Assessing Student Learning Outcomes

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Assembling the Toolkit

Building a **body of evidence** for student learning requires some important tools.

- A blueprint and syllabus that articulate learning outcomes
- An essential question
- An intellectual framework
- A graduated range of formative (informal) and summative (formal) assessments
Assembling the Toolkit - The Blueprint

- A Course Blueprint represents a curricular document that guides a Program's design of individual courses.
- Blueprints identify the knowledge, skills and dispositions that graduates from the programs must demonstrate.
Assembling the Toolkit - The Syllabus

- Course Syllabi are based on the Blueprint. Assessment of student learning is, therefore, aligned with Program (and College) Outcomes.
Assembling the Toolkit - The Essential Question

“Essential questions cannot be answered satisfactorily in a sentence.

To get at matters of deep and enduring understanding we need to use provocative and multi-layered questions that reveal the richness and complexity of a subject.

These questions are ‘essential’ because they point to the core ideas of a discipline” and create coherence from the beginning to the end (Wiggins, G. and McTighe, J, 2005, p. 28)."
Assembling the Toolkit - The Intellectual Framework(s)

- Like the EQ, an Intellectual Framework is a tool that students must use to demonstrate their competency in meeting the course outcomes.
- The Framework represents a teacher’s synthesis of the key concepts students need to learn and use accurately and creatively.
Assembling the Toolkit: Intellectual Frameworks (examples)

Units of Measure

DISTANCE
TRANSITIVE ORDER
TIME
WEIGHT

Expository Essay

WHY
WHO
EVENT
WHERE
WHEN
Assembling the Toolkit: Multiple Assessment Types

Students in our classrooms come with diverse backgrounds, learning styles, language proficiency, ages and experience.

Only 10% of learners receive and process information through reading and listening to lectures.

Approximately 90% of learners receive and process information through visual/spatial, kinesthetic and interpersonal modalities.

Today’s digital natives are tuned to information that is multi-dimensional.

Assessing learning requires teachers to build on students’ prior knowledge by using formative and summative tools to gauge the depth and accuracy of their conceptual understanding.
Assembling the Toolkit - Multiple Assessment Tools

- short quiz
- 1 minute summary
- think/write pair share
- brainstorm

Reflection journals
Summative exam
Individual or group research
Long-term projects

Formative
Assembling the Toolkit - Formative Assessment

- Formative or informal assessments are layered throughout the course.
- In-class, they provide the instructor with in-the-moment information about student learning.
- Out-of-class, they reveal trends in student thinking, and students’ ability to use course Frameworks and Essential Questions to apply their understanding.
Assembling the Toolkit - Active Learning Strategies

- Formative assessments are paired with Active Learning Strategies during class. [see handout]

- Regular use of Active Learning Strategies with individuals, pairs, small and large groups requires students to use the course Frameworks and Essential Question to demonstrate their understanding.
Assembling the Toolkit - Summative Assessments

- Summative Assessments are multipart evaluations of student learning.
- Criteria and directions for completing the assessment are always provided to students.
- Rubrics describe levels of competency for each Course Outcome or suite of Outcomes.
- These assignments are always graded, and should be kept to a minimum.
EDU 310 - What is the purpose of schooling in a democracy? - An Example

- Fall 2011, I designed this course with two SEHD colleagues to fulfill Ethical Inquiry, Social Responsibility and Citizenship AND International USM Core Outcomes.

- I taught the course for 7 consecutive semesters, Fall 2012 - Fall 2015.

- The Essential Question is the course title.

- Two Intellectual Frameworks
  - Democratic Schooling Paradigms (5 part)
  - Ethical Paradigms & Principles (R. Kidder) (4 + 3 part)
EDU 310 - What is the purpose of schooling in a democracy?

- I require a 12 hour field placement where my students tutor adolescents or adults who are English language learners.
- The course has evolved into two distinct, but integrated, parts:
  - ONE is to explore the Essential Question AND the Democratic Schooling Paradigms through scholarly articles, videos and discussions with one another and their Allies in the field.
  - TWO is to explore the Essential Question AND the Ethical Paradigms and Principles through a Case Study of their Ally in the field, research into their Ally’s home country, and a final presentation with classmates whose Allies are from the same country.
**EDU 310 - What is the purpose of schooling in a democracy?**

Course Assignments Fall 2012-Fall 2013

<table>
<thead>
<tr>
<th>Democratic Schools</th>
<th>Ethical Paradigms</th>
<th>Generations Memoir</th>
<th>Field Journals</th>
<th>Final Presentation</th>
</tr>
</thead>
</table>
| - Guided Reading assignments  
- Identify quotes/scenes to represent Democratic Schooling Paradigms  
- too formulaic, summarization not reflection | - Class discussions of right v. right cases and selected videos  
- successful | - A favorite assignment from 2 previous courses  
-- didn't connect with Frameworks or Outcomes | - Focused on connections with Allies.  
- Greatest potential for more in-depth connections with Allies and their stories. | - Groups organized around the agency where they volunteered  
- weak connections to EQ, Frameworks; weaker synthesis |
## EDU 310 - What is the purpose of schooling in a democracy

### Course Assignments Spring 2013-Fall 2015

<table>
<thead>
<tr>
<th>Democratic Schools</th>
<th>Case Study I</th>
<th>Case Study II</th>
<th>International Diary</th>
<th>Final Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 6 Reflective Journals; Pair articles with videos</td>
<td>- Use Time for School video I, II, III characters to practice Case Study research and analysis.</td>
<td>- Interview an Ally from field setting</td>
<td>- Research 5 dimensions of Allies' home countries (socio-religious, education, economic, political, health &amp; environment.)</td>
<td>- Groups organized around Allies from the same country.</td>
</tr>
<tr>
<td>- Use Essential Question to compare article with video</td>
<td>- Class discussions of Ethical Paradigm cases.</td>
<td>- Use CultureGram to research her/his country’s lifestyle, religion, education.</td>
<td>- Synthesis of Democratic Schooling Paradigms.</td>
<td>- Synthesis of Case Studies</td>
</tr>
<tr>
<td>- Take a stand - agree or disagree</td>
<td>- Connect articles and videos to Democratic Schooling Paradigms in class.</td>
<td>- Examine cultural conflicts between home and US culture.</td>
<td>- Synthesis of Ethical Paradigms.</td>
<td>- Synthesis of cultural conflicts.</td>
</tr>
<tr>
<td>- Use Ethical Paradigms to analyze Ally's story</td>
<td>- Reflect on Essential Question</td>
<td>- Reflect on reasons to emigrate.</td>
<td>- Reflection on Essential Question.</td>
<td>- Reflect on connections to Ally.</td>
</tr>
</tbody>
</table>
# EDU 310 - What is the purpose of schooling in a democracy?
## Analysis of Case Study and Student Learning

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<td>6 EX/METS</td>
<td>8 EX/METS</td>
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<tr>
<td>5 MEETS</td>
<td>10 MEETS</td>
<td>7 MEETS</td>
<td>6 MEETS</td>
<td>13 MEETS</td>
<td>6 MEETS</td>
<td>8 MEETS</td>
<td>12 MEETS</td>
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<td>6 M/PM</td>
<td>9 M/PM</td>
<td>10 M/PM</td>
<td>14 M/PM</td>
<td>4 M/PM</td>
<td>10 M/PM</td>
<td>19 M/PM</td>
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<td>N=28</td>
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</tbody>
</table>
EDU 310 What is the purpose of schooling in a democracy?

Case Study I and II Assignments aligned with USM Core Outcomes [see Handout]

This assessment of student learning outcomes for the Case Study assignment is the result of 7 semesters of fine-tuning the rubric.

It has been a recursive process of assigning student work, examining their performances, and reviewing the INTENT of the Core Outcomes. The weakest performances have been at the level of critique, providing accurate evidence to support a claim, and synthesis.

The trend is improving now that I have “gotten the rubric right!”
If you have brought a syllabus with you, I would like to devote the rest of the time to answer questions, look at the range of formative and summative assessments you use to build a body of evidence for student learning.

OR, you could experiment aligning department or USM core outcomes with your assessments.

I have additional resources for assessments that I am happy to share.

Assessing Student Learning Outcomes
Assessing Student Learning Outcomes

Presentation by Julie Canniff, Teacher Education

March 18, 2016

• Description of Workshop

The focus of this workshop is on examining course experiences that include formative and summative assessments, aligned with professional or college-wide core outcomes. Using an EISRC course, a process will be modeled for using Essential questions & Intellectual frameworks and Core outcomes to assess student learning, specifically their growth in thinking critically and creatively.
<table>
<thead>
<tr>
<th>Active Learning STRATEGY</th>
<th>EXPLANATION</th>
<th>FRAMEWORK CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fishbowl</td>
<td>Inner circle of students discuss teacher-generated questions; outer circle listens and individuals can “drive-through” to ask more questions.</td>
<td>Interpretation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Compare/Contrast</td>
</tr>
<tr>
<td>Debate</td>
<td>Two different sides of a topic are argued with evidence.</td>
<td>Application &amp; synthesis</td>
</tr>
<tr>
<td>Carousel Brainstorm</td>
<td>Series of posters with topic statements; students rotate through the posters, adding information, terms.</td>
<td>Knowledge acquisition</td>
</tr>
<tr>
<td>Last Word</td>
<td>Small group, first person gives a quote or idea, each person, in turn, interprets the quote/idea, first person summarizes. Repeat.</td>
<td>Knowledge acquisition Interpretation</td>
</tr>
<tr>
<td>Agree/Disagree corners</td>
<td>4 corners of the room have signs stating “strongly agree”, “strongly disagree”, “agree”, “disagree”; neutral in the center. Teacher gives prompts, students go to their corners, discuss, then report out.</td>
<td>Compare/contrast Argument with Evidence</td>
</tr>
<tr>
<td>High, medium, low priority</td>
<td>Signs stating “high,” “medium,” “low” priority; teacher makes statement; students line up on the continuum. Discuss and report out.</td>
<td>Application &amp; synthesis</td>
</tr>
<tr>
<td>priority continuum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chalk Talk</td>
<td>Teacher generates question(s); individuals or small group go to the white board and write a response; follow-up round - students write responses to what is written on the board.</td>
<td>Interpretation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Compare/Contrast</td>
</tr>
<tr>
<td>Simulation or Role Play</td>
<td>Use authentic scenarios to engage students in acting out the dilemma and the solution.</td>
<td>Knowledge acquisition</td>
</tr>
<tr>
<td>Concept Development</td>
<td>Students deduce a concept by sorting and organizing examples and non-examples of the concept.</td>
<td></td>
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</tbody>
</table>
ESSENTIAL QUESTION
What is the purpose of schooling in a democracy?

FORMAL/SUMMATIVE ASSESSMENTS
✓ Multi-part evaluation (identify, describe, organize, analyze, investigate, predict, critique, argue & defend, synthesize, create)
✓ Product Descriptors
✓ Rubrics aligned with Outcomes

CLASSROOM INFORMAL/FORMATIVE ASSESSMENTS
One minute summary, Entry slip, Exit slip, Socrative quiz, write/pair/share, 10/2, sort cards, one question quiz, relay summary

CLASSROOM ACTIVE LEARNING STRATEGIES
Fishbowls, debates, agree/disagree, jigsaw, brainstorms, chalk-talk, role play, concept development, modeling, practicing

OUT OF CLASSROOM ASSESSMENTS
Reflective journaling, research, categorizing, summarizing

OUT OF CLASSROOM KNOWLEDGE ACQUISITION
Reading, viewing.
ESSENTIAL QUESTIONS

"Essential questions cannot be answered satisfactorily in a sentence. To get at matters of deep and enduring understanding we need to use provocative and multi-layered questions that reveal the richness and complexity of a subject. These questions are ‘essential’ because they point to the core ideas of a discipline" (Wiggins, G. and McTighe, J, 2005, p. 28).

How should we react when the beliefs and practices of another culture seem cruel to us?

In the study of American history, who is the ‘we’ and who is the ‘them’?

What is truth; what is perspective?

What does it mean to care?

What is the impact of progress on society and other living things?

How does this (course, content, theory) help me understand my place in the world?

What causes what? How do we know?
Why would people choose to leave home and settle elsewhere?

Why do things change?

When is the whole more than the sum of its parts?

How does the position of the observer affect what she sees?

Is biology destiny?

When is a law unjust?

Are mathematical ideas inventions or discoveries?
## Blooms for Student Learning Outcomes

### BLOOMS FOR STUDENT LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>KNOWLEDGE ACQUISITION</th>
<th>UNDERSTANDING</th>
<th>APPLICATION</th>
<th>SYNTHESIS</th>
<th>EVALUATION &amp; CREATION</th>
<th>COMMUNICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching to Promote Reasoning &amp; Organization</td>
<td>Teaching to Promote Use of Rules, Principles</td>
<td>Teaching to Promote Re-organization</td>
<td>Teaching to Promote Reflection &amp; Innovation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recall</td>
<td>Categorize</td>
<td>Apply</td>
<td>Synthesize</td>
<td>Design</td>
<td>Reflect</td>
</tr>
<tr>
<td>Recognize</td>
<td>Sequence</td>
<td>Adapt</td>
<td>Critique</td>
<td>Evaluate</td>
<td>Show empathy</td>
</tr>
<tr>
<td>Observe</td>
<td>Analyze (compare &amp; contrast)</td>
<td>Investigate</td>
<td>Connect</td>
<td>Construct</td>
<td>Self-assess</td>
</tr>
<tr>
<td>List</td>
<td>Infer</td>
<td>Document</td>
<td>Exhibit</td>
<td>Use metaphors</td>
<td>Be aware of</td>
</tr>
<tr>
<td>Name</td>
<td>Explain</td>
<td>Solve, Prove</td>
<td>Justify</td>
<td>Imagine</td>
<td>Relate</td>
</tr>
<tr>
<td>Define</td>
<td>Translate</td>
<td>Estimate, Predict</td>
<td>Summarize</td>
<td>Create analogies</td>
<td>Consider</td>
</tr>
<tr>
<td>Memorize</td>
<td>Paraphrase</td>
<td>Perform</td>
<td>Argue &amp; Defend</td>
<td>Judge</td>
<td>Be open to</td>
</tr>
<tr>
<td>Duplicate</td>
<td>Deduce</td>
<td>Use</td>
<td>Negotiate meaning</td>
<td>Reflect</td>
<td>Share</td>
</tr>
<tr>
<td>Identify</td>
<td>Distinguish</td>
<td>Test</td>
<td>Conclude</td>
<td>Assemble</td>
<td></td>
</tr>
<tr>
<td>Locate</td>
<td>Demonstrate</td>
<td>Teach</td>
<td>Assemble</td>
<td>Formulate</td>
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<tr>
<td>Brainstorm</td>
<td>Interpret</td>
<td>Model</td>
<td></td>
<td>Critique</td>
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<tr>
<td>Outline</td>
<td>Draft &amp; revise</td>
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**Notes:**
- **Reasoning & Organization** focuses on the process of thinking, reasoning, and organizing.
- **Use of Rules, Principles** involves applying rules and principles in various contexts.
- **Re-organization** is about rethinking and restructuring ideas or concepts.
- **Reflection & Innovation** emphasizes the ability to reflect on work and innovate new ideas.

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**Communication Tips:**
- Reflect: Consider your work and its impact.
- Show empathy: Understand and respect others' perspectives.
- Self-assess: Evaluate your performance and improvements.
- Be aware of: Stay informed and up-to-date.
- Relate: Connect your work to real-world applications.
- Be open to: Embrace new ideas and possibilities.
- Share:communicate your work and insights with others.
### EDU 310 What is the purpose of schooling in a democracy?

**Case Study I and II Assignments Aligned with USM Core Outcomes**

(at the level of **MEETS EXPECTATIONS**)

<table>
<thead>
<tr>
<th>EISRC (EOC) &amp; International (IOC) Outcomes</th>
<th>Case Study I Outcomes (Ethical Dilemma Analysis &amp; Reflection)</th>
<th>Case Study II Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EOC 1</strong> Students will analyze a topic relating to diverse human cultures and the natural world that has a significant ethical dimension and is shaped by conflicting goals, values, traditions, institutions or structures.</td>
<td>All Case Study I Outcomes</td>
<td>All Case Study II Outcomes</td>
</tr>
<tr>
<td><strong>IOC 1</strong> Students will demonstrate knowledge of another culture or cultures.</td>
<td>Watch Part I/Part III of Time for School video</td>
<td>Identify an Ally with whom you are able to spend time each week. Explain that you would like to interview him/her for a case study.</td>
</tr>
<tr>
<td><strong>EOC 2</strong> Students will describe their deliberative process for informed decision-making.</td>
<td>Choose one of the young people in this series.</td>
<td>Access the CultureGram for your Ally. Make notes on the categories: Lifestyle, Religion, Education</td>
</tr>
<tr>
<td><strong>IOC 2</strong> Students will understand (explain, distinguish, interpret) their own cultures in global and comparative contexts.</td>
<td>Access the CultureGram for this young person’s country. Create a table with the following categories: Lifestyle, Religion, Education</td>
<td>Use the Case Study Writing Guide to ask your Ally about his/her family, customs, religion, level of education and his/her educational aspirations.</td>
</tr>
<tr>
<td></td>
<td>Compare and contrast the information in the CultureGram with the specific details in your young person’s story.</td>
<td>Compare and contrast this information with the CultureGram.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Write a compelling narrative using examples and quotations from your Ally’s stories.</td>
</tr>
<tr>
<td><strong>EOC 3</strong> Students will articulate their personal viewpoints as informed by specialized perspectives that distinguish their viewpoints from those of others.</td>
<td>Reflect on the cultural tensions for your Time for School person, AND his/her parents that might have ethical dimensions.</td>
<td>Critically analyze your Ally’s narrative related to potential tensions between your Ally’s culture and American culture. Use evidence to support your answers.</td>
</tr>
<tr>
<td>IOC 3</td>
<td>Students will use knowledge, diverse frameworks of cultural reference and alternative perspectives to think and solve problems.</td>
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<td></td>
<td>- Use Kidder’s Right v. Right Ethical Paradigms to identify the ethical dilemma, if appropriate.</td>
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<tr>
<td></td>
<td>- Critically analyze your Ally’s narrative related to potential ethical dilemmas.</td>
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<td></td>
<td>- Distinguish between personal values conflicts and ethical values conflicts.</td>
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<td></td>
<td>- Use evidence to support your answers.</td>
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<tr>
<td></td>
<td>- Critically analyze your Ally’s response to the “purpose of schooling in a democracy.”</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>EOC 4</th>
<th>Students will employ their own ethical framework as a basis for and assessment of an action that resonates with the themes of the course.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Reflect on the cultural tensions for your Time for School person, AND his/her parents that might have ethical dimensions.</td>
</tr>
<tr>
<td></td>
<td>- Volunteer for 12 weeks or more with adolescents or adults from the refugee/immigrant community.</td>
</tr>
<tr>
<td></td>
<td>- Critically analyze your Ally’s narrative related to potential tensions between your Ally's culture and American culture.</td>
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<tr>
<td></td>
<td>- Use evidence to support your answers.</td>
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<td>- Distinguish between personal values conflicts and ethical values conflicts.</td>
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<tr>
<td></td>
<td>- Use evidence to support your answers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IOC 4</th>
<th>Students will communicate and connect with people in non-English based language communities in a range of settings for purposes consistent with course goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>- Volunteer for 12 weeks or more with adolescents or adults from the refugee/immigrant community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EOC 5</th>
<th>Students will demonstrate effective oral and written communication that draws on the higher level cognitive skills: analysis, synthesis and evaluation.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Case Study I is well organized.</td>
</tr>
<tr>
<td></td>
<td>- Writing is skillful, with a reasoned, well documented narrative</td>
</tr>
<tr>
<td></td>
<td>- There are a few to no errors in spelling or grammar.</td>
</tr>
<tr>
<td></td>
<td>- Case Study I is well organized.</td>
</tr>
<tr>
<td></td>
<td>- Writing is skillful, with a reasoned, well documented narrative</td>
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<tr>
<td></td>
<td>- There are a few to no errors in spelling or grammar.</td>
</tr>
</tbody>
</table>
**EDU 310** What is the purpose of schooling in a democracy?

**Body of Assessment Objectives Aligned with Core Outcomes**

**EOC 1 Students** will analyze a topic relating to diverse human cultures and the natural world that has a significant ethical dimension and is shaped by conflicting goals, values, traditions, institutions or structures.

**IOC 1 Students** will demonstrate knowledge of another culture or cultures.

**EOC 2 Students** will describe their deliberative process for informed decision-making.

**IOC 2 Students** will understand (explain, distinguish, interpret) their own cultures in global and comparative contexts.

<table>
<thead>
<tr>
<th>Reading Analysis Journal</th>
<th>Ethical Dilemma Analysis &amp; Reflection (Case Study I)</th>
<th>Case Study II</th>
<th>International Diary</th>
<th>Final Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Select and explain one reason from (author's) article where he/she defines the purpose of SCHOOLING (not education) in a democracy.</td>
<td>• Watch Part I/Part III of Time for School video</td>
<td>• Identify an Ally with whom you are able to spend time each week.</td>
<td>• Identify an Ally whom you can interview for a case study.</td>
<td>This is a large group project. • Review the texts and videos used in the course. • Delegate, and select one text OR video that aligns with EACH of the Democratic Schooling Paradigms.</td>
</tr>
<tr>
<td>• Include a quote to support your reasoning and defend your claim.</td>
<td>• Choose one of the young people in this series.</td>
<td>• Access the CultureGram for your Ally. • Make notes on the categories: Lifestyle, Religion, Education</td>
<td>• Access the CultureGram for your Ally. • Using the resources in Blackboard, access additional information about your Ally’s country.</td>
<td>• Delegate and describe the components of a democratic school.</td>
</tr>
<tr>
<td>• Select and explain a sequence in the video that you believe reinforces the author's</td>
<td>• Access the CultureGram for this young person's country. • Create a table with the following</td>
<td>• Use the Case Study Writing Guide to ask your Ally about his/her family, customs, religion, level of education</td>
<td>• Working with a partner/partners, research the questions in the product descriptor for Socio-Religious</td>
<td>• Delegate and summarize the lifestyle, religion and educational dimensions of the countries</td>
</tr>
<tr>
<td>Example and defend your claim.</td>
<td>Categories: Lifestyle, Religion, Education and his/her educational aspirations.</td>
<td>and Educational Dimensions.</td>
<td>Represented by your Allies.</td>
<td></td>
</tr>
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<td>--------------------------------</td>
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<tr>
<td>• Cross-reference the information in the CultureGram with the specific details in your young person’s story.</td>
<td>• Cross-reference this information with the CultureGram.</td>
<td>• If there are three or more students whose Allies are from the same country, the group is responsible for researching all 5 dimensions.</td>
<td>• Delegate and summarize the lifestyle, religion and educational dimension of American society.</td>
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<tr>
<td>• Write a compelling narrative using examples and quotations from your Ally’s stories.</td>
<td>• Every student must contribute to a minimum of TWO International Diaries.</td>
<td>• Each student must sign his or her contributions.</td>
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</tbody>
</table>
EDU 310 What is the purpose of schooling in a democracy?

Body of Assessment Objectives Aligned with Core Outcomes

EOC 1 Students will analyze a topic relating to diverse human cultures and the natural world that has a significant ethical dimension and is shaped by conflicting goals, values, traditions, institutions or structures.

IOC 1 Students will demonstrate knowledge of another culture or cultures.

EOC 3 Students will articulate their personal viewpoints as informed by specialized perspectives that distinguish their viewpoints from those of others.

IOC 3 Students will use knowledge, diverse frameworks of cultural reference and alternative perspectives to think and solve problems.

<table>
<thead>
<tr>
<th>Reading Analysis Journal</th>
<th>Ethical Dilemma Analysis &amp; Reflection (Case Study I)</th>
<th>Case Study II</th>
<th>International Diary</th>
<th>Final Presentation</th>
</tr>
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<tbody>
<tr>
<td>• Take a stand on whether you agree or disagree with the author and/or video’s purpose for schooling in a democracy.</td>
<td>• Reflect on the cultural tensions for your <em>Time for School</em> person, AND his/her parents that might have ethical dimensions.</td>
<td>• Critically analyze your Ally’s narrative related to potential tensions between your Ally’s culture and American culture.</td>
<td>• For each Dimension in the Diary, interpret your findings.</td>
<td>This is a large group project.</td>
</tr>
<tr>
<td>• Use evidence (including personal experience) to defend your claim.</td>
<td>• Use Kidder’s Right v. <em>Right Ethical Paradigms</em> to identify the ethical dilemma, if appropriate.</td>
<td>• Distinguish between personal values conflicts and ethical values conflicts.</td>
<td>• Interpretation questions require you to speculate on how these data would represent reasons to emigrate.</td>
<td>• Group answers the reflection question on the democratic school design.</td>
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<td>Critically analyze your Ally’s response to the &quot;purpose of schooling in a democracy.&quot;</td>
<td>Interpretations require you to explicitly connect these data to your Ally and his/her family.</td>
<td>Group articulates examples of how the Allies’ home schools create or reinforce a democratic society.</td>
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<td>If appropriate, individuals articulate the components of an ethical dilemma they found in their Ally’s narrative.</td>
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<td>Each group member reflects on his or her purpose of schooling in a democracy, providing examples that support the claim.</td>
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<td></td>
<td>Each group member signs the presentation slides to which they contributed.</td>
</tr>
</tbody>
</table>
**EDU 310** What is the purpose of schooling in a democracy?

**Body of Assessment Objectives Aligned with Core Outcomes**

**EOC1** Students will analyze a topic relating to diverse human cultures and the natural world that has a significant ethical dimension and is shaped by conflicting goals, values, traditions, institutions or structures.

**IQC1** Students will demonstrate knowledge of another culture or cultures.

**EOC 4** Students will employ their own ethical framework as a basis for and assessment of an action that resonates with the themes of the course.

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</table>
| • NA                     | • Reflect on the cultural tensions for your *Time for School* person, AND his/her parents that might have ethical dimensions. | • Volunteer for 12 weeks or more with adolescents or adults from the refugee/immigrant community.  
• Critically analyze your Ally's narrative related to potential tensions between your Ally's culture and American culture.  
• Use evidence to support your answers. | • For each Dimension in the Diary, interpret your findings.  
• Interpretation questions require you to distinguish outcomes for refugees vs. immigrants. | • Group articulates examples of how the Allies' home schools create or reinforce a democratic society. |
| • Use Kidder's Right v. Right Ethical Paradigms to identify the ethical dilemma, if appropriate. | • Critically analyze your Ally's narrative related to potential ethical dilemmas.  
• Distinguish between personal values conflicts and ethical values conflicts.  
• Use evidence to support your answers. | • Interpretation questions require you to speculate on how these data would represent reasons to emigrate. |
- Interpretations require you to explicitly connect these data to your Ally and his/her family.
EDU 310 What is the purpose of schooling in a democracy?

Body of Assessment Objectives Aligned with Core Outcomes

**FOC1 Students will analyze a topic relating to diverse human cultures and the natural world that has a significant ethical dimension and is shaped by conflicting goals, values, traditions, institutions or structures:**

**IOC1 Students will demonstrate knowledge of another culture or cultures.**

**IOC 4 Students will communicate and connect with people in non-English based language communities in a range of settings for purposes consistent with course goals.**

<table>
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EDU 310-Body of Assessment Objectives Aligned with Core Outcomes
EDU 310 What is the purpose of schooling in a democracy?
Body of Assessment Objectives Aligned with Core Outcomes

EOC 5 Students will demonstrate effective oral and written communication that draws on the higher level cognitive skills: analysis, synthesis and evaluation.

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<tbody>
<tr>
<td>- Reflection is well organized and coherent.</td>
<td>- Case Study I is well organized.</td>
<td>- Case Study I is well organized.</td>
<td>- Diary research and reflection are well organized.</td>
<td>- Presentation is well organized and coherent.</td>
</tr>
<tr>
<td>- Writing is economic and precise,</td>
<td>- Writing is skillful, with a reasoned, well documented narrative.</td>
<td>- Writing is skillful, with a reasoned, well documented narrative.</td>
<td>- Writing is skillful, with reasoned, well documented research.</td>
<td>- Writing is straightforward.</td>
</tr>
<tr>
<td>- Quotes and scene summaries are appropriate and accurately cited.</td>
<td></td>
<td></td>
<td>- Reflections interpret the data accurately and with insight.</td>
<td>- Analysis and synthesis demonstrates consistency and coherence.</td>
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<tr>
<td>- The complete reflection is two pages, double-spaced.</td>
<td>- There are a few to no errors in spelling or grammar.</td>
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<td></td>
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<td>- All sources, including visual sources, are cited.</td>
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<td>- Each slide is accurately &quot;signed&quot; by the author or authors.</td>
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<td>- All information from the internet, including visuals, is cited.</td>
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Debriefing During and After Instruction: Structures for Getting Students to SUMMARIZE

Purposes:
- check for understanding
- surface confusion or misconceptions
- deepen understanding
- support retention
- gather formative assessment data

1. 10-2
2. Learning Buddies
3. 3...2...1...
4. The Important Thing...
5. Luck of the Draw
6. Paired Verbal Fluency
7. "Summary Sam"
8. Sorting Cards
9. One Word Summary
10. Synectics Review
11. One Question Quiz
12. A • B • C Summarize
13. Cheat Notes
14. Best Test
15. Relay Summary
16. Write a Rap
17. Ticket to Leave
18. Carousel Brainstorming
19. Graphic Organizers
20. Medium-Size Circle
21. Draw Picture/Diagram
22. Learning Logs
23. Thinking Logs
24. Think – Pair – Share
25. Biopoems
26. Reciprocal Teaching
27. Last Word
28. Board Games
29. The Envelope Please
30. Inside-Outside Circle
SUMMARIZING FORMATS

The important thing about summarizing by students is that it supports retention and understanding of material. There are a variety of ways one can structure the summarization. It can be done in two-minute formats (Paired Verbal Fluency) or it can be much longer (Medium-Sized Circle). It can involve speaking, writing, or drawing on the part of the student. It might be done at the end of class or at the beginning of the next class. When there is a lot of information being presented to students, it is useful to have them summarize their notes every 10 minutes or so. But, the important thing about summarizing by students is that it supports retention and understanding of material.

Once students have practiced and become familiar with a number of these formats, assign a summary and let them choose the format they wish to use.

1. 10-2: Developed by Dr. Mary Budd Rowe. Instructor lectures or presents material for 10 minutes then stops for two minutes. During this “pause” student teams share their notes, fill in gaps in their own notes, and help each other clarify concepts. Unresolved questions are reserved for the last 5 minutes of the period. The time structures can be varied, depending on the class and the complexity of the material.

2. LEARNING BUDDIES: Designate groups of (3) students who will get together periodically throughout the course of instruction to summarize and review what has been taught. These are students who don’t normally work with each other; they actually have to get up and move to get with their group. This serves as an energizer as well as an opportunity for the teacher to create groups specifically designed for this purpose.

3. 3-2-1: At the end of a class, a reading, a movie, etc. students are asked to write down:
   3 things “that really interested you”
   2 things “you’d like to know more about” and
   1 “idea that you will write about tonight”

The 3-2-1 simply structures the student summary; the headings attached to the 3-2-1 can be changed to suit the activity or content which is being summarized.

Studying a famous person:
   3 “most important events in this person’s life…”
   2 “questions you would ask this person if you could talk with him/her…”
   1 way in which you are like this character.
Instructional Strategies

4. "The Important Thing About...": Using the pattern from Margaret Wise Brown's *Important Book*, students create a paragraph-length summary about a topic they have studied. The first and last sentences contain the same idea; the center includes related and/or supporting details.

   The important thing about a variable is it always takes the place of a number.
   A variable always hides an unknown number.
   A variable is always a letter.
   But the important thing about a variable is it always takes the place of a number.

   Nick Ovarlee, Cresthill Middle School, Douglas County, CO

   The important thing about mode is that it is the most frequently occurring number in a set of numbers. It's the number on a dot chart with the most dots. Sets of data can have more than one mode or no mode at all. It's the number in a set of data that repeats itself once or more. But the important thing about mode is it's the most frequently occurring number in a set of numbers.

   Jon Watson, Cresthill Middle School, Douglas County, CO

5. "Luck of the Draw": At the beginning of each class period, a teacher wants to include 3-5 minute summary of important ideas from yesterday. All student names are put in a fishbowl. The teacher does the summary at beginning of class on the first day then reaches into the fishbowl, pulls out a name and this student has won the "Luck of the Draw"... it will be his turn tomorrow to begin the class with a summary of today. That student will select the name for the following day. As an attention move, the name for next day can be drawn at the beginning of class, but is not announced until the end of the period.

6. Paired Verbal Fluency: Students get into pairs. One student is #1; one student is #2. The teacher assigns a topic for brainstorming many ideas about.

   When the teacher says "Go..."
   #1 starts telling any idea he/she can think of about that topic;
   #2 listens carefully but says nothing.

   After about 45 seconds, the teacher says, "Switch."
   #2 talks for an equal length of time and #1 listens;
   #2 tries not to repeat any ideas that have already been shared by #1.

   This is usually repeated for three rounds, with a shorter amount of time allocated to each round. Then have students identify disagreements or discrepancies in what they and partner have shared. These should be shared with the teacher when processing the verbal fluency.
7. **Summary Sam**: (Primary) A kindergarten teacher who found that fewer and fewer students were participating in the end of the day summary of the day’s events, brought an owl puppet to the meeting one day. Students had been learning about nocturnal animals, so “Sam” (the owl) whispered in the teacher’s ear that he regretted missing everything that went on during the daytime while he was resting and wondered whether the children would tell him about all of the interesting things they had done that day. This was all it took to re-engage students in participating in the summary.

Extension: A first grade teacher records the “story of the day” as the kids talk and then makes a copy for each student to take home and share with parents.

8. **Sorting Cards**: Students in groups receive packets of cards with terms written on them and they sort the cards into categories which they can label and defend. Use with anything that can be summarized by grouping terms/ideas within categories.

- **Studying the human body - students sort cards into related systems**;
- **Studying periods in art history - characteristics, artists and paintings are represented on cards to be sorted**;

As a review for an exam, Judy Ross, gives her 9th grade Biology students 30 cards with facts about different layers of the earth’s atmosphere and four different colored pieces of construction paper. Her instructions are for students to... “label each of the colored sheets with a layer (‘troposphere’, ‘ionosphere’, etc.), order them on their desks and then sort the facts into the layers they apply to. Don’t guess, but look them up if you aren’t sure!”

9. **One-Word Summary**:

“Write one word that represents or summarizes ____________________
(concept or topic studied in class); write 2-3 sentences that explain why you chose that word:

10. **SYNECTICS REVIEW**: Synectics: bringing together diverse elements

Think of many responses to:

____________________ are like a ______________ because...

(something studied in class) (a familiar object or thing)
Instructional Strategies

Atoms are like a grapefruit because...
• both have an outer layer: grapefruit has skin, atoms have electrons orbiting.
• both combine with other things to form interesting combinations:
grapefruits with other fruits in fruit salad, atoms with other atoms to form molecules and compounds

Owls are like potatoes because...
• both have eyes;
• both have outer coverings: a potato has skin and owls have feathers.

A fifth grader is like a lawnmower!
We are both loud and noisy.
We come in all different shapes and sizes.
We both work hard and have guards.
Sometimes we get pushed around.
Sometimes we work hard.
So now you see how a fifth grader is like a lawnmower!

10a. FOUR BOX SYNECTICS:

1 - Name 4 common everyday objects

2 - Brainstorm 3-5 similes for each word and the "stock market crash of 1987."
   'The crash was like a doorknob because...

3 - Select your group’s two favorites to share with class.

doorknob  car

           tree   videotape

11. One-Question Quiz: Given a question focusing on an important aspect of the class period or an assigned reading, etc., students write while the teacher circulates around the classroom.

12. A-B-C Summarize: Each student is given a letter of the alphabet and they must think of one word or idea beginning with that letter and related to the topic studied.
13. **Cheat Notes:** Middle/High School
   When students are getting ready to take a test, one teacher allows them to bring “cheat notes” to the test. They are directed to make notes of things that they believe will be on the test which they will have a hard time remembering. Each student creates his or her own “cheat notes” and is allowed to use them during the test.

   At the beginning of the semester, students are allowed to bring a full page of notes. The next time, they are allowed to bring only a 4x6 index card. The next time it’s a 3x5 card. Eventually, they have to take tests with no notes.

   “Cheat notes” are turned in with the exam. The teacher looks over the cheat notes and, throughout the semester, works with students on how to remember some of the items which they needed to include in their notes (e.g. mnemonics, sequence Principle of Learning, etc.) so that they can become increasingly less dependent on the notes.

14. **Best Test:** At the conclusion of a unit of study, students are paired or grouped to write what they consider to be the best test for that unit. They are given guidelines as to how many of each type of question to include (fill in blank, essay, etc.). Students who create the test also have to answer every item on their test, but if your test is selected as the best you receive an automatic “A” for that test and you don’t have to take the test itself.
   **Variation:** For any of your questions which appear on the test you will receive bonus points.

   Tom Gwin
   Newton North H.S.

15. **Relay Summary:** This format is used to summarize an assigned reading. Students are divided into teams of 4-5 students. The first student in each team starts with a blank piece of paper and writes one summary sentence, then passes it to the next teammate. That student adds a sentence, passes it on, etc. until the whole team has added or until the number of required sentences are on paper.

   **Primary variation:**
   After listening to *The Velveteen Rabbit* on tape, students retold the story in pictures. The first student in the group drew a picture of the first event remembered, then passed the paper to the next student, who drew the next event, etc., until the story was retold in pictures. When the class reconvened as a large group, each team of students shared their summary of the story, with each team member retelling the part he/she had drawn.
16. Write a Rap: Students create rhymed verse (couplets), set to a beat, summarizing key ideas about something studied.

"Here's a little story I'd like to tell
About Odysseus the Greek king we know so well;
The Greeks had an army with a lot of force
They tricked the Trojans with a wooden horse.
The soldiers popped out to their surprise.
The Trojans didn't know it was just a disguise."

"Circe made a fool of Odysseus' men,
She turned them into pigs and put them in a pen.
The gods gave Odysseus a magic drink
Which made her turn them back as quick as a wink.
Then she became the best of a friend,
But after a year it came to an end."

A part of a rap written by:
Karen Armstrong's Mod 5-6 English Class
James Caldwell HS, Caldwell, NJ

17. Ticket To Leave: At the end of the period students are instructed to say or write their "ticket to leave" class and are dismissed as they do so. A "ticket to leave" might be to, "Write/ask one question about today's content... something that has left you puzzled." The teacher is explicit that the assumption underlying this exercise is that one is never finished learning and should continue to ask new questions about something studied. In this example the teacher greets the students the next class period with information related to their questions.

Another type of "ticket" is to "Name one thing you learned in class today as your ticket to leave."

18. Carousel Brainstorming: (see previous handout)

19. Graphic Organizers (see previous handout)
20. **Medium-Sized Circle** (see previous handout)

21. **Draw A Picture/Diagram** (see previous handout)

22. **Learning Logs:** Students make journal entries during the last five minutes of each period responding to the following types of questions:

- What was one important thing you learned today?
- What helped you to learn in today’s class?
- What puzzled me?
- What did I enjoy, hate, accomplish in class today?
- How did I learn from the discussion or lesson?
- How was my performance in class?

*For more on this see inset by Arlette Sanders in article by Gordon Pradl, *Educational Leadership*, February 1985.*

23. **Thinking Logs** (see following handout)

24. **Think Pair Share** (see following handout)

25. **Biopoems** (see following handout)


Students read a short passage or paragraph silently and take turns “teaching it”. Teacher goes first to model...

- poses a ? that gets at the central point of the text
- summarizes the content
- predicts what will come next

Everyone then reads another paragraph and a student assumes the role of the teacher.

VARIATIONS:

- have partners do it with a text;
- if group reading, 1 kid asks question, next kid answers

*For more information on this see following handouts: “When The Student Becomes the Teacher” and “Reciprocal Teaching.”*
27. Last Word: The topic studied (or an associated term) becomes an acronym. Students brainstorm all the things they can remember about the topic and then use, shape, and elaborate those ideas to fit the structure of using the letters of the topic to form the first word in each line. "Write a word or phrase about (butterflies) using each letter of the word. Check to ensure that in the overall summary you have listed critical attributes of the topic." Criteria for completion is, "Have you captured all of the most important ideas about the topic? Are there any trivial lines that need to be revised?"

D De Champlain was born in Brouage Saintonge, France; he became a famous mapmaker, explorer, geographer, and made the first settlement of Quebec.
E European explorer who explored Lake Champlain.
C Captain Henry appointed him to be a royal mapmaker.
H Hurons and Algonquins (Indians) were his allies against the Colrquoke
A A strong leader of men
M Mighty Samuel De Champlain took service under the King of Spain to go to Central America
P Panama Canal - he spent the winter of 1609-10 here seeking support for his colony
L Led the expedition to Quebec
A And De Champlain tried to make an alliance that would cause warfare
I In the warfare, De Champlain was wounded and had to spend the winter with the Hurons
N Now to this day we remember his death on Christmas Day in Montreal, and we remember him as a great explorer and colonizer

Chris Wacha and Sam Chung
Grade 5, Diane Casciano, Jefferson School, W. Caldwell, NJ

28. Board Games: Students design board games based on the topic they’ve studied.

Third grade students read biographies about American Revolutionary figures. Kids make up board games based on the character and the period. Kids who play the game ask questions that occur to them as they are playing the game (e.g. "When was Molly Pitcher married?" is a question in the board game. Student playing game asks, "Did all girls get married that young in those days?").

29. The Envelope Please: As students come into class each is handed a sealed envelope which contains a question pertaining to today’s lesson.

"You are going to be asked this question at the end of class—you may not open the envelope before that time."

from Ron Brown, Industrial Arts Dept., St. Charles, IL
Variations: Take a review sheet and cut it into single questions for the envelopes. Write questions the day before and assign for homework.

30. Inside Outside Circle: Spencer Kagan
This cooperative learning structure lends itself to review of factual material and recall/comprehension questions. Directions to students are as follows:

- On an index card, write a question that you could answer from something we talked about/you learned today (this week, etc.).
- Turn the card over and write out the answer.
- Stand and form a circle around the room.
- Letter off A-B-A-B.
- A’s take two steps forward, turn and face a B.
- Ask your question of your partner. If she has trouble answering it help her.
- Switch roles—B ask his question of A.
- Switch cards—A take B’s and B take A’s.
- Turn to your left 90 degrees.
- Walk two spaces in the direction you are facing and turn and face a new partner.
- Ask your old partner’s question of the new partner.

This can continue for as long as you have the time to review.

Variations:
Students write several questions initially in case they face a partner who has written the same question.

Teacher participates in the circle.