

**AUGUSTA STATE UNIVERSITY**  
**COLLEGE OF EDUCATION**  
DEPARTMENT OF TEACHER EDUCATION

**COURSE TITLE:** Performance and Authentic Assessment

**COURSE PREFIX AND NUMBER:** EDTD 6381

**COURSE HOURS:** 3 semester hours

**COURSE INFORMATION:** Monday 5:30 pm – 8:15 pm Butler Hall 5

**PREREQUISITES:** Students must hold Georgia certification or qualify for Georgia certification and have a minimum of two years of teaching experience.

**INSTRUCTOR:** Dr. Judi H. Wilson

Office Butler Hall E 118; 667-4774; jwilso24@aug.edu

**COURSE DESCRIPTION:** This course is designed to examine current trends and proven practices in educational assessment. Participants will evaluate a variety of approaches recommended for both traditional and alternative approaches to assessment of student achievement.

**TEXT:** Wiggins, G. (1998). *Educative Assessment: Designing Assessments to Inform and Improve Student Performance* (1<sup>st</sup> Edition). San Francisco, CA: Jossey-Bass.

**NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS ADDRESSED IN THIS COURSE:**

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach these subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

**SPECIFIC COURSE OBJECTIVES:**

Students will:

1. Construct a definition of authentic assessment based on research into purposes, types/strategies, history, theory base, philosophy and standards
2. Develop and utilize multiple forms of authentic assessment within their school context/classroom
3. Formulate learning goals and outcomes related which support/require the use of authentic assessment for evaluating whether outcomes are met
4. Implement instructional approaches which link assessment with instruction
5. Document and evaluate the use of authentic assessment within their classrooms
6. Demonstrate their understandings through the use of authentic assessment as students in this course
7. Evaluate peer work for assessing student responses which reflect diversity of learning, ethnicity, gender and socio-economic status
8. Demonstrate their ability to self-assess their own learning in an authentic context

**COURSE CONTENT:**

1. What is authentic assessment?
  - a. definition: theoretic and philosophical basis
  - b. purposes and decision making factors related to use
  - c. research base related to student learning
  - d. standards and performance based assessment/national standards debate
  - e. authentic assessment and "success for all": assessment as it informs learning and instructional effectiveness.
  - f. real world connections
  - g. authentic assessment and the development of student decision making, ownership and voice in the learning process

## 2. Strategies and approaches

- a. portfolio development
- b. conferencing
- c. reviewing current research
- d. action research projects
- e. processes and products
- f. designing effective rubrics
- g. journaling
- h. communicating with parents

3. Documentation and evaluation

- a. of student learning
- b. related to standardized and traditional measures
- c. related to community, parents, administration (building support and understanding/educating stakeholders)
- d. issues of diversity
- e. validity and reliability
- f. professional judgment and criteria

BIBLIOGRAPHY:

Arasian, P. W. (1993). Issues and problems in classroom assessment. Classroom Assessment Newsletter. 4 (2).

Arter, J. A. (1993, April). Designing scoring rubrics for performance assessments: The heart of the matter. Paper presented at the annual meeting of the American Educational Research Association (AERA). Atlanta, GA.

Arter, J. A. (1995a). Aligning assessment with curriculum and instruction: Introduction. In R. E. Blum & J. A. Arter, A handbook for student performance assessment in an era of reconstruction, (IV-1; 14). Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

Baker, E., O'Neil, J.F., Jr. (1995). Diversity, assessment, and equity in educational reform. In M. T. Nettles & A. L. Nettles (Eds.), Equity and excellence in educational testing and assessment. (pp. 69-87). Boston, MA: Kluwer Academic Publishers.

Baron, J., & Wolf, D. P. (Eds.) (1996). performance-based student assessment: Challenges and possibilities. Chicago, IL: The University of Chicago Press.

Baumburg, J. (1993). Assessment: How do we know what they know? Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

Baumburg, J., & Medina, E (1995). Analyzing student achievement ~ Using standardized testing as the first step. In Arter, J. A. & Blum, R. E (Eds.), A handbook for student performance assessment. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD). ii

Bertak, H., Newman, F. M., Adams, E, Archibald, D. A., Burgess, T., Raven, 1, & Romberg, T. A. (1992). Toward a new science of educational testing and assessment. New York, NY: State University of **New York Press**.

Boykatt Baron, J., & Wolf, D. P. (Eds.) (1996). Performance-based student assessment: Challenges and Possibilities. Chicago, IL: The University of Chicago Press.

Chapman, C (1991). What have we learned from writing assessment that can be applied to performance assessment? Presentation at ECS/CDE Alternative Conference: Breckenridge, CO.

Darling-Hammond, L (1995b). Chapter 5: Performance-based assessment and educational equity. In Harvard Educational Review. 64 (6), 5-30.

Ellwein, M. C & Graue, M. E (1996). Chapter 5: Assessment as a way of knowing children. In C. A. Grant & M. L Gomez (Eds.) Making schooling multicultural: Campus and classroom. (p. 77-109). Columbus, OH: Merrill & Prentice Hall Publishing.

Farr, B. P. & Trumball, E (1997). Assessment alternatives for diverse classrooms. Norwood, MA: Christopher-Gordon Publishers.

Fleming, M. & Chambers, B. (1993). Teacher-made tests: Windows on the classroom. In W. E. Hathaway (ed.), New directions for testing and measurement: Testing in the schools. vol. 19 (pp. 29-38). San Francisco, CA: Jossey-Bass Publishers.

Frederiksen, N. (1984). The real test bias. American Psychologist. 39 (3), 193-202.

Gipps, C V. (1995a). What do we mean by equity in relation to assessment? Assessment in Education, vol. 2 (3), 271-281.

Gipps, C. V. (1995b). Beyond testing: Towards a theory of educational assessment. Washington, D. C.: The Fairmer Press. pp. 1-57.

Hebert, E. A. (1992). Faculty growth through assessment of children's learning experiences. Assessment: How do we know what they know? (pp. 58-62).

Lazar, Morris, Rollin, May, & Barry (1980). A review of the literature on test use. Los Angeles, CA: Center for the Study of Evaluation.

Marzano, R. J., Pickering, D., & McTighe, J. (1993). Assessing student outcomes: Performance assessment in the dimensions of learning model. Alexandria, VA: Association for Supervision and Curriculum Development.

Shepard, L. A. (1989). Why we need better assessments. Educational Leadership46 (7), 4-9.

Shepard, L. A. (1991). Will national tests improve student learning? Phi Delta Kappan. 72 (4), 232-238.

Simmons, R. (1994). The horse before the cart Arming for understanding. Educational Leadership. 51 (5), 22-23.

Stiggins, R. J. (1991x) Assessment literacy. Phi Delta Kappan. 71 (7), 534-539.

Stiggins, R. J. (1992x). High quality classroom assessment: What does it really mean? Educational Measurement: Issues and Practices. 11 (1), 35-39.

Stiggins, R. J. & Conklin, N. F. (1992). In teachers hands: Investigating the practices of classroom assessment New York, NY: State University of New York Press.

Wiggins, G. (1993b). Assessment: Authenticity, context, and validity. Phi Delta Kappan. 75 (3), 200-214.

Wiggins, G. (1992). Creating tests worth taking. Educational Leadership. 49 (8), 26-33.

Wiggins, G. (1991). Standards, not standardization: Evoking quality student work. Educational Leadership, 48 (3), 18-25.

Wiggins, G. (1989x). A true test: Toward more authentic and equitable assessment. Phi Delta Kappan, 70 (9), 703-713.