

Intersession 2000

EDUC 383 - 3
ST - Student Assessment, Evaluation & Reporting
D02.00

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Fridays 5:00 pm - 8:00 pm
Saturdays 9:00 am - 12:00 noon

PREREQUISITE

COURSE DESCRIPTION

This course surveys recent developments in student assessment and evaluation with the 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 (for example, authentic assessment) and discuss relevant issues. Topics include assessment processes and strategies, evaluation criteria and standards, and student self assessment. Course activities and assignments help participants reflect on their own practices and apply principles and policies in their specific educational contexts.

Participants will:

- review recent developments in assessment and evaluation and reporting;
- analyze the implications of provincial policy frameworks for student assessment, evaluation and reporting practices;
- examine a variety of models and methods of assessment and evaluation;
- examine resource materials that support assessment and evaluation practices;
- discuss issues surrounding assessment and evaluation;
- critically reflect on one's own beliefs and practices about assessment and evaluation;
- apply principles and policies to practice in a specific educational context;
- understand the relationships among curricular outcomes, criteria, assessment and evaluation;
- demonstrate the 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. READINGS

Pre-reading of text chapters and/or handouts will be required prior to each class session.

2. RESPONSE JOURNAL

The response journal will contain responses to readings, discussions and activities. Some entries will be made in class, others as completed as homework. The format for these responses will be discussed in class. Journals will be handed in weekly.

3. ASSESSMENT TOOL DESIGN

Students will design and/or critique a variety of assessment tools. A number of different assessment tools will be examined and peer assessment, as well as assessment by the instructor, will be an aspect of this assignment.

4. ORAL PRESENTATION

Each student will give a 5 to 10 minute presentation (including questions) on an issue related to assessment. Reference should be made to two readings obtained from educational journals. Students will be able to refer to a general list posted in class and the presentations will occur toward the end of May.

5. ASSESSMENT PLAN FOR A UNIT OF STUDY

Each student will be asked to design an assessment plan for a unit of study. The plan will include:

- learning outcomes for the students,
- a description of what you as a teacher would have to see/hear students doing in order for you to say that students have met the outcomes,
- an assessment tool from each of the categories discussed in the course,
- a rationale for the use of each tool,
- the criteria and marking rubrics to be used.

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 will allow for choices of representations that are appropriate to the specific assignment and that encourage different ways of demonstrating learning. Criteria and possible ways of representing assignments will be discussed with students prior to the completion of assignments.

REQUIRED TEXTS

Burke, K. (1999). The Mindful School: How to Assess Authentic Learning. Skylight Professional Development.

Herman, J., Aschbacher, P. & Winters, L. (1992). A Practical Guide to Alternative Assessment. Alexandria, VA: Association for Supervision and Curriculum Development.