

## H-3: Student Assessment, Evaluation and Reporting: Linking Principles, Policies and Practices

Instructor: Alison Preece

Location: Victoria

Date: July 18–27, 1994

Days: Monday-Saturday

Time: 8:30 a.m.-12:30 p.m.

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SFU

UBC

Course Number: ED-D 487

Section Number: P61

TT or Cat Number: 40740

EDUC 381

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EPSE 390E

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### COURSE DESCRIPTION

This course surveys recent developments in student assessment, evaluation and reporting, with emphasis on linking and integrating instruction and assessment in ways that both support student growth and indicate accountability for learning. Participants study sound assessment and evaluation principles, become familiar with current Ministry of Education policies, critically examine a variety of contemporary approaches, and discuss relevant dilemmas and issues. Topics include assessment processes and strategies, evaluation criteria and standards, student self-evaluation, reporting policies and practices, and letter grades and percentages. Course activities and assignments are designed to help participants reflect on their own practices and apply contemporary principles and policies to their specific educational contexts.

### INSTRUCTOR PROFILE

Alison Preece is Associate Professor of Language and Early Childhood at the University of Victoria. A parent, former elementary teacher, and advocate of learner-centered curriculum, she has been actively involved in professional development in support of educational reform throughout North America and Australia. She is co-author of *Evaluating Literacy: A Perspective for Change* (1991) and *Young Writers in the Making* (1993) both published by Heinemann. Her current research is focused on classroom-based evaluative and reporting practices, and on ways of meaningfully involving students in the evaluation of their learning.

### COURSE REQUIREMENTS

Teaching certificate or special permission of instructor.

Participants will:

- review recent developments in assessment, evaluation and reporting;
- analyze the implications of policy frameworks for student assessment, evaluation and reporting practices;
- examine a variety of models and methods of assessment, evaluation and reporting;
- evaluate exemplars of resource materials that support current assessment, evaluation and reporting;
- discuss dilemmas and issues surrounding assessment, evaluation and reporting;
- critically reflect on one's own assessment, evaluation and reporting beliefs and practices, and develop an action plan for professional growth;
- apply principles and policies to practice in a specific educational context.

### READINGS

Anthony, R., Johnson, T., Mickelson, N., & Preece, A., *Evaluating Literacy: A Perspective for Change*, Heinemann 1991.

Daires, A., Cameron, C., Gregory, K. & Politano, C., *Together is Better*. Peguis 1992.

Wiggins, G. "Standards, Not Standardization: Evoking Quality Student Work", *Educational Leadership*, Feb. 1991, 18-25.