

Drake University Extension Education
PD 360 Course Guide
Assessment for Learning
Assessments and Scoring Guides Based on Standards
3 Semester Hours Graduate Credit

Introduction

This document was developed as a sample to guide study groups/learning teams that wish to use PD 360 content. The PD 360 library has content that can be retrieved and implemented. This guide will help you identify the key pieces of content you may want to include when choosing to study the topic: Assessment for Learning

Please recognize that you must submit a study group/learning team proposal, and gain approval, in order to garner Drake Graduate credit.

"The real reason for assessment is to improve student achievement
and to inform the teaching and learning process." –

Kathy Swope, Performance Assessment Specialist, Milwaukee Public Schools

Learning Objectives / Course Competencies

The learning outcomes for this course are based on an understanding of the processes involved in constructing, implementing and evaluating authentic assessments which feature scoring guides.

In this course, the student will learn to:

- Use the five-step process to construct evaluative rubrics;
- Study classroom examples of authentic assessments based on standards;
- Develop ideas for using writing as a tool for assessment;
- Explore the critical differences between assessment *of* learning and assessment *for* learning;
- Discover instructional decisions that build confidence and motivate learners;
- Use continuous student involvement to assess practices that keep learning targets in full view;
- Link learning targets with various assessment methods;
- Identify how to rely on learning targets and classroom assessment processes that increase student success, and;
- Develop assessment literacy as part of a school-wide program to improve writing skills.

Course Materials

- Video: PD-360 Interface (www.schoolimprovement.com/pd360)
- Textbooks:
 - Student Generated Rubrics*. Ainsworth, Larry, and Jan Christinson.
Parsippany, NJ: Dale Seymour Publications, 1998.
 - Assessment FOR Learning*. Chappuis, Stephen and Richard J. Stiggins.
Portland, OR: Educational Testing Service, 2005.

Classroom Assessment for Student Learning. Stiggins, Rick and Judith Arter. Portland, OR: Educational Testing Service, 2006.

- Guidebook 803S: Summary Course Guide, presented by Dr. Douglas B. Reeves.

Integrating the Text into Your Course Work

Working with your team leader, decide as a team which chapters from these three textbooks best suit your educational objectives. You may also wish to agree on assignments which correspond with specific chapters from each reading assignment agreed upon.

In responding to those reading assignments, you may wish to write a brief summary of what you learned in each chapter: What are the key terms regarding the use of rubrics in the assessment process? How do you currently use the ideas from each chapter in your curriculum? How might you use the ideas of each chapter to integrate your learning in creating assessments for your students to help them achieve success?

Available Video Segments for Each Content Area

Assessment for Learning (Secondary Edition)

- Introduction
- Assessment for Learning
- Assessment Belief System
- Student Involvement
- Assessment Targets that Align with State Standards
- Assessment Literacy
- The “How” of Assessment
- Questions that Underpin Assessment for Learning
- Student-Led Conferences

Assessments and Scoring Guides Based on Standards

- Introduction / Definition of Performance Assessment
- Academic Content Standards
- Scoring Guides
- Impact on Grading
- Introduction / Writing as a Tool for Assessment
- Writing Across the Curriculum
- Authentic Writing Assignments
- Scoring Writing Assignments with Consistency
- Limits of Multiple Choice and Standardized Tests

Completion Procedures

The successful completion of "Assessment for Learning / Assessments and Scoring Guides Based on Standards" requires 80-90 hours of a combination of academic activities including group meetings, readings, watching video presentations at the PD 360 website, and applying concepts to written module reports. The completion of a professional paper or final application assignment/project is also required to demonstrate proficiency in the content.

Requirements for completion and a suggested sequence of activities are included in this course guide and in the guidebook included with your materials, as well as the facilitator guide. A journal/notebook containing course requirements as specified by the Learning Team's approved plan is required of each participant.

Suggested Sequence of Activities

- View the video presentations at: <http://www.schoolimprovement.com/pd360>
- Complete the text readings that you have agreed upon with your team leader;
- Explore available related resources;
- Discuss related issues / links for research;
- Complete the application assignments and elements of course work agreed upon by your team leader;
- Complete the professional paper if your team chooses to include this option.

Professional Paper

If a professional paper is selected, consider guidelines similar to these: The paper's scope (8-10 pages in length) and its area of focus. In the paper, the student could apply specific learning outcomes from each of the modules and evaluate the results of the writing consistency sequence. Possible related items of inquiry include:

- What aspects of the sequence were especially successful?
- What could be improved in the design and administration of this assessment?
- How will that improvement be integrated into the sequence?

Point System / Grading Guidelines

Work with your team leader to determine a point system, grading system, or other means of awarding a letter grade. These grading guidelines should be submitted with your team leader's course proposal.