social Studies Test (8th – 12th grades)
- Demonstration and tutorial of the [Equation Response Editor](#) tool
- Demonstration and tutorial of on-screen calculators:
 - 6th (basic calculator)
 - 7th & 8th grade (scientific calculator)
 - 9th – 12th grades (scientific/graphic, regression calculator)
- Overview of scoring guides and rubrics – what students need to know and/or do

- Accessibility and Accommodations to meet the needs of diverse learners
- How scores are reported and how to interpret them
- Test administration and avoiding test improprieties
- Relaxation and stress-relieving strategies and tools for students and teachers

Optional Suggested Reading Course Materials

[OAKS Portal – Resources, Practice Tests, Administration Guidelines – http://www.oaksportal.org](http://www.oaksportal.org)

[Smarter Balanced Information for Educators - https://www.smarterbalanced.org/educators/](https://www.smarterbalanced.org/educators/)

2016-17 School Year Test Administrator’s User’s Guide -

http://www.ode.state.or.us/wma/teachlearn/testing/admin/test_admin_manual.pdf

Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines -

<https://portal.smarterbalanced.org/library/en/usability-accessibility-and-accommodations-guidelines.pdf>

[Understanding Performance Tasks](https://www.scoe.org/pub/htdocs/blog-tech.html?id=99) - 2016 Sonoma County Office of Education -

<https://www.scoe.org/pub/htdocs/blog-tech.html?id=99>

Practice Test Scoring Guides - <https://www.smarterbalanced.org/assessments/practice-and-training-tests/resources-and-documentation/#tab-3>

[Scott Devore, Preparing for the SBAC /Make an IMPACT – Prezi presentation -](https://prezi.com/jufpmiuwfrke/preparing-for-the-sbac-make-an-impact/)

<https://prezi.com/jufpmiuwfrke/preparing-for-the-sbac-make-an-impact/>

Bibliography: List resources (combination of current research and founding methods and Models) used to design this workshop; include author, title, and publisher copyright date

Title: *Test Success in the Brain-Compatible Classroom*

Authors: Carolyn Chapman & Rita King

Publisher: Crown Press

Title: *Preparing Students for Testing and Doing Better in School*

Authors: Rona F. Flippo

Publisher Corwin Press

Title: *Notetaking Made Easy!*

Authors: Deana Hippie

Publisher Teaching Resources

Title: *Test Success: Test-Taking and Study Strategies for All Students, Including Those with ADD and LD*

Authors: Blythe Grossberg, Psy.D.

Publisher Specialty Press, Inc.

Title: *Test Taking Strategies for Everyone*

Authors: Vernon Macdonald

Publisher Kindle Ebooks

Title: *Congratulations, You Passed!*

Authors: Betty McKenzie Moor

Publisher The Employment Front, LLC

Title: *Smarter News*

Authors: Smarter Balanced Assessment Consortium

Publisher: Smarter Balanced Assessment Consortium

Title: *Smarter Balanced*

Authors: Oregon Department of Education

Publisher: Oregon Department of Education

Recommended Reading:

Title: *Test Success in the Brain-Compatible Classroom*

Authors: Carolyn Chapman & Rita King

Publisher: Crown Press

Title: *Test Success: Test-Taking and Study Strategies for All Students, Including Those with ADD and LD*

Authors: Blythe Grossberg, Psy.D.

Publisher Specialty Press, Inc.

Title: *Test Taking Strategies for Everyone*

Authors: Vernon Macdonald

Publisher Kindle Ebooks

Title: *Congratulations, You Passed!*

Authors: Betty McKenzie Moor

Publisher The Employment Front, LLC

Title: *Smarter News*

Assessment and Evaluation

Your final grade will be determined using the point schedule below:

Grade	Points	Grade	Points
A	950 to 1000	C+	775 to 799
A-	900 to 949	C	725 to 774
B+	875 to 899	C-	700 to 724
B	825 to 874	D	600 to 699
B-	800 to 824	F	0 to 599

Grading Policy

Grades are based on the point scale shown above and represent the following:

- A = Excellent performance.
- B = Above average performance.
- C = Satisfactory performance. Accomplishes only the minimum requirements.
- D = Below Satisfactory performance.
- F = Below minimal standard.

PREPARE STUDENTS: CREDIT ASSIGNMENTS

1-Credit Course: No Assignment Required

2-Credit Course:

Five to eight slide multimedia presentation (Powerpoint, Prezi, Presentme, Powtoons, etc.). Students on one SBAC test. Students will take two of the Smarter Balanced Assessment Practice Tests (ELA Computer Adapted and Performance Task **OR** Math Computer Adapted and Performance Task) as a student in the grade they teach. They will then compose a five to eight slide multimedia presentation on this task:

- Content Area (English Language Arts or Math)
- Computer Adapted or Performance Task
- What were your perceptions of using the test tools (zoom, pause, notepad, highlighter, strikethrough, etc.) Were they helpful? Where they easy to use? Why or why not?
- What kinds of questions did you have to answer?
- How did you utilize critical thinking skills to answer the questions?
- What strategies helped you to be successful in completing the task?
- What obstacles existed that could hinder your progress?
- How will your experience help you to prepare your own students to take the test?

Upload your finished assignment using the buttons on this screen.

4-Credit Course:

Complete both assignments below, turning them in on one Word document.

• **Assignment 1**

Five to eight slide multimedia presentation (Powerpoint, Prezi, Presentme, Powtoons, etc.). Students on one SBAC test. Students will take two of the Smarter Balanced Assessment Practice Tests (ELA Computer Adapted and Performance Task **OR** Math Computer Adapted and Performance Task) as a student in the grade they teach. They will then compose a five to eight slide multimedia presentation on this task:

- Content Area (English Language Arts or Math)
- Computer Adapted or Performance Task
- What were your perceptions of using the test tools (zoom, pause, notepad, highlighter, strikethrough, etc.) Were they helpful? Where they easy to use? Why or why not?
- What kinds of questions did you have to answer?
- How did you utilize critical thinking skills to answer the questions?
- What strategies helped you to be successful in completing the task?
- What obstacles existed that could hinder your progress?
- How will your experience help you to prepare your own students to take the test?

• **ASSIGNMENT 2**

Eight to ten slide multimedia presentation (Powerpoint, Prezi, Presentme, Powtoons, etc.). Students will take the [Smarter Balanced Practice Assessments](#) (ELA Computer Adapted and Performance Task, and Math Computer Adapted and Performance Task) as a student in the grade they teach. They will then compose an eight to ten slide multimedia presentation on this task:

- Content Area (English Language Arts or Math)
 - Computer Adapted or Performance Task
 - What were your perceptions of using the test tools (zoom, pause, notepad, highlighter, strikethrough, etc.) Were they helpful? Where they easy to use? Why or why not?
 - What kinds of questions did you have to answer?
 - How did you utilize critical thinking skills to answer the questions?
 - What strategies helped you to be successful in completing the task?
 - What obstacles existed that could hinder your progress?
 - How will your experience help you to prepare your own students to take the test and be successful?
- Upload your finished presentation using the buttons on this screen.

Complete the subject Course Examination, showing a competent understanding;
Indicate your criteria for determining satisfactory completion of student work (A/F)

- One (1) course introduction video online
- Module lecture videos (introduces each module)
- One (1) quiz per module
- Completed assignments and module quiz
- 10 questions per quiz (multiple choice. other)
- Credit Variations Assignments
- Final Assignment – if noted

To receive your certificate, you must score at least 75% on each quiz and submit the Final Survey.

CLASS METHODOLOGY AND ROUTINE

This is a self-paced course. There is an instructor available but not present online at any given time. You are responsible for moving through and completing this class. The course is not expected to take more than 50 hours of clock time and should be completed within the term registered or within 6 months of the start of the course.

If you have questions about the educational content, then contact Dr. Reverman through the online email system. Please allow at least 48 hours for a response.

For technical issues only, you are encouraged to use the Help ticketing system and Educadium customer support. The instructor will not assist you with technical issues. This course uses Educadium's EasyCampus learning management system. Student step guides and multimedia tutorials about EasyCampus are available through the course help system.

Please check with your university to make sure that you have the proper computer and Internet connectivity prior to starting this class. If required, please obtain additional e-learning support and training. If you require special accommodations, please inform your instructor immediately.

Each module includes a text file with instructions. Please read these instructions first and then complete the assignments as directed. You may go at your own pace, and there is no time limit for the modules.

At the end of the training modules, you'll have a short test. Upon successful completion all tests and the course survey and any assignments, each student will receive a certificate of completion and grade. All students must complete a course survey to receive course credit. You agree to follow your Student Conduct Code and maintain high ethical standards.

For Login or Course help contact Darren Boe Darren@ctcourses.net (503) 860-1934

ABOUT THE INSTRUCTOR

Ardys Reverman PhD is called Dr. Ardy by her peers and associates. Dr. Ardy has a Ph.D. in a very hot new field. Psycho-Neuro-Immunology (P.N.I.), and in the path of fellow PNI professionals such as Depok Chopra, is using her background as an author and speaker to influence audiences nation-wide. Before her work in P.N.I. she was an NLP specialist and before that a Learning Disability Specialist AND before that, a "mom" bothered by the varied learning styles of each of her children. Not too long ago, Dr. Ardy introduced the "Synergy Pals" as a method of understanding whole-brain thinking. We make a good learning fit with each other when we nurture natural talents. She presents humor with a message. She believes that influence, the capacity to shift a person's perceptions, emotions, and actions, is the single most important skill we can master to increase the quality of our lives as well as the lives of all those we have the privilege to touch. Dr. Ardy believes life produces extraordinary rewards for those who give in extraordinary ways. She challenges us to make a joint commitment today, to participate together with a new level of intensity and passion, a level that goes far beyond anything we've ever done before. She challenges us to begin the process of taking our lives to the next level. How? Welcome this power simply by helping each other in the spirit of service, with love and laughter.

Lisa Rodriguez, PhD is an Educator, Author, and Educational Technology Coach. She has 27 years of bilingual teaching experience at the K-12 level, in addition to training school staff and presenting at educational technology conferences. She is an adjunct instructor for master's level courses in education, second language acquisition, and technology integration. You may contact the instructor by emailing Edtechlr@gmail.com or by calling (971) 221-5246, Monday through Friday, 10:00 a.m. - 4:00 p.m. PST. Phone messages will be answered within 24 hours.

ABOUT UNIVERSITY OF THE PACIFIC / UNIVERSITY COLLEGE

CT Courses and the University of the Pacific/ University College take pride in working together to make available the opportunity for educators like you, to earn graduate-level university semester credits/units. We understand that being an educator takes time, energy and a lot of dedication so we feel compelled to make this process affordable, practical and at the same time rewarding. All University of the Pacific/ University College courses offered through CT Courses are graduate-level semester, professional development courses, designed as professional growth for educators. The University of the Pacific is fully accredited by the Western Association of Schools and Colleges and all courses will appear on an Official Transcript from the Registrar's Office at University of the Pacific. Attending and participating in our CT Courses are a prerequisite to the course enrollment(s). Some school districts may require pre-approval prior to enrollment. It is your responsibility to know your district's policies."

Transcripts:

You can request official transcripts one of two ways. You can download the form and route it to the Registrar's Office with check as payment (go to <http://web.pacific.edu/x31133.xml> to get information about Requesting Transcripts).

Or you can request an official transcript over the Internet. Go to the website of the registrar's office:

<http://web.pacific.edu/x7062.xml> and choose the National Student Clearinghouse option which is under the heading

Former Students. This is an instant way to request transcripts online. You must pay with a credit card and there is a \$2 charge for using this service. Transcripts cannot be requested by email, through fax, or over the phone.

And don't forget to write your PEDU numbers on there very clearly so that they know you are requesting a transcript for professional development classes and make sure to include ALL CLASSES you wish to appear so it is not sent before it is complete. When requesting online, please write your classes in the fields marked "Degree/Certificate Title." You can write more than one class on a line if you have more than 4 classes.

Also, on the second page under the heading Delivery Options, choose the Processing Option After Grades Are Posted . If you do not, your transcript could be sent without important information and you will have to re-order/ re-pay.

Turn Around Time Regarding Grades:

Summer is our busiest time so we advise all students to endeavor to complete their coursework/ assignments as early as possible. An unofficial transcript takes 4-6 weeks to be generated, however an official transcript can be ordered at any time once grade submitted. There are provisions for RUSH transcripts at the request for transcript site for ordering transcripts.

Phone Contact:

For Registered Students: Dr. Allan Lifson 1-800 479- 1995 or 949 646-9696. I have dedicated office hours T W TH 8am - 12noon Pacific Time.