



# CPM EDUCATIONAL PROGRAM

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**Course Name:** Building on - Assessment (1 semester credit)

**Course Number:** MAT-1340

**Length:** 8 weeks

**Delivery Method:** In-person or Virtually (both synchronous and asynchronous work)

**Instructor Name:** Sharon Rendon, Director of Professional Learning

M.Ed., Curriculum and Instruction & K-12 Mathematics Specialist Black Hills State University, 2008; B.S., Mathematics Education University of Arizona, 1990; Teacher, 1991-2009 (Science Education, Secondary Mathematics Education); Director of Professional Learning - CPM Educational Program, 2018 - present.

**Email Address:** ContEdCredit@cpm.org

## **Course Description:**

The Building on Instructional Practice Series consists of three different events – Building on Discourse, Building on Assessment, Building on Equity – that are designed for teachers with a minimum of one year of experience teaching with CPM instructional materials and who have completed the Foundations for Implementation Series.

In **Building on Assessment**, participants will apply assessment research and develop methods to provide feedback to students and inform equitable assessment decisions. On day one, participants will align assessment practices with learning progressions and the principle of mastery over time as well as write assessment items. During day two, participants will develop rubrics, explore alternate types of assessment, and plan for implementation that supports student ownership. On the third day, participants will develop strategies to monitor progress and provide evidence of proficiency with identified mathematics content and practices. Participants will develop assessment action plans that will encourage continued collaboration within their learning community.

**Prerequisites:** CPM Foundations for Implementation or one year minimum of CPM curriculum teaching experience.

## **Participant Learning Outcomes:**

Participants will:

- reflect on the efficacy of their current summative and formative assessment practice,
- examine the chapter progression,
- examine and reflect on equitable assessment practices,
- utilize given tools to write a summative assessment,
- determine if assessment questions provide students with the opportunity to demonstrate understanding,
- plan, implement, and share alternative forms of assessments that allow all students to demonstrate understanding,
- plan formative assessments that supports summative assessments,
- develop assessment success criteria,

- gain knowledge of questioning research and apply it to formative assessment,
- utilize given tools to gradually transfer the questioning process to students,
- gain knowledge of formative assessment research and strategies, and
- utilize the chapter progression to support student learning over time.

**Course Specific Technical Requirements:**

Reliable internet access to CPM’s Professional Learning Portal. The virtual sessions require participation using a microphone and webcam.

**Course Outline/Schedule:**

**Virtual Delivery Method Participants**

	<b>Topic</b>	<b>Activities</b>	<b>Time Estimate</b>
1	Assessment for Learning Over Time	Session 1	2 hours
2	Effective Assessment Questions	Session 2	2 hours
3	Assessing for Learning	Session 3	2 hours
4	Developing Student Self-Awareness	Session 4	2 hours
5	Formative Assessments	Session 5	2 hours
6	Implementation Planning	Session 6	2 hours
7	Additional assessment reflection and discussion	Building on - Assessment asynchronous module	9 hours
		<b>Total Hours</b>	<b>21 hours</b>

### In-Person Delivery Method Participants

	Topic	Activities	Time Estimate
1	Assessment for Learning Over Time & Effective Assessment Questions	Day 1	7 hours
2	Assessing for Learning & Developing Student Self-Awareness	Day 2	7 hours
3	Formative Assessments & Implementation Planning	Day 3	7 hours
		<b>Total Hours</b>	<b>21 hours</b>

#### Course Requirements:

- Active Participation in learning events
- Collaboration with team members during activities and discussions
- Completion of Learning Logs & Implementation Action Plan
- Posting to forums in asynchronous modules, as required
- Complete feedback for all sessions and modules

#### Course Evaluation Methods:

**Direct measures:** During each learning session, participants will engage in the activities and record their attendance.

**Indirect measures:** During each learning session, participants will record important moments and reflect on their learning. These items will include items they may consider for their action plan.

#### Grading:

Pass: 80% minimum attendance, participation, and completion of assignments required to pass.

Fail: less than 80% attendance, participation, and completion of assignments required to pass

#### Attendance and Participation:

CPM believes in mastery over time. To maximize learning opportunities and attain each of the session outcomes, we strongly encourage regular attendance and full engagement during instruction. By actively participating in sessions, activities, and asynchronous virtual components, you help ensure that all members of the class benefit from the insights and experiences that each person brings. Specifically,

- Attendance is required to at least 80% of all sessions to receive credit.

- Attendance is recorded through the [Professional Learning Portal](#); participants must confirm their attendance with the code provided at the end of each session. If participants neglect to do this, their attendance cannot be changed in the future and it will be tracked as an absence.

**Virtual:** Attendance is not automatically tracked from participation in the portal; participants must confirm their attendance with the code to receive credit. Participants' cameras are expected to be turned on during breakout sessions. Virtual sessions are interactive; participants will need to "be here" for the sessions, not just logged into the sessions. If participants are not actively participating, they may be asked to leave.

Participation codes for attendance are given at the end of each session. Should participants be tardy or need to leave early for any reason, participants need to speak with the CPM session facilitator. It is CPM's guidance that the participant needs to attend at least 80% of the session to receive credit. However, participant attendance codes may be given at the session facilitator's discretion.

Attendance can be checked through the [Professional Learning Portal](#).

**For Academic Integrity and Code of Conduct information please see the CPM Student Handbook.**

**Feedback:**

At the end of each course, students are encouraged to complete an end-of-course survey. These surveys are anonymous, so students can submit suggestions and feedback freely. Findings from these surveys are used to improve course content, instruction, and the overall student experience at CPM.