

Interession 1998

EDUC 383 - 3
ST - Student Assessment, Evaluation &
Reporting: Criterion-referenced Assessment
***D01.00**

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PREREQUISITE

Educ 401/402

COURSE DESCRIPTION

This course will be highly experiential. Students will be involved in planning, teaching and gathering data on student performance. Students who currently do not regularly work in a classroom will be provided opportunities to teach.

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.

OBJECTIVES

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.

ASSIGNMENTS

1. A written description and analysis of one's current assessment, evaluation and reporting practices in a specific instructional context (pre-institute assignment).
2. A journal demonstrating reflective analysis of readings, course content and issues discussed.
3. 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.
4. A detailed analysis of students' work in a specific educational context that reflects planning for teaching and assessment.
5. The final task will be the student's defense of a portfolio developed over the course.

REQUIRED READINGS

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

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

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

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

REQUIRED TEXTS

Ancess, J., Darling-Hammond, L., Falk, B. *Authentic Assessment in Action*. New York: Teachers College Press.

Burke, Kay (Ed.) (1992). *Authentic Assessment - A Collection*. Palatine, Illinois: IRI/Skylight Training and Pub.

Sylvester, Robert (1995). *A Celebration of Neurons*. Alexandria, VA: ASCD.

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

Wiggins, Grant P. (1993). *Assessing Student Performance*. San Francisco, CA: Jossey-Bass.

RESERVES

Viewpoints & Reflections: Implementation of Criteria Referenced Assessment. B.C. School Superintendents.

Caine, R. N., Caine, G. (1997). *Education on the Edge of Possibility*. Alexandria, VA: ASCD.

ADDITIONAL RESOURCES

B.C. Ministry of Education Reference Sets.