

EDUC 545 Christian Approaches to Assessing and Evaluating Student learning

Trinity Western University (Summer 2010; 3 sem. hrs.)

Instructor: Elaine Brouwer M.A., Co-Director and Co-Director and Instructor for Alta Vista (Seattle) and Regional Coordinator of Northwest Christian Schools International

COURSE DESCRIPTION

An understanding of assessment and its implementation as part of an integrally Christian, holistic approach to teaching and learning. Planning for assessment as an integral part of the curriculum planning. How the purpose of an assessment must fit with the assessment strategy employed. Distinctions between diagnostic assessment, assessment for learning, assessment of learning, and assessment as learning. The interpretation of assessment results in order to shape current and future teaching and learning activities. Clear and accurate communication of the results of assessment for particular audiences. The course will keep in the forefront how we can engage in assessment processes in a manner that invites and equips young people to become disciples of Christ in the world.

COURSE OUTCOMES

This course is designed so that you will:

1. Understand the relationship among teaching, learning, and assessment
2. Explore how assessment practices can further a school's mission
3. Understand assessment vocabulary
4. Identify specific learning targets in a unit or course
5. Understand the strengths and limitations of specific assessment, evaluation, and reporting tools
6. Explore how to match assessment tools with specific learning targets
7. Understand how to use assessment and evaluation to plan further teaching and learning experiences
8. Explore how to work with colleagues to work toward a common interpretation of learning outcomes and evaluation results
9. Explore how to deal with the challenges of managing and maintaining accurate and comprehensive records of student achievement
10. Investigate how to report assessment and evaluation results regularly, accurately, and informatively
11. Identify cogent ways to involve students in assessment *for* their learning
12. Consider how government-mandated tests can be used responsibly to advance learning

COURSE MATERIALS

Textbook:

1. Stiggins, R., Arter, D., Chappuis, J., & Chappuis, S. (2006). *Classroom Assessment for Student Learning: Doing It Right-Using It Well*. Portland Oregon: Educational Testing Service.

Course Pack articles (in order to be read):

1. Stiggins, R. (2005). *Student involved assessment for learning*. 4th ed. Upper Saddle River, NJ: Pearson. Chapter 1 – Classroom assessment for student success.
2. Black, P. & Wiliam, D. (1998). Inside the black box: raising standards through classroom assessment. *Phi Delta Kappan*, 70 (2), 139–144.
3. Stronks, G. & Blomberg, D. (Eds.). (1993). *A vision with a task: Christian schooling for responsive discipleship*. Grand Rapids, MI: Baker Books. Chapter 11 – How do we evaluate student learning?
4. Graham, D. (2003). *Teaching redemptively: bringing grace and truth into your classroom*. Colorado Springs, CO: Purposeful Design, ACSI. Chapter 24 - Measurement, evaluation, and grading.
5. Van Brummelen, H. (1998). *Walking with God in the classroom: Christian approaches to teaching and learning*. 2nd ed. Seattle, WA: Alta Vista. Chapter 6 – Evaluating student learning.

6. McTighe, J. & O’Conner, K. (2005). Seven practices for effective learning. *Educational Leadership*, 63 (3), 10–17.
7. Wiggins, G. & McTighe, J. (2005). *Understanding by design*. Expanded 2nd ed. Alexandria, VA: Association for Supervision and Curriculum Development. Chapter 7 – Thinking like an assessor and Chapter 8 – Criteria and validity.
8. Brouwer, E. & Koole, R. (2006). Research-based principles of assessment for learning. *Educating toward wisdom*. Langley: Society of Christian Schools in BC. Pages 3.1-27–3.1-29.
9. Brouwer, E. (2007). *Blessing Students with Assessment for Learning*. Seattle, WA: Alta Vista Educational Services.

Accessible at www.wncp.ca/assessment/assess.pdf : Western and Northern Canadian Protocol for Collaboration in Education. (2006). *Rethinking classroom assessment with purpose in mind: Assessment for learning, assessment as learning, assessment of learning*. Winnipeg: Crown Publication of the Provincial and Territorial Governments of Western Canada.

📁 COURSE TOPICS AND SCHEDULE

Each participant will work with a unit or course for which you want to develop assessment strategies. Work on this project throughout the course so you will be ready to submit it during the final week.

Course Questions	Reading
What is the relationship of teaching, learning and assessment? What are our classroom assessment responsibilities as teachers? What is the role of the students in assessing their learning? How can we help students understand assessment? What is quality assessment?	Stiggins, R. <i>Student Involved Assessment for Learning fourth edition</i> . Ch 1 – Classroom assessment for student success. Black, Paul and Wiliam, Dylan. Inside the black box: raising standards through classroom assessment. Chp 1 – 2 of CASL (<i>Classroom Assessment for Student Learning</i>) Complete chapter activities.
How can our assessment practices help further the mission of our schools? Who is assessment for? What is the purpose of assessment?	Stronks, G.G. and Blomberg, D., eds. <i>A vision with a task: Christian schooling for responsive discipleship</i> . Ch. 11 – How do we evaluate student learning? Graham, D. L., <i>Teaching redemptively: bringing grace and truth into your classroom</i> . Ch 24 - Measurement, Evaluation and Grading. Van Brummelen, H. <i>Walking with God in the classroom: Christian approaches to teaching and learning</i> , 2 nd edition. Ch 6 – Evaluating student learning.
What types of learning targets should we be able to assess? What is worth learning? What is the relationship between curriculum planning and planning for assessment?	McTighe, J. and O’Conner, K. Seven Practices for Effective Learning. Chp 3 – CASL Complete chapter activities.

<p>How will we recognize learning/achievement? How can we match specific learning targets with an appropriate assessment strategy? How can we provide a range of avenues through which students could demonstrate their learning?</p> <p>When, why, and how should we assess student dispositions? Which dispositions should we assess?</p>	<p>Wiggins, G. and McTighe, J. <i>Understanding by Design, Expanded 2nd edition</i>. Ch 7 – Thinking like an assessor and Ch 8 – criteria and validity</p> <p>Chp 4 (chps 5 – 8 optional) – CASL Complete chapter activities.</p>
<p>How should we respond to information gathered in assessment? How can assessment inform instruction? How can we help students use assessment results? How can we deal with the challenges of managing and sharing student learning?</p> <p>How can we communicate student learning? How can we translate our evaluations into a grade or mark? What role should large-scale external assessments play in communicating student learning/achievement?</p>	<p>Chappuis, S. and Stiggins, R. <i>Classroom Assessment for Learning</i>. Educational Leadership</p> <p>Research-based principles of assessment for learning. <i>Educating Toward Wisdom</i></p> <p>Chps 9 – 13 – CASL Complete chapter activities and submit at then end of week 6. Also submit journal in which you respond to the course questions for weeks 5-6.</p>
<p>What role does assessment play in Christian education? What framework will guide your assessment practices as a teacher committed to educating potential disciples of Christ?</p>	<p>Brouwer, E. (2007). <i>Blessing Students with Assessment for Learning</i>. Seattle, WA: Alta Vista Educational Services.</p> <p>Complete the 1-2 page framework document that will accompany your unit /course plan.</p>
<p>Complete the unit plans highlighting your assessment plans.</p>	

 **ASSIGNMENTS/LEARNING OPPORTUNITIES AND ASSESSMENT**

Assessments *for* Learning

- Completion of activities in each assigned chapter of CASL
- Online forums.

Assessments *of* Learning

- Develop assessment plans for a unit/course:
 - 1-2 page statement of the framework that guides your assessment practices
 - Unit title/topic with clearly identified learning targets (Enduring Understandings/Essential Questions and other more specific targets)
 - Match learning targets with an appropriate assessment method(s):selected response, extended written response, performance assessment, personal communication
 - Plans for student involvement in assessment
 - Reflection on how assessment results may alter curriculum and instruction during the course of the unit/course
 - Plans for communicating student learning