

H-1: Student Assessment, Evaluation and Reporting: Linking Principles, Policies and Practices

Instructor: Eileen Eby

Location: Langley

Date: August 15-24, 1994

Days: Monday-Saturday

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

	UVic	*SFU	UBC
Course Number:	ED-D 487	✓ EDUC 381	EPSE 390E
Section Number:	Q61	T1.00	96U
TT or Cat Number:	37762	63087	05887

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

Eileen Eby, Master of Education, is currently Intermediate Coordinator in the Greater Victoria School in British Columbia. She has been a classroom teacher, district administrator, university course instructor, independent researcher, workshop leader and a consultant. Her work currently involves managing teams responsible for implementing new Provincial curriculum and in particular focuses on learner-centered teaching and evaluation. Her current interests include portfolio assessment, student self-evaluation and criteria referenced learning. Eileen's work brings her into contact with some of the most innovative educators in British Columbia and she is pleased to share the dynamic and thoughtful strategies that these teachers have developed.

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

- Feuer, M., & Fulton, K. (1993). The many faces of performance assessment. *Phi Delta Kappan* (February), pp. 478-479.
- Maeroff, G. (1991). Assessing alternative assessment. *Phi Delta Kappan* (December), pp. 273-281.
- Perrone, Vito (Ed.). (1991). *Expanding student assessment*. Alexandria, VA: ASCD.
- Sperling, D. (1993). What's worth an "A"? Setting standards together. *Educational Leadership*, February, pp. 73-75.
- Worthen, B. (1993). Critical issues that will determine the future of alternative assessment. *Phi Delta Kappan* (February), pp. 444-454.

Additional readings will include current Ministry of Education Policy and Program Documents and other relevant literature.