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# SIMON FRASER UNIVERSITY

## FACULTY OF EDUCATION UNDERGRADUATE PROGRAMS

### SPECIAL TOPICS PROPOSAL FORM

1. **Course number:** 383      **Credit Hrs.:** 3      **Vector:** \_\_\_\_\_

**Title of Course:**      **ST - Student Assessment, Evaluation and Reporting:**  
**Criterion-referenced Assessment**

**Description of Course:** 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.

**Prerequisites (or special instructions):**

Teaching certificate or special permission of instructor.

2. **Objectives (including a statement of how the course is embedded in a theoretical/cognitive/interpretive intellectual framework):**

This course provides a survey of contemporary assessment, evaluation and reporting principles and practices within the context of changing educational directions and current Ministry of Education policies. It encourages the critical examination of pertinent issues, and highlights the relationships among principles, policies and practices.

*Participants will*

- review recent developments in assessment, evaluation and reporting, with emphasis on the provincial context;
- analyze the implications of provincial 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;
- understand the relationships among curricular goals and objectives, criteria, assessment and evaluation;
- demonstrate ability to develop an instructional plan that links curricular intentions, instructional strategies, and assessment and evaluation practices;

- analyze the relationships among curriculum, developmental expectations, student experiences, standards and grades.

**3. Rationale for course offering (reasons why course is needed):**

Student assessment, evaluation and reporting are among the most controversial issues in public education at this time. Educators are confused by conflicting information and uncertainty about current educational directions, and few have adequate understanding of contemporary principles and policies to evaluate the range of proposed practices.

**4. Bibliography (list all books & articles required and/or recommended):**

**Required readings:**

British Columbia Ministry of Education (1994). *Guidelines for Student Reporting for the Kindergarten to Grade 12 Education Plan*. Victoria, B.C.: Province of British Columbia.

British Columbia Ministry of Education (1994). *The Kindergarten to Grade 12 Education Plan*. Victoria, B.C.: Province of British Columbia.

British Columbia Ministry of Education (1994). *Evaluating Reading across Curriculum*. Victoria, B.C.: Province of British Columbia.

British Columbia Ministry of Education (1994). *Report to Parents*. Victoria, B.C.: Province of British Columbia.

*Other required readings will be determined by the instructional team. A selection of articles will be provided by the instructors.*

**Selection of possible texts:**

Anderson, R., & Pavan, B. (1993). *Nongradedness: Helping it to happen*. Lancaster, PA: Technomic.

Angelo T., & Cross, A. (1993). *Classroom assessment techniques*. San Francisco: Jossey-Bass.

Countryman, Joan (1992). *Writing to learn mathematics: Strategies that work*. Toronto: Irwin.

Drummond, M. (1994). *Learning to see: Assessment through observation*. Markham, Ont.: Pembroke Publishers.

*Making the grade: Evaluating student progress*. Scarborough, ONT: Prentice-Hall. ISBN

Perrone, Vito (Ed.). (1991). *Expanding student assessment*. Alexandria, VA: ASCD.

Stenmark, J.(Ed). (1991). *Mathematics Assessment*. Reston, VA: National Council of Teachers of Mathematics.

**Additional Resources:**

British Columbia Ministry of Education (1991). *Supporting Learning: Understanding and Assessing the Progress of Children in the Primary Program*.

British Columbia Ministry of Education (1992). *Evaluating Writing Across Curriculum: Student Samples for the Writing Reference Set*.

British Columbia Ministry of Education (1992). *Evaluating Writing Across Curriculum: Using the Writing Reference Set to Support Learning*.

British Columbia Ministry of Education (1988). *Enhancing and Evaluating Oral Communication in the Intermediate Grades*.

British Columbia Ministry of Education (1988). *Enhancing and Evaluating Oral Communication in the Primary Grades*.

British Columbia Ministry of Education (1988). *Enhancing and Evaluating Oral Communication in the Secondary Grades*.

British Columbia Ministry of Education (1991). *Primary Program Foundation Document*.

British Columbia Ministry of Education (1991). *Thinking in the Classroom*. Vol. I and II.

British Columbia Ministry of Education (1994). *Assessment Handbooks Series: Portfolio Assessment; Performance Assessment; Student Self-Assessment; Student-Centred Conferences*.

British Columbia Ministry of Education (1994). *Graduation Program Policy*.

British Columbia Ministry of Education (1994). *Intermediate Program Policy*.

*Other resources will be determined by the instructional team.*

**5. List of student assignments to be completed and any other expectations of students:**

**Expectations:**

- a. full attendance at the entire Summer Institute;
- b. completion of pre-readings and pre-institute assignment;
- c. participation in discussions related to pertinent issues;
- d. participation in self and peer evaluation strategies during institute activities;
- e. satisfactory completion of all assignments as indicated below.

**Assignments:**

- a. A written description and analysis of one's current assessment, evaluation and reporting practices in a specific instructional context (pre-institute assignment);
- b. A journal demonstrating thoughtful analysis of readings, course content and issues discussed;
- c. An examination of several models or strategies for assessment, evaluation and/or reporting, including a discussion of their implications for student learning and accountability, to be shared with the class;

- d: A plan for use of a selected approach to assessment, evaluation and/or reporting within a specific educational context, showing the use of criterion referencing consistent with existing policies and recommended practices for the target age group and indicating an understanding of links among principles, policies and practices;
- e. An action plan for one's professional development, with rationale;
- f. A final examination (option of the instructor).

**6. Description of student assessment and grading procedure:**

Assessment, evaluation and grading practices will model strategies discussed during the course. Evaluation will be based on stated criteria and standards but will allow for a choice of representations that are appropriate to the particular assignment and that encourage different ways of demonstrating learning. Criteria and possible forms of representation for each assignment will be discussed with students prior to completion of the assignments.

**7. Approval**

UPC Chairperson *J. Thompson*  
Date Feb 5 1998