



Course Syllabus

Course Number and Name: HBM 911, Effective Strategies: Using Performance Assessment

Jeanne Janzen Contact Information: (559) 453-5550, FAX (559) 453-2001, jjanzen@fresno.edu

Number of Units: Number of Units 3

Course Description

- This course is an introduction to the theory and practice of performance assessment. It examines classroom-based assessment tasks, including visual representations, tasks using writing, oral presentations, and challenging projects and performances. Various methods of assessment are reviewed, analyzing how they inform the teaching/learning experience. Numerous examples of student projects are analyzed, along with a series of effective assessment tools. Candidates have the opportunity to make connections to their own practice, reflecting on how and where performance assessment could enhance their own teaching.
- National Board for Professional Teaching Standards are aligned in this course with learning objectives as well as with the rubric for the performance assessment design project, the summative assignment.

Learning Objectives / Outcomes

Students will be able to:

- Review various levels of assessment, including formative and summative, entry-level and progress monitoring. (Prop. 3.3, 3.4, 4.2, 4.3)
- Examine, discuss, and implement various methods of performance assessment, understanding that the process should enhance and reinforce the learning experience. (Prop. 3.3, 3.4 4.3)
- Design, implement, and adapt assessment tools and methods which allow students to demonstrate their understanding of the content being covered, integrating technology as it enhances the process. (Prop. 3.3, 3.4)
- Assess their practice through written and verbal reflection. (Prop. 4.1, 4.3, 5.1)

National Standards

National Board for Professional Teaching Standards (see attached for elements)

- Prop. 1: Teachers are committed to students and learning.
- Prop. 2: Teachers Know the Subjects they teach and how to teach those subjects to students.
- Prop. 3: Teachers are responsible for managing and monitoring student learning.

- Prop. 4: Teachers Think Systematically about their practice and learn from experience.

Course Materials

Lewin, Larry & Betty Jean Shoemaker (1998) *Great Performances: Creating Classroom-Based Assessment Tasks*. Alexandria, VA: Association for Supervision & Curriculum Development.

Articles, videos, websites noted on *Resources & Webliography*.

Course Requirements

Venn Diagram Comparison of Formative vs. Summative

Assessment (30 points)

Complete a focused internet search on the definitions and characteristics of formative and summative assessment. Create a Venn Diagram which compares and contrasts the two.

Article Readings & Response Forums (15 points each = 60)

Write an entry for articles read as assigned. Summarize each article using the QQTP method.

Quotation that you feel is significant and memorable. Let us know why you chose it, what is significant for you. You could be agreeing or disagreeing with the statement.

Question about the data used, arguments made, information provided. What prompted it? How connect?

Talking Points (bulleted statements) Indicate at least five major talking points. Briefly discuss each. Might include: Why is it significant to you? Do you agree or disagree? How might you apply? Read and respond to other posts as you are engaged (part of your participation grade).

Interactive Links & Video Clips (15 points each = 30)

View and post responses as indicated in the appropriate forum.

Text Readings & Response Forums (15 points each = 60)

Respond to each section of text by writing to the questions noted in the appropriate forum. Minimum of 1-2 paragraphs per question. Read and respond to other posts as you are engaged (part of your participation grade).

Assessment Profile (30 points)

Consider the assessments you use in your classroom over the school year. Create a chart illustrating what you currently do. Use 3 columns: 1st) name of assessment with brief description, 2nd) how often it is administered and when, and 3rd) what information you gain. Review your chart in consider how performance assessment might be used to enhance the demonstration of student understanding. In italics add to this chart what assessments you might now consider using.

Performance Assessment Design, Implementation & Analysis

(60 points) **See ChecBric to guide your write up.**

Choose a performance assessment which would enhance a course of study you currently teach or are planning to teach. 1) Write up your plan for how you will use performance assessment. 2) Implement your plan. 3) Write a summary of your implementation. Include an analysis of student learning. If possible compare/contrast to previous practice.

“Show What You Know” (30 points)

Choose between creating a newscast video clip, a voice-enhanced powerpoint, a persuasive essay, a brochure, a visual representation or a song to demonstrate what you know about performance assessment.





Participation (30 points)

Interaction with your professor and peers is foundational for your learning and quality intellectual engagement with the issues will facilitate your success.

Technology Component

In this course you will consistently utilize Moodle to participate in the course, use email to communicate with your classmates and instructor, search the web to find ideas for your Assessment Profile, do a focused internet search on an assigned topic, and visit two websites to view video clips.

Schedule of Topics and Assignments

	<p>Module One Examining Assessment Practices</p>	<p>Venn Diagram: Comparing Formative & Summative Assessment assignment Complete a focused internet search on the definitions and characteristics of formative and summative assessment. Create a Venn Diagram which compares and contrasts the two. <i>Feedback that Fits</i> Article Forum <i>Seven Practices for Effective Learning</i> Article Forum <i>Concept to Classroom</i> Interactive Link Forum</p>
	<p>Module Two - Info In, Info Out</p>	<p><i>Great Performances</i> Chapters 1 & 2 Forum <i>Great Performances</i> Chapters 3 & 4 Forum Classroom Assessment Profile assignment Consider the assessments you use in your classroom over the school year. Create a chart illustrating what you currently do. In italics add to this chart what assessments you might now consider using.</p>
	<p>Module Three – Performance Assessment Design</p>	<p><i>Great Performances</i> Chapter 5 Forum <i>Great Performances</i> Chapters 6 & 7 Forum Performance Assessment Design assignment Choose a performance assessment which would enhance a course of study you currently teach or are planning to teach. 1) Write up your plan for how you will use performance assessment. 2) Implement your plan. 3) Write a summary of your implementation.</p>
	<p>Module Four – Presentations & Projects</p>	<p><i>Creativity & Education</i> video clip & response Article Choice Forum (2) “Show What You Know” – choose between creating a newscast video clip, a voice-enhanced PowerPoint, a persuasive essay, a brochure, a visual representation or a song to demonstrate what you know about performance assessment.</p>

Evidence of Learning

- Course instructor observed evidence of understanding and proficiency in the use of performance assessment tools as a means for students to show understanding, as demonstrated through students' design, implementation, and analysis of the summative project.
- Course instructor observed evidence of understanding of course objectives as demonstrated through students' completion of class assignments.
- Student demonstrated their understanding of assessment by creating a Venn diagram to compare formative and summative assessment and by completing an assessment profile for their classroom.

Grading Policies and Rubrics

- Grading Scale: A = 90% and above, B = 80% and above. Total of 330 possible.
- Students who enroll in this course for a letter grade will only earn credit for the course if they achieve a grade of "A" or "B."
- Students who are taking the course for credit/no credit, must receive a minimum score of 266 points to pass.
- Rubric is attached for the Performance Assessment Design.

References

Brookhart, S. M. (2008, January) Feedback that fits. *Educational Leadership*. 65(4), 54-59.

Chappuis, S. & Chappuis, J. (2008, January) The best value in formative assessment. *Educational Leadership*. 65(4), 14-19.

Concept to Classroom: <http://www.thirteen.org/edonline/concept2class/index.html>

Creativity and Education: <http://www.ted.com/tedtalks/>

Fresno Pacific University Electronic Databases

http://prod.campuscruiser.com/PageServlet?pg=home_welcome&cx=22.25

Guskey, T. R. (2008, January) The rest of the story. *Educational Leadership*. 65(4), 28-35.

Inspiration Curriculum Resources, <http://www.inspiration.com/resources/index.cfm>

Janzen, Jeanne. "Curriculum & Teaching Resource Library"
<http://courses.fresno.edu/teach/resources.html>

Leahy, S., Lyon, C., Thompson, M., & Wiliam, D. (2005, November). Classroom assessment: Minute by minute, day by day. *Educational Leadership*, 63(3), 18-24.

McTighe, J. & O'Connor, K. (2005, November). Seven practices for effective learning. *Educational Leadership*, 63(3), 10-17.

Moodle Home Page for *Differentiating for the Success of all Learners*
<http://moodle.fresno.edu/moodle/login/index.php>

Neyhart, David and Erin Karper. "APA Formatting & Style Guide." Purdue, 2007.
<http://owl.english.purdue.edu/owl/resource/560/01/>

Shepard, L. A. (2005, November) Linking formative assessment to scaffolding. *Educational Leadership*. 63(3), 66-71.

Sternberg, R. J (2008, January). Assessing what matters. *Educational Leadership*. 65(4), 20-27.

Wiggins, G. (2006, February) Less teaching, more assessing: Teacher feedback is key to student performance. *Education Update*. 48(2).



Assessment has more to do with helping students grow than with cataloguing their mistakes. Good assessment should be thought of as a photo album, rather than a snapshot. We should use different pictures and different lenses to get at different aspects of learning over time. – Jay McTighe

The most important method of education... always has consisted of that in which the pupil was urged to actual performance. – Albert Einstein

Assessment and feedback are crucial for helping people learn. Assessment that is consistent with principles of learning and understanding should:

- Mirror good instruction
- Happen continuously, but not intrusively, as part of instruction
- Provide information about the levels of understanding that students are reaching.

- John Bransford, Ann Brown & Rodney R. Cocking

Policy on Plagiarism

Academic Honesty/Integrity

“All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue.”

University Information

“Graduate level course work reflects Fresno Pacific University’s Desired Student Learning Outcomes as it applies to professional development to demonstrate the following:

- Oral and written communication in individual and group settings
- Content knowledge, and application of such knowledge in the student’s area of interest to affect change
- Reflection for personal and professional growth
- Critical thinking
- Cultural and global perspectives to understand complex systems
- Computational/methodological skills to understand and expand disciplines, including an understanding of technological systems”