

Creating Authentic and Meaningful Assessments Course Syllabus Fall 2021



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Course Instructors and Dates

Lead Instructor

Charlton B. Hudnell is currently the Lead Teacher over the English Medium of Instruction Department at Ras Al Khaimah Secondary School for Boys and a Teacher Trainer with the Ministry of Education for over four years. His qualifications include a Master degree in TESOL (Teaching English to Speakers of Other Languages) with an attached Gifted Certification from the University of Southern California; Georgia and Florida Educator's Certificates; Georgia and Florida state ESOL Endorsements; Georgia state Advanced Placement Psychology certification and a Florida state Advanced Placement Economics certification.

Mr. Hudnell is prepared with detailed knowledge of curriculum development, teaching strategies and pedagogical practices and twenty-four years of American and international teaching experience. His pedagogical strengths are in the promotion of student learning through research-based instructional strategies relevant to the respective content, as well as to engage students in active learning through facilitating the students' acquisition of key knowledge and skills. In relationship to assessments, Mr. Hudnell systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population. His overall educational objective is to exhibit a commitment to professional ethics; academic visions and missions of the organization he serves under; and to continuously participate in professional growth opportunities to support student learning as well as contribute to the profession.

Workshop Dates:

1. Saturday, October 2nd, 2021 (Online)
2. Saturday, October 16th, 2021 (Online)
3. Saturday, October 30th, 2021 (Online)
4. Saturday, November 13th, 2021 (Online)

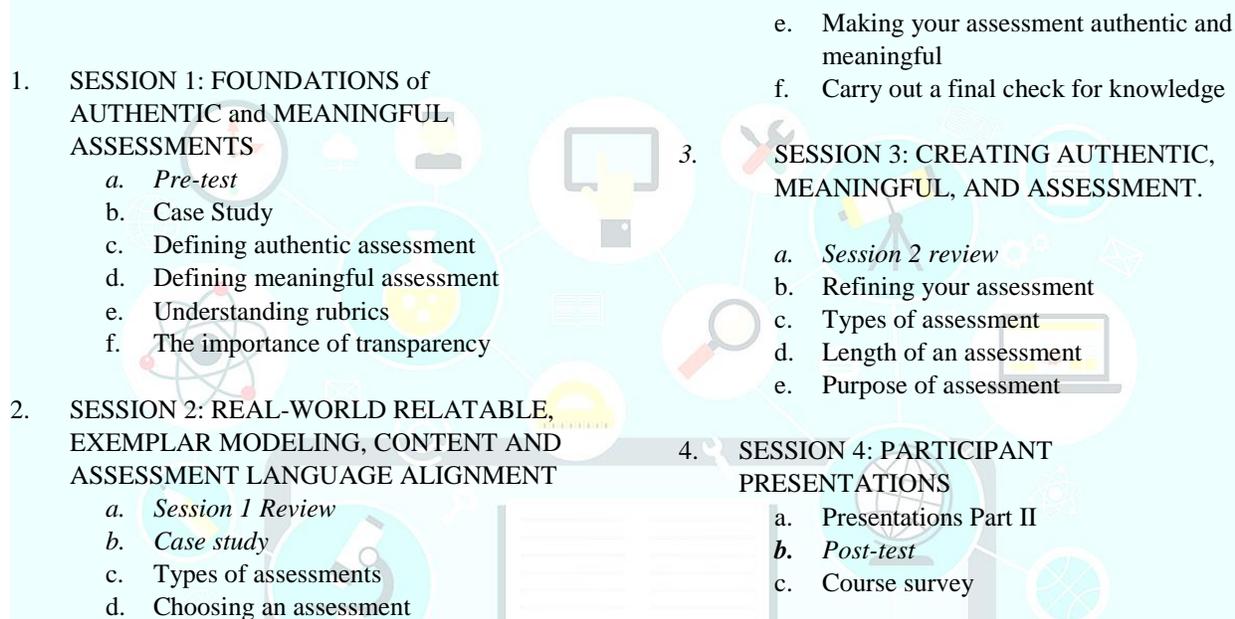
Workshop Times: 10:00 a.m-12:00 p.m.

A virtual Training delivered in both English and Arabic.

Course Overview

In this course, participants will cultivate their knowledge, understanding and academic fluency of the Authentic and Meaningful Assessments learning models. In addition, participants will learn steps to equip their students with the necessary tools to identify, through research, a real-world problem of which they must develop a solution using evidence to support their claims. Participants will also learn steps to guide their students on their role(s) in small learning communities, peer-to-peer interaction, and support, and present their project through a multimedia approach based on a set of 21st-century tools.

Course Topics & Descriptions

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1. **SESSION 1: FOUNDATIONS of AUTHENTIC and MEANINGFUL ASSESSMENTS**
 - a. *Pre-test*
 - b. Case Study
 - c. Defining authentic assessment
 - d. Defining meaningful assessment
 - e. Understanding rubrics
 - f. The importance of transparency
 2. **SESSION 2: REAL-WORLD RELATABLE, EXEMPLAR MODELING, CONTENT AND ASSESSMENT LANGUAGE ALIGNMENT**
 - a. *Session 1 Review*
 - b. *Case study*
 - c. Types of assessments
 - d. Choosing an assessment
 3. **SESSION 3: CREATING AUTHENTIC, MEANINGFUL, AND ASSESSMENT.**
 - a. *Session 2 review*
 - b. Refining your assessment
 - c. Types of assessment
 - d. Length of an assessment
 - e. Purpose of assessment
 4. **SESSION 4: PARTICIPANT PRESENTATIONS**
 - a. Presentations Part II
 - b. *Post-test*
 - c. Course survey

Certificates

- At the end of the 4th Session, participants will receive a certificate of excellence for;
1. 100% workshop attendance (8 hours)
 2. Completion of all in-workshop assignments
 3. Completion of all homework assignments.

Authentic Assessment Examples

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|--|----------------------------------|
| ✓ Conduct research and report writing | ✓ Discussion partners or groups |
| ✓ Character analysis | ✓ Student self-assessment |
| ✓ Student debates (individual or group) | ✓ Peer assessment and evaluation |
| ✓ Drawing and writing about a story or chapter | ✓ Presentations |
| ✓ Experiments - trial and error learning | ✓ Projects |
| ✓ Journal entries (reflective writing) | ✓ Portfolios |
| | ✓ Tiered learning classrooms |

BLOGS, JOURNAL & ARTICLE REVIEWS

<http://jfmuellet.faculty.noctrl.edu/toolbox/whatisit.htm#definitions>

<https://www.formpl.us/blog/authentic-assessment>

<https://www.teachercreated.com/blog/2014/02/making-assessments-meaningful-for-students/>

CONCEPT LIBRARY

Listed below are several definitions of words frequently used with Project Based Learning.

ACADEMIC CONTENT STANDARDS

Clearly defined statements and / or illustrations of what all students, teachers, schools and school districts are expected to know and be able to do.

AGENCY

An attribute for self-improvement including the development of a growth mindset and taking ownership for one's own learning.

AUTHENTIC ASSESSMENT

The measurement of "intellectual accomplishments that are worthwhile, significant, and meaningful," as contrasted with multiple-choice tests. ... Authentic assessment tends to focus on contextualized tasks, enabling students to demonstrate their competency in a more 'authentic' setting.

CLASSROOM / TEAM COURTESIES / NORMS

Standards for interaction, outlining how group members should treat each other. Sometimes called agreements.

CONTRACT

A document created and agreed upon by group members. This document governs how group members will interact over the course of a project.

PEER REVIEW

A practice and review technique that provides a way for peers to share their work and get constructive feedback for improvement prior to the actual presentation.

ENTRY DOCUMENT

Provided at the beginning of a project, an entry document sets the scene and outlines the product or problem for students. It provides key words or phrases that hint toward the need-to-know list. These 'need to knows' are based on content standards.

GROWTH MINDSET

The idea that anyone can grow intelligence and skills through effort, practice, and challenge.

MEANINGFUL ASSESSMENT

This must have value to the individual student who is taking it, should incorporate skills that students need for their future, and it must assess skills other than the mere content. It must also test how the students communicate their content.

NEED-TO-KNOWS (NTK)

Skills, content, and logistical information required to complete a project. Learners identify these as unknown or requiring teacher support in acquiring and mastering.

NEXT STEPS

Concrete, prioritized, action items identified by learners as ways to address need-to-knows.

RUBRIC

A tool used to measure something against a set of defined standards. Rubrics are used to communicate a teacher's expectations for a given assignment.

SCAFFOLDING

Activities and resources (teaching) that help students master the content and skills needed to complete the project.

TRANSPARENCY

Transparency, as used in science, engineering, business, the humanities and in other social contexts, is operating in such a way that it is easy for others to see what actions are performed. Transparency implies openness, communication, and accountability

