INTRODUCTION TO ASSESSMENT AND EVALUATION
BROCK UNIVERSITY
Education 8Y63

Instructor: Tony Di Petta
Session: Winter Term
Office: Welch Hall 32A
Phone: 905-688-5550 ext. 4729
E-mail: tony.dipetta@brocku.ca

COURSE DESCRIPTION:

The 8Y63 course: An Introduction to Assessment and Evaluation presents an overview of the basic concepts, skills and practices associated with classroom assessment and student evaluation in Ontario schools. This introduction provides assessment literacy – an understanding of the principles of sound assessment. Teacher-candidates will need this expertise to discuss, critique, and develop assessment and evaluation practices for their own classrooms. It has been estimated that teachers spend approximately one-third of their available professional time involved in assessment-related activities (Stiggens & Conklin, 1992). Given the amount of time and effort that teachers devote to these important activities, this introductory course will examine a range of assessment and evaluation ideas and methods that teacher-candidates will experience in their teaching practica.

COURSE OBJECTIVES:

By the end of this course teacher-candidates will be able to:

- Define, discuss and critique the application and implications of various classroom assessment and evaluation procedures, as well as resources developed by the Ontario Ministry of Education and Boards of Education.

- Describe and critique a variety of methods and means for reporting student achievement.

- Describe and critique various means for communicating with parents about student achievement.

- Discuss the role of the Educational Quality and Accounting Office (EQAO) in Ontario’s school system and critically consider how large-scale assessments relate to classroom instruction.
**SESSION AND TOPIC SCHEDULE:**

Sessions are linked to the reading list on the following page.

<table>
<thead>
<tr>
<th>Session Date</th>
<th>Topic</th>
<th>Assessment Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec. 13</td>
<td>Welcome &amp; Introductions Why teachers need to be assessment literate</td>
<td>Check reading list</td>
</tr>
<tr>
<td></td>
<td><strong>Winter Break – Dec. 24 to Jan. 2</strong></td>
<td></td>
</tr>
<tr>
<td>Jan. 3</td>
<td>Developing a framework for classroom assessment Traditional vs. alternative assessment</td>
<td>Check reading list</td>
</tr>
<tr>
<td>Jan. 10</td>
<td>Alternative assessment</td>
<td>Check reading list</td>
</tr>
<tr>
<td>Jan. 17</td>
<td>Performance-based assessment</td>
<td>Check reading list</td>
</tr>
<tr>
<td>Jan. 24</td>
<td>Report cards: Putting all the pieces together</td>
<td>Quiz #1 - Closed Book</td>
</tr>
<tr>
<td></td>
<td>Check reading list</td>
<td></td>
</tr>
<tr>
<td>Jan. 31</td>
<td>Report cards cont. Performance-based assignment: Rubric design</td>
<td>Check reading list</td>
</tr>
<tr>
<td></td>
<td>In-class group activity</td>
<td></td>
</tr>
<tr>
<td>Feb. 7</td>
<td>Standardized testing in Canada Norm vs. criterion-referenced standardized tests</td>
<td>Check reading list</td>
</tr>
<tr>
<td></td>
<td><strong>PA Day – Feb 14 to Feb 16</strong></td>
<td></td>
</tr>
<tr>
<td>Feb. 21</td>
<td>EQAO and the Ontario context for assessment and evaluation</td>
<td>Check reading list</td>
</tr>
<tr>
<td>Feb. 28</td>
<td>Communicating with parents and parent-teacher conferences</td>
<td>Quiz #2 - Open Book</td>
</tr>
<tr>
<td></td>
<td>Check reading list</td>
<td></td>
</tr>
<tr>
<td>Mar. 7</td>
<td>Course synthesis</td>
<td>Performance-Based Assignment Due</td>
</tr>
</tbody>
</table>
REQUIRED READINGS:

SESSION 1:

SESSION 2:

SESSION 3:

SESSION 4:

SESSION 5:

SESSION 6:

SESSION 7:
• Santrock et al. (2004). Read Chapter 13 – Standardized Tests and Teaching.

SESSION 8:

SESSION 9:
RECOMMENDED READINGS:


PRE-SERVICE COURSE GRADE EQUIVALENTS:

- **P1**: (100, 98, 95, 92, 88, 85, 82, 80). A grade of P1 is awarded to students for excellent, comprehensive and accurate work in which evidence of a comprehensive understanding of teaching and learning principles as well as application to practical teaching situations is evident.
- **P2**: (78, 75, 72, 70). A grade of P2 is awarded to students who have a sound grasp of the most important goals of the course and whose work may be described as careful and competent.
- **P3**: (68, 65, 62, 60). A grade of P3 is awarded to students whose work shows a very basic understanding of the task and an acceptable level of completion.
- **F**: (58 or lower). A grade of F is awarded to students whose work does not satisfy the minimum requirements established by the Pre-service Faculty of Education.

COURSE EVALUATION:

**Quizzes**
Two Quizzes (20% each) on lecture and text readings
See the Schedule for quiz dates. Refer to the Course Outline for description of quiz formats.................................................................40%

**Performance-Based Assessment Task**
Refer to the course outline for a description of this assignment..........................40%

**Class Participation & Attendance.................................................................20%**
Quizzes:

You will complete two short quizzes (20% each) in class. Quiz questions will be based on class lectures and required readings. One quiz will be closed book and one will be open book to provide students with the opportunity to reflect on how these two approaches to quiz taking differ. Quizzes will not be cumulative. The two quizzes will be presented in varying formats.

Any quiz that is not written on the specified date must be made up within the same week at a time that is of mutual convenient for you and the instructor. Please be sure to notify the instructor as soon as possible in the case of an absence. The Instructor reserves the right to refuse a make-up when the reason for absence is inadequate.

Performance-Based Assessment Task:

This assignment provides teacher-candidates with an opportunity to become familiar with The Ontario Curriculum expectations and to examine and consider practical methods of assessment and evaluation. Teacher-candidates are asked to select one subject area module of the Ontario Curriculum documents (e.g., Math, Language, Science and Technology - available at http://www.edu.gov.on.ca) and then choose a subject or strand (e.g., Number Sense and Numeration) within a particular grade level (e.g., Grade 4). Next teacher-candidates are asked to consider specific expectations to target and plan an activity/performance-based task that enables you to assess the expectations you have targeted.

In your submission please include the following information:

1. Grade level, subject (or strand) and reference the specific Ontario Curriculum expectation(s) for the performance-based task;
2. Brief description of the performance-based task: manipulatives, instructions, and state the problem that students are expected to solve;
3. Include a copy of the rubric (or other assessment tool) that you have designed to measure the performance.

The written Performance-Based Assessment Task should be no longer than 6 pages. Consider making copies for your peers as well.

All due dates are firm unless alternative arrangements have been made in advance with the instructor.
**Class Participation & Attendance:**

You are expected to participate in all class discussions, tasks and group work. Of course, the quality of this participation and not the quantity will be of primary importance for the class participation grade which will consist of both an instructor and self-assessment component. The instructor's grade is worth 10% and will be based on an analytic rubric (see Appendix A). You are asked to develop a holistic rubric also worth 10% to self-evaluate your participation in this course.

Attendance will be taken at each class. While it is understood that circumstances may necessitate that an individual miss a class, you will need to complete an additional assignment for each class that is missed. You will be asked to prepare a one page summary of the work you missed in order to ensure that you are up-to-date on the key elements of that session. If you miss class for a reason that is not acceptable, you may lose 10% of your final course grade that has been calculated without the deduction (e.g. for a final course grade of 85, 8.5 may be deducted).

**PLEASE NOTE:**

If you have any questions or concerns about this outline please do not hesitate to contact me.
# INSTRUCTOR RUBRIC FOR CLASS PARTICIPATION

Name: _______________________________ Day & Time: _______________

Evaluation of your participation will be collaboration between the instructor and you. You are asked to self-evaluate and grade your participation. Your self-evaluation of your class participation is worth 10% for this course.

<table>
<thead>
<tr>
<th>PARTICIPATION CRITERIA</th>
<th>5/10 or less Needs Improvement</th>
<th>6/10 Satisfactory</th>
<th>7/10 or 8/10 Good</th>
<th>9/10 or 10/10 Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-operation</td>
<td>I rarely help to complete class group activities</td>
<td>I sometimes help to complete class group activities</td>
<td>I usually help to complete class group activities</td>
<td>I almost always help to complete class group activities</td>
</tr>
<tr>
<td>Flexibility in Roles</td>
<td>I rarely accept alternate roles within the class/group</td>
<td>I sometimes accept alternate roles within the class/group</td>
<td>I usually accept alternate roles within the class/group</td>
<td>I almost always accept alternate roles within the class/group</td>
</tr>
<tr>
<td>Active Involvement</td>
<td>I rarely share information or my experience with the group</td>
<td>I sometimes share information or my experience with the group</td>
<td>I usually share information or my experience with the group</td>
<td>I almost always share information or my experience with the group</td>
</tr>
<tr>
<td>Communication</td>
<td>I rarely use collaborative listening and speaking skills</td>
<td>I sometimes use collaborative listening and speaking skills</td>
<td>I usually use collaborative listening and speaking skills</td>
<td>I almost always use collaborative listening and speaking skills</td>
</tr>
<tr>
<td>Preparation</td>
<td>I am rarely prepared for class with completed readings</td>
<td>I am sometimes prepared for class with completed readings</td>
<td>I am usually prepared for class with completed readings</td>
<td>I am almost always prepared for class with completed readings</td>
</tr>
</tbody>
</table>

Overall, I believe that I should receive _____ out of 10% for my participation.