Course Number: EDUC 907
Course Title: Effective Strategies: Using Performance Assessment

X Online   □ Distance Learning

Instructor: Jeanne Janzen, Ed. D. (ABD)
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Units: 3
Grade Level: K-12

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.

Course Dates
Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Course Materials
Articles, videos, websites noted on Resources & Webliography.
Online Resources –
Relevant online resources that support course content and encourage further investigation.

Moodle Site –
Students will need to have internet access to log onto http://moodle.fresno.edu. The instructor will contact you with login instructions, username, password, and enrollment key, within one week of registration.

Discussion Forums
Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

Technology Requirements:
In order to successfully complete the course requirements, course participants will need Internet access, be able to send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet.

Please remember that the instructor is not able to offer technical support. In the event that you need technical support, please contact your Internet Service Provider.

Moodle:
This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about Moodle go to: (http://docs.moodle.org/en/Student_tutorials). There are some student tutorials on the Center for Online Learning website at Fresno Pacific University – http://col.fresno.edu/student.

Moodle Site Login and passwords – (or other online course access information)
Students will need to have internet access to log onto http://ce-connect.fresno.edu. The username and password numbers for Moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with a welcome letter and login instructions. If you need help with the username and password recovery please contact the Center for Professional Development at (800)372-5505, or (559)453-2000 during regular office hours - Mon-Fri 8:00 am to 5:00 pm.
Getting Help with Moodle:
If you need help with Moodle, please contact the Center for Online Learning (COL),
by telephone 1-559-453-3460. Help by phone is available Mon-Thurs 8:00 am to 8:00pm and on
Fridays from 8:00 am to 5:00 pm, or by filling out a “Request Services” form at
http://col.fresno.edu/contact/request-services. Please identify that you are with the Continuing
Education/Independent Studies department.

Learning Objectives / Outcomes
Students will be able to:
1. Review various levels of assessment, including formative and summative, entry-level and
   progress monitoring. (Prop. 3.3, 3.4, 4.2, 4.3)
2. 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)
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)
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 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: 1) name of assessment with brief description, 2) how often it is administered and when, and 3) 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.
<table>
<thead>
<tr>
<th>Module One</th>
<th>Examining Assessment Practices</th>
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<tbody>
<tr>
<td><strong>Module Two</strong></td>
<td><strong>Info In, Info Out</strong></td>
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<tr>
<td><strong>Module Three</strong></td>
<td><strong>Performance Assessment Design</strong></td>
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<tr>
<td><strong>Module Four</strong></td>
<td><strong>Presentations &amp; Projects</strong></td>
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### Module One: Examining Assessment Practices
- **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.

### Module Two: Info In, Info Out
- **Great Performances Chapters 1 & 2 Forum**
- **Great Performances 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.

### Module Three: Performance Assessment Design
- **Great Performances Chapter 5 Forum**
- **Great Performances 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.

### Module Four: Presentations & Projects
- **Creativity & Education 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.
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.

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

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.
<table>
<thead>
<tr>
<th>Trait 1</th>
<th>Writing and mechanics represent high-quality work (5 points)</th>
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| ___ Well-written with appropriate observation of writing conventions (grammar, spelling, word usage) | 5 *Excellent command*: writing and mechanics represent high-quality academic work  
4 *Proficient command*: writing and mechanics represent adequate academic work  
3 *Adequate command*: key elements somewhat vague or not completely explained; some errors evident  
2 *Limited command*: numerous mechanical errors distracted from clarity and content of piece  
1 *Inadequate command*: assignment lacks clarity, consistency, and correctness; mechanics are weak |

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<tr>
<th>Trait 2</th>
<th>Fully describes a well-chosen performance assessment which enhances a course of study (15 points)</th>
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| ___ includes the use of a rubric or CheckBrick as a graphic organizer or evaluative document  
___ Description includes:  
• purpose for the performance as’mt  
• what makes it “well-chosen” for your current teaching situation  
• how the rubric/CheckBrick is to be used  
___ anticipated results (how you expect it to enhance student learning) | 5 *Excellent description*: all elements thoroughly detailed and clearly explained  
4 *Proficient description*: all elements detailed and application to current situation is evident  
3 *Adequate description*: description of element details or application to situation has weaknesses or lacks clarity  
2 *Limited description*: description has missing element or lacks clear connection  
1 *Inadequate description*: missing multiple elements; task not completed as assigned |

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<tr>
<th>Trait 3</th>
<th>Provides clear and coherent explanation of the assessment’s implementation process (15 points)</th>
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</table>
| ___ An organized and effectively sequenced implementation process is evident  
___ Explanation of process is presented in a coherent, well organized and concisely summarized manner  
___ Details and examples support the summary | 5 *Excellent explanation*: all elements thoroughly detailed, clearly explained, and coherently presented.  
4 *Proficient explanation*: all elements detailed, explained, and presented.  
3 *Adequate explanation*: all elements detailed and explained, but has weaknesses or lacks coherence.  
2 *Limited explanation*: description has missing element or lacks clear connection  
1 *Inadequate explanation*: missing multiple elements; task not completed as assigned |

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Date of Revision 6/8/16

To register for courses go to [http://ce.fresno.edu/cpd](http://ce.fresno.edu/cpd) and log in
### Trait 4: Includes insightful analysis of student learning & an evaluative reflection on implementation process (25 points)

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<td></td>
<td>5 Excellent analysis and reflection: student learning clearly identified, strongly supported through evidence, and insightfully analyzed; reflection is thoughtful and evaluative</td>
</tr>
<tr>
<td></td>
<td>4 Proficient analysis and reflection: student learning is identified, supported through evidence, and analyzed; reflection is thoughtful and evaluative</td>
</tr>
<tr>
<td></td>
<td>3 Adequate analysis and reflection: student learning is identified but weakly supported with evidence; some evaluation is evident in reflection</td>
</tr>
<tr>
<td></td>
<td>2 Limited analysis and reflection: analysis of learning missing element; reflection lacks evaluative component</td>
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<tr>
<td></td>
<td>1 Inadequate analysis and reflection: missing multiple elements; task not completed as assigned</td>
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</table>

**Comments:**

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**Candidate ___________________________**  **Point Total _________/60**
Major Assignments
Venn Diagram Comparison of Formative vs. Summative Assessment (30 points)
Article Readings & Response Forums (15 points each = 60)
Interactive Links & Video Clips (15 points each = 30)
Text Readings & Response Forums (15 points each = 60)
Assessment Profile (30 points)
Performance Assessment Design, Implementation & Analysis (60 points)
“Show What You Know” (30 points)
Participation (30 points)

Final Course Grade and Transcripts
When all work for the course has been completed, students will need to logon to the Center for Professional Development website (http://ce.fresno.edu/cpd) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at http://ce.fresno.edu/cpd - under General Information > CPD Policies.

Instructor/Student Contact
Online Course: Throughout the course students will be communicating with the instructor and their classmates on a regular basis through the use of asynchronous discussion forums. Instructor contact information is provided and students are encouraged to email or call with any questions or concerns. Virtual office hours are also available by appointment in which student submissions can be discussed, course questions answers, and general guidance on assignments given. Students will also receive feedback on the required assignments as they are submitted.

Plagiarism and Academic Honesty
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. URL http://www.fresno.edu.

CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

<table>
<thead>
<tr>
<th>CE 1.</th>
<th>Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.</th>
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</thead>
<tbody>
<tr>
<td>CE 2.</td>
<td>Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.</td>
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</table>
CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.

CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.

CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.

CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Description</th>
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<tbody>
<tr>
<td>Oral Communication</td>
<td>Students will exhibit clear, engaging, and confident oral communication – in both individual and group settings – and will critically evaluate content and delivery components.</td>
</tr>
<tr>
<td>Written Communication</td>
<td>Students will demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others.</td>
</tr>
<tr>
<td>Content Knowledge</td>
<td>Students will demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.</td>
</tr>
<tr>
<td>Reflection</td>
<td>Students will reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and vocational improvement.</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>Students will apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to new situations.</td>
</tr>
<tr>
<td>Moral Reasoning</td>
<td>Students will identify and apply moral reasoning and ethical decision-making skills, and articulate the norms and principles underlying a Christian world-view.</td>
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<tr>
<td>Service</td>
<td>Students will demonstrate service and reconciliation as a way of leadership.</td>
</tr>
<tr>
<td>Cultural and Global Perspective</td>
<td>Students will identify personal, cultural, and global perspectives and will employ these perspectives to evaluate complex systems.</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>Students will accurately compute calculations and symbolic operations and explain their use in a field of study.</td>
</tr>
<tr>
<td>Information Literacy</td>
<td>Students will identify information needed in order to fully understand a topic or task, explain how that information is organized, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.</td>
</tr>
</tbody>
</table>
References


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


Janzen, Jeanne. “Curriculum & Teaching Resource Library”
http://courses.fresno.edu/teach/resources.html


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

http://owl.english.purdue.edu/owl/resource/560/01/


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