

COURSE TITLE: ASSESSMENT VARIETY: The Key to Improved Learning
NO. OF CREDITS: 3 QTR CREDITS **WORK HRS:** 90
INSTRUCTOR: JUDITH A. GRAY, Ph.D.
1816 - 4TH ST
KIRKLAND, WA 98033
206/803-0756
jgray803@aol.com

ASSIGNMENT CHECKLIST

The assignment checklist will help you plan your schedule of work. Check off completed items.

A. INFORMATION ACQUISITION and
B. LEARNING APPLICATION:

The following 10 assignments involve both acquisition and application of new learning.
Complete Modules 1 and 10.
Then select 4 more for a total of 6.

- _____ MODULE 1 "Renaissance Man" Meets Mr. Stiggins
- _____ MODULE 2 "Designing Immediate Feedback Tools"
- _____ MODULE 3 "Longer Term Assessments"
- _____ MODULE 4 "Staging Events and Exhibitions to Demonstrate and Culminate Learning.
- _____ MODULE 5 "Hamburger Metaphor: Developing Assessments that Teach"
- _____ MODULE 6 Oral Assessment Of Students: "Thinking on Their Feet"
- _____ MODULE 7 "Common Sense for Debriefing Assessments"
- _____ MODULE 8 "Avoiding Assessment Overload"
- _____ MODULE 9 "Assessment Ethics"
- _____ MODULE 10 "Mr. Holland Meets Mr. Stiggins"

500 LEVEL ASSIGNMENT:

- _____ 11. In addition to the 400 level assignment, do **one** of the following:
- Read book and write 2-3 page critique
- OR**
- Read 3-5 articles and write 2-3 page paper.

400 & 500 LEVEL

C. SELF-REFLECTION & INTEGRATION PAPER:

- _____ 12. Share comprehensive assessment plan with another teacher and write 4-page paper
- _____ 13. Complete the 2-3 Integration paper as directed in syllabus.

NOTES:

- Mail the Order Form to The Heritage Institute along with your \$35 payment. Be sure to indicate instructor.
- Mail the Information Form to your instructor at the home address listed.
- You may work collaboratively and submit joint assignments on all but the Self-Reflection and integration Paper portions. These must be individually authored and submitted.
- Alternatives to written assignments (video, audiotape, photo collage, collection of products, letters to the editor, brochures and WEB pages, etc.) may be submitted with the Instructor's prior approval.

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COURSE DESCRIPTION:

This independent study has been carefully designed to help teachers of all disciplines to assess and validate student learning. This practical course will breathe some life, humor and wisdom into the portrayal of assessment models. The 5 credit course offers 10 self-contained modules which cover such aspects of assessment as fairness, teacher overload, student participation, and developing assessment tools that teach. (The 3 credit course, ED411A, will cover 6 of the modules, to complement the 2 credit live class ED412C.)

The course is particularly beneficial for teachers of grade levels 4-12 and in all subject areas, however primary teachers are very welcome. The \$35 fee for materials is payable by check, Visa or MC to The Heritage Institute. Your materials will be mailed upon its receipt.

LEARNING OUTCOMES:

As a result of taking this course participants will be able to:

- Improve overall assessment literacy and become familiar with the work of Rick Stiggins and other leaders in the assessment reform movement.
- Learn a variety of assessment methods and tools, including culminating projects and designing rubrics.
- Learn to employ a variety of different methods for assessing the content knowledge, skills, reasoning ability and products of students, including some which save time and prevent grading overload.
- Become familiar with assessment ethics and the law, including how to deal with student plagiarism, copyright infringement and assessment discrimination.
- Develop assessments with students that will clarify for them how to succeed.
- Plan and conduct assessment events with students and other stakeholders.

COURSE REQUIREMENTS:

The following are the general course requirements weighted for determining the granting of university credit. Antioch University requires 75% or better to issue credit at the 400 level and 85% or better to issue credit at the 500 level.

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|--|------|
| 1. Successful completion of Information Acquisition assignments: | 30% |
| 2. Successful completion of Learning Application assignments: | 40% |
| 3. Successful completion of Self-Reflection and Integration Paper: | 30%. |

ASSIGNMENTS 400 LEVEL

Read and follow the Assignment Checklist in your workbook carefully. You will complete all assignments for the Modules listed. For 3 credits, you will do 6 modules.

Each module includes a Purpose, Learning Acquisition Activities, Learning Applications and Reflection Activities.

ASSIGNMENT 500 LEVEL

Select and read a book on emergent assessment practice and write a 2-3 page critique. For example, suggested titles can be found in accompanying Bibliography or may be a book of your choice.

OR

Read 3-5 current articles on educational assessment research and prepare a 2-3 page reflective critique.

ASSESSMENT VARIETY - MODULES

MODULE 1 "Renaissance Man" Meets Mr. Stiggins

Purpose:

(1) To introduce work of Stiggins and others in assessment literacy and to generate a baseline of daily classroom strategies used.

(2) To illustrate value of new assessment strategies used in the film, "Renaissance Man."

Information Acquisition:

_____ See video excerpts of Rick Stiggins (and rental film "Renaissance Man").

_____ Read article (Stiggins) "Assessment Literacy for the 21st Century."

_____ Also: Read module 10 now. Plan for the application project now.

Application:

_____ Do five-to-ten day baseline on classroom assessment.

_____ Do response sheets for Stiggins material "Renaissance Man" Questionnaire.

_____ Begin personal portfolio for Module 10.

Integration:

_____ Write summary of 5-10 Day Baseline

_____ Mail materials to instructor.

MODULE 2 "Designing Immediate Feedback Tools"

Purpose: To review benefits of quick assessments and provide some interesting examples.

Information Acquisition:

_____ Read article: "Gathering and Sharing for Homework," Teddi Baer, English Journal

_____ Read article: "Ten Shortcuts to Grading Children's Papers," Learning Magazine

(Both articles are provided in your materials.)

_____ Review media instructional packet for module 2.

Application:

_____ Select three new strategies to use in your class.

Integration:

_____ Describe how the three strategies that you implemented worked for your classes.

_____ Mail materials to instructor.

MODULE 3 "Longer Term Assessments"

Purpose: To explore portfolios, logs, journals & other processes of long term assessments.

Information Acquisition:

_____ Read "A Jump Ahead: Living with the KERA Portfolio Assessment" by Virginia Biles (pp. 67-75)

Student Portfolios, NEA, 1994 (in your materials)

_____ Do notes from media on Module 3.

_____ Read 3 Articles from NASSP Bulletin, October 1995 (provided).

Application:

_____ For duration of course, employ at least one intermediate-term and one long-term strategy that can be evaluated by the end of the course.

Integration:

_____ Write or show your assessment of results from intermediate and long-range strategies.

_____ Mail materials to instructor.

MODULE 4 "Staging Events and Exhibitions to Demonstrate and Culminate Learning"

Purpose: To learn how presentations of student learning are themselves Learning Events.

Information Acquisition:

_____ Read "Metaphors of Mindful Engagement and A Vision of Better Schools" by Paul Baker,

Educational Leadership, April 1991 (provided)

_____ Read excerpts of information on the 4-Mat model in your Learner's Packet.

_____ Read excerpts of examples of "Exhibitions" from Horace's School, Redesigning the American High School.

_____ View Video Introduction to "The Museum Project" by Mary Ann Johnson, M.Ed.

_____ Attend one gallery or performance, museum or event that demonstrates a culmination of your own learning about some theme, skill, focus of your choice.

_____ Read in your materials about senior projects.

Application:

_____ (1) Complete response sheets to Baker's article.

_____ (2) Do response sheet to other readings.

_____ (3) Develop a strategy for evaluating the experience of the live event you attended and provide your evaluation based on those criteria.

_____ (4) Design and describe 1 or more methods for culminating a unit with a live event.

Integration:

_____ Write a response to the question: "What are the five best/most personally valuable ideas you got from this module?"

_____ Mail materials to instructor.

MODULE 5 "Hamburger Metaphor: Developing Assessments that Teach"

Purpose:

(1) To learn how to develop target outcomes, rubrics for assessment, and then plan "backwards" to set up student learning experiences.

(2) To help students develop rubrics with you.

Information Acquisition:

_____ Read "Linking Standards and Instructions", Marge Sable, Educational Leadership, Volume 53, #8, May 1996 (provided)

_____ Read "Designing Rubrics for Authentic Assessment," Pate, Homestead, McGinnis, Middle School Journal, November 1993 pp 25-27 (provided)

_____ Review media excerpts and readings from your student packet.

Application:

_____ (1) Compare and contrast sample rubrics in your packet. Decide if the student should simply be "developing" the skill at level 3, or if level 3 would require "mastery" of the skill (with levels 4 and 5 showing extra work beyond mastery) before designing a 5-level rubric.

_____ (2) Select and modify a scale appropriate for 1 of the targeted learnings you would like to assess.

Integration:

_____ Summarize opinions of your students about the learning they derived from staging a live event.

_____ Mail materials to instructor.

MODULE 6: Oral Assessment Of Students: "Thinking on Their Feet"

Purpose: To learn how to set up situations for oral presentations that reflect student skills, knowledge and reasoning.

Information Acquisition:

_____ Read article: "Viewers Call in Help, Crown Kansan as New Miss America."

_____ Read reference: Open to Question, summarized by Judith Gray in your portfolio.

_____ Re-read "Personal Communication" Column on Stiggins' Table 2 in Module 1.

Application: Do 1 of the following:

_____ (1) Analyze three cases studies of "Oral Assessment" events described in your packet. For each, tell whether or not the oral assessment is a fair and appropriate way to meet the assessment goal.

OR

_____ (2) Take an event in which your students can be orally assessed (debate, drama presentation, oral exam based on prior question; oral pop quizzes; games such as "Jeopardy;" or simulations). Make an audio tape telling how did/would you debrief this learning assessment with your students?

(We are suggesting you make an audio cassette tape to experience the process of oral reporting.)

Integration:

_____ (1) Summarize one of your own personal experiences being assessed orally. What did the experience teach you about the fair and/or unfair ways oral assessment may be used?

_____ (2) What guidelines do you think are needed to set up fair oral assessments?

_____ Mail materials to instructor.

MODULE 7 "Common Sense for Debriefing Assessments"

Purpose: To develop a plan and skills for facilitating assessment conferences with important stakeholders.

Information Acquisition:

_____ Read "Portfolios Invite Reflection from Students and Staff" from Educational Leadership (provided)

_____ Read "Math Portfolio " and other materials in your packet, including Table 8.5, "Parent-Survey: Student-Led Portfolio Conferences" (from Harp, Assessment and Evaluation for Student-Centered Learning).

Application:

_____ (1) From all the readings and thinking you have done about successful student-parent-teacher conferences, describe the Ideal Successful Assessment Conference (or Senior Project Assessment Panel) you would facilitate. list what you would need to know and to do to facilitate this event successfully.

_____ (2) Conduct an assessment conference involving a student and parent to try your strategies.

Integration:

_____ Looking at outcomes from student and parent reflections on the assessment conference(s) you facilitated, what did you learn from this experience?

_____ Mail materials to instructor.

MODULE 8 "Avoiding Assessment Overload"

Purpose: To learn how to protect ourselves against excessive and unproductive paperwork and record - keeping, and to deal with the issue of fairness with student team learning and/ or cooperative learning.

Information Acquisition:

_____ Survey materials provided for Module 8, including description of a lesson design model to incorporate student self-assessment (4-Mat model).

Application:

_____ (1) Ask at least two colleagues about their own history of grading overload or grading group work and how they dealt with any problems. What shortcuts or other strategies have they developed to overcome these grading problems?

_____ (2) Briefly write a description of the results.

Integration:

_____ Reflect on a time, or times, you made a breakthrough and came up with a more efficient and effective method for assessing student work. What belief(s) and/or methods for grading have you changed and why?

_____ Mail materials to instructor.

MODULE 9 "Assessment Ethics"

Purposes: To develop proactive ethical guidelines to avoid or to problem-solve abuses in assessment events, and to clarify and inspire ethical assessment.

Information Acquisition:

_____ Do readings based on Wiggins: Assessing Student Performance, in your packet.

_____ Re-check Stiggins article "Assessment Literacy for the 21st Century" about avoiding assessments that discriminate.

_____ Do readings from Stiggins, Student-Centered Classroom Assessment, "Cautions for Personal Communication" (p. 215) and "Avoiding Problems Due to Subjectivity" (p.214). Information on Copyright laws provided in material packet.

Application:

_____ (1) Describe a situation you had with student(s), colleague(s) or an administrator in which there was an ethical issue. (An example: You are a P.E. teacher who is pressured to give a better grade than a "B" to an otherwise 4.0 student because "you will cost her a scholarship.")

_____ (2) Obtain any of your school or District's policies about assessment ethics, grade fraud, or related problems.

Integration:

_____ What strategies can you create to salvage a teachable moment out of a grading issue? You can use an example of your own experience, the experience of a colleague or a hypothetical example. End with your advice on how to be proactive in this situation.

_____ Mail materials to instructor.

MODULE 10 "Mr. Holland Meets Mr. Stiggins"

Purpose: To create a portfolio portrait of yourself as a reader, writer, teacher, and life-long learner.

Information Acquisition:

_____ (1) Read Chapter 6 summary based on Portfolio Portraits: "Teachers Evaluate Their Own Literacy" (in your packet)

_____ (2) Acquire and see film "Mr. Holland's Opus."

_____ (3) Read Peer Coaching and Critical Friends materials (in your packet).

Application:

_____ Assemble your Exit Portfolio, following guidelines from your readings. Electronic portfolios are OK to submit.

Integration:

_____ (1) Look at the film "Mr. Holland's Opus." Using his situation as an example, reflect on his difficulties in balancing his professional life with his personal life. Assess the dilemma of teachers in keeping everything in balance. Consider how this course has contributed to a more realistic look at balance needed in your life.

_____ (3) Mail materials to either instructor.

500 LEVEL ASSIGNMENT:

11. In addition to the 400 level assignment, do **one** of the following:

Select and read a book on emergent assessment practice and write a 2-3 page critique. For example, suggested titles can be found in accompanying Bibliography or may be a book of your choice.

OR

Read 3-5 current articles on educational assessment research and prepare a 2-3 page reflective critique.

400 & 500 LEVEL

C. SELF-REFLECTION & INTEGRATION PAPER

12. Share your comprehensive assessment plan with another teacher and ask for their critique. Write this up in a 4-page paper.
13. Write a 3-5 page Integration Paper responding to the following:
 - Summarize what you learned vs. your initial goals and outcomes.
 - Explain what aspects of your learning were most useful and why
 - Discuss what you would do differently in another similar course
 - State how you plan to implement the information you have learned
 - Evaluate the strengths & weaknesses of your instructor and the materials

MATERIALS FEE:

After registering, mail the Information Form to one of the Instructors at the address listed.
After registering, mail the Order Form and your payment of \$40 to The Heritage Institute.
Course materials may be paid for by check, Visa or MC to The Heritage Institute.

INSTRUCTOR EVALUATION OF WORK:

Please send a self-addressed, stamped large envelope if you would like to receive instructors' comments on your work. Or one of the instructors can call you with personal feedback if you prefer.

QUALIFICATIONS FOR TEACHING THE COURSE:

Judith Gray is on the faculty of Antioch University Seattle and was a science instructor at Henry Jackson High School in the Everett School District.

ASSESSMENT VARIETY BIBLIOGRAPHY

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