

## Authentic Assessment in Middle School English Language Arts

**Dates of Course:** TBD

What are the benefits of using portfolios as authentic assessment in an English Language Arts class? How can I encourage my students to reflect metacognitively? How can I assess writing and reading by using a portfolio? Portfolios are an excellent way for English Language Arts teachers, and their students, to assess and evaluate learning; a portfolio shows how the student's work evolves overtime.

In this 15 hour course, participants will learn about authentic assessment, how to maximize the usage of portfolios and reflection in their English Language Arts classrooms, and the benefits of using portfolios to assess individual learning. The portfolio is a flexible and valuable tool that can be used for a variety of purposes. This class is designed for middle school English Language Arts classes, and will cover all of the New York State English Language Arts Learning Standards.

### Course Break Down

#### Essential Questions

- How can portfolios be used as an addition to standardized tests?
- How can we measure authentic learning?
- How can reflections measure assessment?

#### Week One

**Outcome:** Students will come to a better understanding of what constitutes authentic learning.

**Objective:** To introduce and define authentic learning

**Essential Question:** How can we measure authentic learning?

#### Week Two

**Outcome:** Students will create specific assignments that assess writing authentically.

**Objective:** To analyze how writing is used as authentic assessment

**Essential Question:** How can we measure authentic assessment?

#### Week Three

**Outcome:** Students will create specific assignments that assess reading authentically.

**Objective:** To analyze how reading is used as authentic assessment

**Essential Question:** How can we measure authentic assessment?

**Week Four**

**Outcome:** Students will create tasks to assess reflection.

**Objective:** to incorporate reflection into classrooms

**Essential Question:** How can reflections measure assessment?

**Week Five**

**Outcome:** Students will create tasks that evaluate student growth through reflection.

**Objective:** to evaluate student growth through reflection

**Essential Question:** How can reflections measure assessment?

**Week Six:**

**Outcome:** Students will create an outline for a portfolio.

**Objective:** to analyze how portfolios can be of benefit in a classroom

**Essential Question:** How can portfolios be used to assess student learning?

**New York State Standards:** English Language Arts 1, 2, 3, and 4  
Technology 2 and 5

**Contact Information:**

Please feel free to contact me at [valessi02@smithtown.k12.ny.us](mailto:valessi02@smithtown.k12.ny.us)

**Prerequisites:**

This course is designed for the middle school English Language Arts teacher. Participants must be familiar with Microsoft Word and have Internet access.

**In-Service Credit:**

All assignments must be completed on time and posted in the correct location. Participants must log in three days a week and should be prepared to respond to the posts of other participants. Late assignments will lose credit. Unsatisfactory work, late work, or any deduction in seat time equivalency will be taken into consideration at the end of the course and could result in a recommendation for partial credit.