Assessment Literacy: A Practical Approach to Classroom Assessment

Instructor: Jack Westfall, Ed.D., MBA
Credits: One (1) Graduate Credit
Course Number: ED & HUD 795-6, 718 (#0545C)
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Prerequisite: Graduate Standing (Must hold a bachelor’s degree)
Course Location: Sheboygan Area School District, Central Office, IRC Room #2204
Days & Dates: Monday – Thursday, July 6-9, 2009
Times: 3:00 to 7:00 PM

Additional Course Work: Individual students will meet in their study groups and work on assignments during class meetings. Projects may either be completed as an individual or as a group.

Course Emphasis: This course will focus on student-involved classroom assessment, including a holistic approach that shows the relationship(s) between standards-based assessment, curriculum and instruction. It is a graduate level introductory course on basic assessment concepts and approaches. It assumes prior knowledge about assessment. The course will include exposure to terminology most frequently used in assessment, development of clear instructional targets and their assessment, and a basic knowledge of a variety of assessment methods. It will also model the use of (Measures of Academic Progress) MAP assessments for differentiated instruction.

Course Rationale: In order to meet the increasing demands for student performance, teachers need to understand new ways of looking at the relationship between instruction and assessment. They need to understand and be able to choose among the various assessment methods in order to collect evidence of what students think, feel or do. And, teachers need to use assessment as an instructional strategy to positively affect student learning.

Course Outcomes:
• Understand the approaches and purposes of assessments (FOR vs. OF learning).
• Understand the relationship between assessment strategies and student learning.
• Understand the relationship between quality curriculum design, instruction and assessment.
• Understand the attributes of quality assessment.

Course Text and Required Readings: The text is supplied by Instructor for SASD staff. Stiggins, R.J. (2008). An Introduction to Student-Involved Assessment FOR Learning (5th ed.). Portland: Assessment Training Institute. Additional readings, such as articles from academic journals, trade publications, or chapters from recent books may be assigned as additional readings.
Course Syllabus—Summer 2009

Course Requirements: I expect you to attend each class. For last minute absences, you should email the instructor or leave a message on the instructor’s answering machine at work or home prior to class. Then follow with a written report. There will be an additional assignment for each class that is missed.

Evaluation: The skills and understandings of course participants will be evaluated through the assessment of three products. The course is divided into “modules.” Each module has a set of tasks and a product associated with it. Each set of tasks and products will have quality criteria associated with them. The student products will be rated according to those criteria; and by checklists and scoring rubrics on design qualities, validity, flexibility, and utility in the classroom. A checklist or rubric will be used to evaluate each product. These will be distributed with the assignments.

Wisconsin Standards for Teacher Development and Licensure:

5. Teachers know how to manage a classroom. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
7. Teachers are able to plan different kinds of lessons. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
8. Teachers know how to test for student progress. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
9. Teachers are able to evaluate themselves. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

Wisconsin Standards for Administrator Development and Licensure:

1. The administrator has an understanding of and demonstrates competence in the Ten Teacher Standards.
3. The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.

Notice: The instructor and the University reserve the right to modify, amend or change the syllabus (course requirements, grading policy, etc.) as the curriculum and/or program require(s).

Scoring and Grading:

- Assessment critique
- Assessment target map
- Reflection paper

Scale: A=4.0, AB=3.5, B=3.0, BC=2.5, C=2.0, D=1.0, F=0, I=incomplete
Leading Authors in Student Assessment

Ainsworth, Larry: Executive Director of professional development at the Center for Performance Assessment in Englewood CO.
Almeida, Lisa: Helps districts (southwester USA) implement standards-based systems (curriculum, assessment, reporting, etc.).
Arter, Judy:
Bailey, Jane:
Black, Paul, & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappa, 80*(10) 139-148. This article discusses the research that supports formative classroom assessment as the primary strategy for increasing student achievement. The authors are directors at the Institute of Education at the University of London.
Davies, Anne: Helps districts (mostly throughout Canada) develop quality common assessments.
Erickson H. Lynn:
O’Connor, Ken: An international educator (Australia and Canada) and speaker with more than 30 years of experience teaching grades 7 – 12. His expertise is in assessment, evaluation and communications.
Pickering, D.J.:
Reeves, Douglas: Author of more than 20 books and many articles on educational leadership and organizational effectiveness.


Spandel, Vicki:


Trumbull, E.:

White, Stephen: His expertise is in data systems and analysis, leadership assessment and educational audits.

