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.

The course is designed to help participants respond to the following course Essential Questions (EQ):

1. How can our assessment practices actively contribute to blessing and well-being for the whole learning community?
   a. How does an overriding concern for student learning shape our assessment practices?
   b. How do our assessment practices give students a prominent role in assessing their own learning?
   c. How do our assessment practices help us avoid optimizing the measurable at the expense of the immeasurable or hard to measure?
   d. How does our approach to assessment prevent us from intruding on or interrupting learning too soon?
   e. How do our assessment practices strengthen the bonds of the learning community?
   f. How do our assessment practices reveal thoughtful decisions about what learners need to understand, know and be able to do to thrive in their futures?

Course modules address the following course questions:

1. What do we mean by learning? What does it mean to be educated?
2. What kind of assessment system has the greatest promise of improving student learning?
3. What do we want students to understand, know and be able to do?
4. How can we plan to gather accurate information about learning achievement? How can we ensure that we have an appropriate match between learning target types and assessment methods? When, why and how should we assess dispositions?
5. How can we effectively design and use selected response, written response, and personal response assessments as assessments for and of learning? How can we effectively design and use performance assessments as assessments for and of learning?
6. How can we accurately track student learning? How effective are grades in improving and communicating student learning?
7. How can portfolios help us tell the full story of student learning? How can conferences help students understand their own learning needs and progress?
8. How can our assessment practices actively contribute to blessing and well-being for the whole learning community?


New BC Curriculum – Assessment - https://curriculum.gov.bc.ca/

You are encouraged to enlarge your learning resources by using other print or internet resources such as:

http://www2.gov.bc.ca/gov/topic.page?id=F3FBA8D916484D85B037FB12BF72125D&title=Classroom%20Assessment

edutopia.org

thedailyriff.com

resources gathered in my social bookmarking site - http://www.delicious.com/elaine.brouwer/, . . .

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**COURSE MODULES**

**Course modules** are organized around module questions (MQ), learning targets (LT), and the learning plan (LP). Modules 1, 2 and 8 deal specifically with the course Essential Questions and will help you complete assignment #4 – your final summative assessment. Modules 3 – 7 will help you build capacity in assessment practices. Modules 3 - 7 will also help you complete assignment #3 – your assessment plans for a unit. (CASL refers to the course text - *Classroom assessment for student learning: doing it right-using it well.*)

Modules 1 & 3-7 include **forum posts and responses**. This is a very important component of the course. The posts and responses are intended to help build a professional learning community among course participants that will encourage each other, enlarge each other’s thinking, and contribute to each other’s learning.

**Module 1**

**MQs**

What do we mean by learning? What does it mean to be educated?

**LT**

The purpose of this introductory module is to set the stage and stimulate critical thinking for the work that will follow in subsequent modules.

**LP**


Read chapters 1-4 & 6 of *Metaphors We Teach by*

Read assessment information for the new BC curriculum - https://curriculum.gov.bc.ca/

View – Sir Ken Robinson – *Creativity, Learning and the Curriculum* – (29:27 min) - http://www.youtube.com/watch?v=9X0CESnGQ8U

View Sir Ken Robinson – *Imagination and Empathy* – (3:57 min) - http://www.youtube.com/watch?v=Yu2zcmb3yAQ
Forum: respond to the “Introduce Yourself” forum prompt; make a second post to record your reflections on the module readings and viewings; respond to entries by other course participants.

Module 2
MQs
What kind of assessment system has the greatest promise of improving student learning?

LT
Describe the five keys to quality assessment and explain why they are important to assessment accuracy and effective use of assessment information.
Describe major differences between formative and summative assessment.
Explain how formative and summative assessments relate to assessment quality.
Know the Seven Strategies of Assessment for Learning and how they connect to research on formative assessment.
Begin to formulate a biblical framework for your assessment practices.

LP
Read Walking with God in the Classroom, 3rd edition, p. 137-153, 154-157, 171-172
Read Assessment that supports and encourages learning: a blessing for our students - http://www.altavistaseattle.org/avs/b/build.asp?page=Resources_Articles1
Read Assessment that Blesses: a careful, caring, communal inquiry into our assessment practices
Read chapters 1 & 2 of CASL, 2nd edition
View - Rick Wormeli – Formative and Summative Assessment – (4:49 min) - http://www.youtube.com/watch?v=rJxFXjF_B4
CASL activities - 1.3, 2.4, & 2.5

Module 3
MQs
What do we want students to understand, know and be able to do?

LT
Explain the role and importance of Essential Questions and Enduring Understandings for unit design.
Draft Essential Questions and Enduring Understanding for your unit.
Explain the connection between clear targets and assessment quality.
Classify learning targets by type.
Create student-friendly versions of learning targets.

Note: If you are using the Teaching for Transformation model for unit design, substitute the vocabulary of TtT for UbD language (even so, the TtT model uses the logic of UbD)

LP
View Power Point on Understanding by Design – Essential Questions and Enduring Understandings.
Read the information on the core competencies for the new BC curriculum - https://curriculum.gov.bc.ca/competencies
Read the 4 Questions article.
Read chp 3 of CASL, 2nd edition
Draft Essential Questions and Enduring Understanding for your unit.
CASL activities - 3.3 (include disposition), 3.4 & 3.6 – using the unit you are working on for this course
Forum: respond to the MQs - Include a draft of the Essential Questions and Enduring Understandings for the unit you are working on; respond to entries by other course participants.

Module 4
MQs
How can we plan to gather accurate information about learning achievement? How can we ensure that we have an appropriate match between learning target types and assessment methods? When, why and how should we assess dispositions?

**LT**
Select appropriate method(s) to assess specific learning targets.
Create an assessment blueprint.
Audit selected response test for quality.
Create a high quality test or prepare a quiz for formative use.

**LP**
Read chp 4 & 5 of CASL, 2nd edition
Read *Walking with God in the Classroom, 3rd edition*, p 154-157, 159-162, 164-167
CASL activities - 4.5 (include dispositions), 5.2 & 5.3 or 5.5 – using your unit
Forum: Post a draft of your assessment plan for a unit in progress; respond with warm and cool feedback to unit plans in progress by other course participants.

**Module 5**
**MQs**
How can we effectively design and use selected response, written response, and personal response assessments as assessments for and of learning? How can we effectively design and use performance assessments as assessments for and of learning?

**LT**
Develop short answer items and scoring guides.
Develop extended written response and scoring guides.
Create a performance task with a rubric.
Design questioning strategies for diagnostic use and to deepen students’ understanding and reasoning proficiencies.

**LP**
Read CASL chp 6, 7 & 8
Read *Walking with God in the Classroom, 3rd edition*, p 157-158, 159-162, 164-167
Read handout on GRASPS.
CASL activities - 6.3, 6.4, 7.3 (using GRASPS), 7.6, 7.7 & choose 2 from 8.2,8.3, 8.4, 8.6, 8.7 – using your unit
Forum: post a draft of your GRASPS performance assessment; respond to entries by other course participants.

**Module 6**
**MQs**
How can we accurately track student learning? How effective are grades in improving and communicating student learning?

**LT**
Create a recording system.
Develop student record-keeping forms.
Develop solutions other than grades.
Evaluate and refine your grading practices.

**LP**
Read CASL chp 9 & 10
Read *Walking with God in the Classroom, 3rd edition*, p 168-170 – Classroom observation
Read *From Degrading to De-Grading* - [http://www.alfiekohn.org/teaching/fldt-g.htm](http://www.alfiekohn.org/teaching/fldt-g.htm)
View - Rick Wormeli: On late Work – (7:47 min) - [http://www.youtube.com/watch?v=FHeij2Zfil4](http://www.youtube.com/watch?v=FHeij2Zfil4)
View - Assessment for Learning tailback – (4:17 min) - [http://www.youtube.com/watch?v=KStqDTHoZsU](http://www.youtube.com/watch?v=KStqDTHoZsU)
**Module 7**

**MQ**
How can portfolios help us tell the full story of student learning? How can conferences help students understand their own learning needs and progress?
How can assessment practices be a blessing for students, a blessing that enhances grace, justice, and encouragement? How can assessment practices promote love of neighbor in the classroom?
What framework will guide your assessment practices as a teacher committed to educating young people for faithful, whole-life discipleship?

**LT**
Consider using portfolios to capture and communicate depth of student learning. Consider the use of conferences to communicate in both assessment for and of learning contexts. Articulate a statement that will frame and direct your assessment practices as a teacher committed to educating young people for faithful, whole-life discipleship

**LP**
Scan CASL chp 11 & 12
Read *Walking with God in the Classroom, 3rd edition*, p 162-163
Write a draft statement that will frame and direct your assessment practices as a teacher committed to educating young people for faithful, whole-life discipleship (suggested length of 4 pages, 1.5 spaced, font Arial 11)
CASL activities: none
Complete the Assessment Practices Inventory (1.3) begun in Module 2.
Forum: post a draft of your framework statement requesting warm and cool feedback from fellow participants; respond with warm and cool feedback to drafts by other participants.

Submit completed unit plan in the Dropbox on our course site.

**Module 8**

**EQ**
How can our assessment practices actively contribute to blessing and well-being for the whole learning community?

**LT**

**LP**
Complete your final framework statement.

Submit Framework Statement in the Dropbox on our course site.

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**LEARNING ACTIVITIES AND ASSESSMENT**

1. Complete CASL activities listed in each module Learning Plan (LP); use the activities to help build your unit plan – see #3.
2. Participate in the class forum as described (~7 entries) and respond to entries by other course participants per module. (30%)
3. Complete an assessment plan for a unit that contains the following (as appropriate to your unit): (35%) (See Rubric)
   a. Unit topic with essential questions and enduring understandings
   b. Clear learning targets
   c. A test blueprint (4.5)
   d. A selected response assessment with scoring guide (5.3 or 5.5)
   e. A written response assessment (6.3 and 6.4)
   f. A performance assessment with rubric (7.3, 7.4, 7.6, 7.7)
   g. A plan for tracking student learning (9.3, 9.4, 9.5)
   h. Reflections on how to involve students in self-assessment
   i. Reflections on how to communicate student learning to appropriate parties

4. Write a statement that will frame and direct your assessment practices as a teacher committed to educating young people for faithful, whole-life discipleship (suggested length of 4 pages, 1.5 spaced, font Arial 11) (35%). (See Rubric)

The expectation is that participants will meet or exceed criteria as described in the rubrics. Meeting criteria is equivalent to a ‘B’ grade. Exceeding criteria is equivalent to an ‘A’ grade. Instructor feedback, self-assessment, and peer review will assist participants in meeting expectations.