

Program Overview

The _____ School District is providing resources for teachers and administrators to complete a program of professional development in classroom assessment. Many participants will be interested in receiving credit for completing this in-depth program of study. This generic course description details that program of study in a manner that will permit review and evaluation by higher education institutions considering this course and credit option in their graduate programs.

There are two ways this description might come into play. (1) The institution might initiate contact with its students and alumni to advise them that they can receive credit for completing this program by contacting the institution before they begin their studies. (2) Teachers or graduate students might contact the college or university where they are studying to initiate credit arrangements. In either case, this description can facilitate the process.

Overall Course Goal

This professional development program seeks to build a deep and far-reaching understanding of the difference between sound and unsound classroom assessment, promoting the effective use of assessment as a teaching tool. The means selected to reach this goal include having educators study *Classroom Assessment for Student Learning: Doing It Right and Using It Well* (2004), by Richard J. Stiggins, Judy Arter, Jan Chappuis, and Steve Chappuis of the Educational Testing Service, Portland, Oregon, and its associated print and video training materials.

Specific Course Objectives

Educators who successfully complete this course of study will

1. Know and understand standards of assessment quality and how to use assessment to promote maximum student achievement.
2. Reason through when to use various assessment methods and how to use them effectively to promote success at individual student, classroom, building, and district levels.
3. Skillfully develop and use sound assessments to maximize student motivation and achievement.
4. Produce assessments that meet specified standards of quality.
5. Invest the time and energy needed to become assessment literate and to develop and use only high-quality assessments.

Program of Study

The primary organizational structure of this program of study is the learning team. Working in groups of three to six, participants will proceed chapter by chapter through the text, relying on assignments described within, supplementary videos, and readings as needed, to strengthen their assessment literacy. The learning teams and leadership within teams will be coordinated at the local district level.

The amount of work to be completed will require a time investment of 4 to 6 hours per text chapter, including reading, reflecting, completing associated assignments, and team work. Thus, the total work time will average 65 hours. Of this, expect two-thirds to involve individual study, reflection, and experimentation in the classroom, and one-third to involve cooperative efforts within the learning team.

Evaluation of Achievement

Each higher education institution offering credit for completion of this program will need to take responsibility for inserting its own standards, assessment, performance criteria, and grading procedures into this course. These will vary from program to program. Thus, a professor of record will need to be identified. However, educators participating in this program are completing a number of activities as part of their studies that provide an excellent basis for this evaluation.

1. **Confidence Questionnaire.** Participants are asked to complete a survey at the beginning, middle, and end of study, that tracks growing confidence with the topics and major ideas in the materials.
2. **Application Activities.** The text includes various activities designed to enhance, extend, and apply learning. These include case studies, video discussions, worksheet discussions, analysis of existing classroom assessments for quality, construction of assessments, and things to try with students.
3. **Classroom Assessment Professional Growth Portfolio.** Over the term of study, each participant gathers and presents to the team evidence of increasing mastery of assessment literacy. The individual record of improvement takes the form of a portfolio. A detailed description appears in Chapter 1 of the text and its associated CD material.

Any one or some combination of these can provide the professor of record with evidence of achievement from which to judge student performance. However, decisions about appropriate standards, criteria, and grading practices are left to the credit-granting institution.

Source: Adapted from *Practice with Student-Involved Classroom Assessment* (pp. 413–415), by J. A. Arter & K.U. Busick, 2001, Portland, OR: Assessment Training Institute. Copyright © 2006, 2001 by Educational Testing Service. Adapted by permission.