

EDUC 5303 CI03: Principles of Assessment for Education (Open Entry)

[Dashboard](#) / [Courses](#) / [EDUC 5303 CI03 Home](#) / [EDUC 5303](#) / [Course syllabus](#)

Course syllabus

COURSE DESCRIPTION

Welcome to Education 5303: Principles of Assessment for Education.

This course entails an examination of both summative and formative assessment in relation to various educational purposes. Professional issues such as the role of the teacher and student in assessment, bias, morality, and ethics are explored. Existing assessment practices and processes used in programme planning and curriculum implementation will be critically analyzed.

ASYNCHRONOUS DELIVERY

This course involved asynchronous delivery which enables you flexibility to work at your own pace and at times that suit your schedule. Typically students enrolled in this course come from a variety of backgrounds and collaborate through discussion forums and other class activities. Generally students will take three months to complete the course. If it is your intention to complete the course in a shorter or longer period of time please let me know. I look forward to exploring with you many issues that surround assessment. Technically you have up to six months before you would need to apply for an extension.

If you have questions related to the course content please contact me.

Contact Information:

- E-mail: heather.hemming@acadiau.ca
- Phone: (902) 670-1429

Course Overview

EDUC 5303 will be comprised of readings (textbook & other assigned readings), explorations of online resources such as publicly accessible texts and videos, independent activities, and interactions with others through the discussion forum on ACORN. The overall objectives of the course are to offer you an opportunity to examine assessment in relation to your own work, to refresh yourself in assessment terminology (both formal and informal), to understand the keys to quality classroom assessment and to critically examine existing practices, and to consider the educational implications.

The modules contain commentary on the topic in the module and introductions to the resources (readings, sites to visit, and videos). Integrated into the modules are required activities for completion which include discussion forums in modules 2, 3, 5, and 7. Assignments are outlined and dropboxes for the assignment submissions are found in the modules.

While the readings and assignments are listed below there are activities, links to videos etc. included in the modules that you are expected to complete.

Course Materials

Required Textbook

Webber, C. F., & Lupart, J. (Eds.). (2012). ***Leading student assessment***. Dordrecht: Springer.

Available online - <https://ca1lib.org/book/2051878/52454b?id=2051878&secret=52454>

Two online resources used in the course are:

Rethinking classroom assessment with purpose in mind: assessment for learning, assessment as learning, assessment of learning an online resource/guide to help set the stage for your study. There are numerous classroom examples used to make illustrations of key points that cut across grade levels and subject areas. It was developed by Dr. Lorna Earl and Dr. Steven Katz from Aporia Consulting, in collaboration with the Western and Northern Canadian Protocol for Collaboration in Education (WNCP) assessment team, which is made up of representatives from each of the member provinces and territories. Copyright © 2006, the Crown in Right of Manitoba as represented by the Minister of Education, Citizenship and Youth. Manitoba Education, Citizenship and Youth, School Programs Division, 1970 Ness Avenue, Winnipeg, Manitoba R3J 0Y9.

<https://digitalcollection.gov.mb.ca/awweb/pdfopener?smd=1&did=12503&md=1>

Learning for All, K-12 <http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf>

In addition to the textbook often there are required readings in pdf files that are linked to the module through an external site or embedded within the content of modules. Please be advised that Canadian copyright laws prevent me from providing some pdf files directly. A few exceptions apply and in these cases there will be files available within the module.

In addition, several video resources primarily in the form of youtube videos are considered important course resources/materials.

To access Library Articles and Journals from off-campus use VPN

Module Topics and Required Reading

Required readings are listed below. When you go to the module sites in ACORN you will see the other resources to use such as videos, links to sites etc. and activities you expected to complete.

Module 1: Thinking About Assessment and Different Purposes

Required Reading

- Chapter 1 (pp. 1-16) *Taking stock of here and now.* (Lupart, J., & Webber, C.F.).
- Cooper, D. (2007). *Different Purposes For Assessing Student Work.* Chapter 2 Talk About Assessment. Nelson Education Ltd. Toronto: Ontario, p. 26-51.

Module 2: Focussing on Learning In Assessment

Required Reading

- Pages 1-26 *Rethinking classroom assessment with purpose in mind: assessment for learning, assessment as learning, assessment of learning*
- Chapter 13 (pp. 263-282) *Putting the focus on learning: Shifting classroom assessment practices* (Sherry Bennett & Dale Armstrong). From Webber, C. F., & Lupart, J. (Eds.). (2012).

Module 3: Fair and Ethical Student Assessment Practices

Required Reading

- Chapter 5 Text (pp. 87-106) Fair and ethical student assessment practices . Jean L Pettifor & Donald H Saklofski.
- Chapters 3 and 4 Learning for All, K-12 <http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf>

Module 4: Standardized, Low and High Stakes Assessment

Required Reading

- Salaky, K. "[What Standardized Tests Look Like in 10 Places Around the World.](#)" (Insider , September 5, 2018 – online resource)
- Text - Chapter 2 Text - *School Leadership, Evidence-Based Decision Making, and Large-Scale Student Assessment* (Kenneth Leithwood).
- **Kocay, V. (2019, March). Evaluating Best Practices in Large-Scale Assessment.** Retrieved July 29, 2020, from

<https://www.edcan.ca/articles/large-scale-assessment/>

- Stiggins, R. J., Arter, J. A., Chappuis, J. and Chappuis, S. (2004, 2006). *Classroom Assessment for Student Learning: Doing It Right – Using It Well*. Princeton, NJ: Educational TestingService. – Chapter 13

Module 5 : Classroom Assessment Part 1

Required Reading

- **Section 2 of Rethinking Classroom Assessment (chapters 3, 4, and 5)**
- Text – Chapter 11 (pp. 225-240) *Teacher feedback in formative classroom assessment* (Susan M. Brookhart).

Module 6: Building Assessment Capacity

Required Reading

- Chapter 5: *Learning for All Through Professional Learning in Learning For All* (2013) <http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf>
- *Rethinking classroom assessment with purpose in mind: assessment for learning, assessment as learning, assessment of learning. (Section 3)*
- Heath, L. (2017). *4 Ways to build effective PLCs* (Actively Learn Online resource)

Module 7: Classroom Assessment Part 2: Student Voice and Student Need

Required Reading

- Text Chapter 7 (pp. 133-150) *Current issues in assessing students with special needs* (JohnVenn).
- Text Chapter 9 (pp. 175-200) *Student voice in fair assessment practice* (Nola Aitken)

Module 8: Communication About Student Assessment and Learning

Required Reading

- Text Chapter 6 (pp. 107- 132) *How Can Psychological Assessment Inform Classroom Practice? The Role of the School Psychologist in Canadian Schools* (Joan Jerry and Vicki L. Schwane).
- *Evaluating and Reporting* (Chapter 10) in Davies, A. Herbst, S. & Reynolds, B. (2008). *Leading the Way*. Connections Publishing, Courtney, BC.
- Wormeli, R. (2006). (Chapter 14) Responsive report card writing. In *Fair Isn't always Equal* Portland Maine: Stenhouse.

Module 9: Policy and Practice

Required Reading

- Chapter 4 (pp. 59-86) *Student assessment policy and practice in Alberta: An assessment for learning*. (Jim Brandon, Marsi Quarin-Wright).
- *A Framework for Classroom Assessment*, BC Ministry of Education.

Module 10: Self-Assessment and Assessment for Learning

Required Reading

- *Developing and Supporting K-12 Student Reflection and Self-Assessment of Core Competencies*
- *Student Self-Assessment* (2007) – Capacity Building Series. Ontario Ministry of Education

Evaluation and Assignments

Evaluation

Self -Assessment -Part 1 (Due - Module 3)	10%
PLC Proposal Review - Peer Assessment (Due - Module 6)	20 %
Communicating with Parents/Caregivers (Due - Module 8)	20 %
PLC Leadership Assignment (Due - Module 9)	30 %

Self -Assessment -Part 1 (Due - Module 3)	10%
Final Self-Assessment (Due - Module 10)	20%
Total	100%

Assignments:

Assignment 1 - Self -assessment: Discussion Forums - Due in Module 3

Discussion forums are an opportunity to 'metabolize' your thoughts and ideas about the course in light of your experiences as an educator and as a graduate student. They are also opportunities to put your own learning into practice as you engage with others. You are expected to participate in, and contribute to, the discussion forum which is our online scholarly community. An introduction to topics assigned to the forums can be found in the modules. You will likely need to keep checking back as you work through modules to enter your responses to other posts after your initial entry. Like you, students are working through the course at their pace so I cannot control when others will respond to you. For example, you may need to move back to the module 2 discussion after you finish Module 3 etc.

The expectations are that you engage in deep conversations moving from general sharing to knowledge building. This should be evident in your main posts as well as responses to others. You may find that you will need to go back to the discussion forum a couple of times in a module in order to make your main post, read responses of others to your work, and respond to others. A general approach to your main posts as well others should be evidence of the elements outlined below although not all characteristics need to be evident in every entry. Clearly some of what we are trying to capture is the essence of an academic dialogue.

You are encouraged to:

- Think critically (this does not necessarily mean you have to criticize)
- Communicate your own learning
- Share your experiences
- Ask questions
- Be sincere, creative and provocative
- Challenge assumptions
- Use relevant quotations from the readings
- Be supportive in meaningful ways that encourage further thinking and questioning
- Use a variety of the above suggestions in your responses

Things to avoid:

- Simply reviewing the readings in your own words
- Long personalized accounts that do not relate directly to the discussion question
- Trying to 'teach' your classmates
- Only responding to people and ideas that you like and support
- Making supportive or provocative comments without substantiating them with critical insight

You are asked to use the following framework to self-assess the characteristics of your contribution to the online discussion forums in modules 2 and 3. A copy of the Form referencing the items below and to be used for the self-assessment is found in module 3. When complete submit the Form to Dropbox 1 - found in Module 3.

Little Evidence (C) Just Beginning (B) Achieved (A-) Excellent (A) Exemplar (A+)

Overall characteristics of your contributions should entail:

- demonstrating a grasp of the key concepts
- constructive use of sources/references
- mobilizing and sharing personal/professional stories with reflective comments
- offering diverse/different ideas to create a dynamic environment
- weighing evidence and offering explanations and justifications rather than merely stating opinions
- offering further insight and provoking further questioning.

Assignment 2 - Professional Learning Community Workshop Proposal and Peer/Review Assessment -Due in Module 6

Your first task is to identify a theme to your PLC. This theme will be the focus of your independent inquiry and bases from which you will develop a hypothetical PLC workshop. If you are finding it hard to get started you may want to look back at some of the topics embedded in previous modules as a place to find topics and ideas for identifying your theme or just begin your own searching. My hope is that you will be able to use it for delivery in your professional practice but this is not a requirement of the assignment.

Step 1: Identify theme focus - there must be a link to assessment: Below are some examples

- Assessing Student Engagement
- Assessment in Inquiry based Learning
- Assessment of Creativity
- Assessing Resiliency
- Performance Based Assessment
- Assessment in Curriculum Integration
- Assessment of Critical Thinking
- Pedagogical Documentation
- Triangulation and Assessment Data
- Culturally sensitive Assessment

Step 2: Contact me at heather.hemming@acadiau.ca to have the topic approved for your assignment- Label the Subject- Theme approval Educ 5303 and label as High Priority. My check will be to ensure it is focussed on assessment.

Step 3: Once the theme is approved begin your inquiry and framing up the PLC workshop. Submit a Proposal that will be peer-reviewed by your peers in the Dropbox 2.(You will want to review the requirements for the final project which will be submitted in module 9.) This will give you a chance to receive feedback from your peers at the planning phase of your work. The proposal should be no longer than two pages and include the following elements:

- Personal goals for learning related to the topic of the PLC.
- Rationale:why this topic is relevant - 2-4 lines
- Objectives (2-4): including where it might fit in a sequence of PLC meetings/workshops
- Intended Participants - you select the group of professionals this is targeted for
- Proposed Workshop Approach and Plan to Actively Engage Participants and how you will empower participants to leave the PLC wanting to make changes-(Paragraph)
- List of a minimum of three resources you will integrate into the workshop

Step 4: Submit your proposal for blind peer review in Dropbox 2. In addition to submitting a proposal for review you will be required to complete a review of a peer's submission which will be forwarded to you through email and you will return through email.

Step 5: Wait to receive feedback on your proposal and prepare blind feedback on the proposal(s) you are sent. A common form for submission of the review is found in the module and outlined below will be used to provide information to the author through the peer-review/ assessment process. When you complete a review you are to fill in the form and email it back to me with the subject line EDUC 5303 Proposal Review. Do not put your name on the form.

Peer Review/Assessment Form

The rationale and objectives are linked and clearly stated:

- Needs significant work
- Needs Some work
- Needs Little/No work

The plan suggests activities that will create meaningful connections to the topic for the participants:

- Needs significant work
- Needs Some work
- Needs Little/No work

The plan demonstrates attention to ensuring the leader will be facilitating learning through active engagement rather than the telling of information:

- Needs significant work
- Needs Some work

- Needs Little/No work

The resources outlined are focussed clearly on the topic and related to the objective:

- Needs significant work
- Needs Some work
- Needs Little/No work

In addition, an open-ended question - "If this were your project, what is one thing you would do to revise it?" - state this in a general way - For example, find more relevant resources. (It is not the reviewers tasks to actually find the resources.)

Overall rating assigned

- Generally Needs significant work - Grade C
- Generally Needs Some work - Grade B+ to A-
- Generally Needs Little/No work - Grade A

Assignment 3 - Communicating with Parents/Caregivers- Due in Module 8

As educators, one of our responsibilities is to communicate with parents/caregivers and the general public about educational issues. There are often commonly held misconceptions and misunderstandings about assessment. Building on principles of assessment covered in this course select one of the two options below. The intention is that you focus on a topic that might be rooted in a misconception or misunderstanding. For example topics like these provide focus: how educators assess early literacy in the classroom, how educators use formative assessment during learning at home like Covid 19, and, the pitfalls of comparing schools based on standardized assessment. These are examples and not the list of choices.

Option A

Deliver and record a 4-6 minute TedTalk in which you educate the public on the complexity of an issue/topic in assessment. Think about your audience and how you might effectively communicate with them. It is important that you integrate into your discussion a few references and information about links to relevant resources/sites/youtube videos etc. to help support the future learning of the intended audience.

Option B

Write a 3 - 4 page (single spaced) article for a magazine – like *Canadian Living* – or an online website such as a blog site where you educate the public on the complexity of an issue/topic in assessment. Think about your audience and how you might effectively communicate with them. It is important that you integrate into your discussion a few references and information about links to relevant resources/sites/youtube videos etc. to help support the future learning of the intended audience.

For option A or B you will be evaluated on the following criteria.

Topic choice relevant and interesting for the audience

Awareness of the audience

Language usage - avoid jargon without explanations

Key points communicated clearly and effectively

Supports future learning of parents/care-givers including suggestions for relevant resources

Effective use of the medium for communication

Creativity in approach

Assignment 4 : Professional Learning Community Workshop Leadership. Due in Module 9

This assignment builds on the proposal and peer-review that were completed in module 6. After reflecting on the feedback from the peer-review process your task is to plan out and prepare to lead a hypothetical PLC on the approved topic.

As you are aware, in a PLC your role would not to be one that tells the group but rather one where through exploring the slides

together you establish a context of collaborative learning. Thoughtfully consider the course content related to professional learning communities and effective PD as you plan your session.

Your task is a leadership one in which you are planning in detail one PLC workshop. As mentioned before this would be one session in a series. You might wish to begin by consider it to be the first, third or even the final session in a series. In your notes please make it clear where you see this workshop situated. The elements for your submission include:

- an eight-ten slides (rough) PowerPoint (or other comparable presentation programme) that you would use if you were assigned the role of lead facilitator in a professional learning community. The slides/visuals should serve to focus the intended participants in active learning that aligns with your objectives and principles of educational assessment explored in the course.
- To help me to understand how you envision the workshop unfolding provide a curated/narrated text that lays out the plan you have for the slides. (This can be included in the Notes: section in Power point or in an attached document). This will include the references you might make to research, the way you would approach the presentation of the slide, how you intend to engage the participants any support materials you might distribute, questions you might pose etc.
- Given that PLCs are not meant to be stand alone PD but rather part of an ongoing professional learning communities work you should include a workshop follow-up task assigned for the next session making clear the participants' learning responsibility beyond the session.
- Provide four to six resources (beyond the course resources) for future use or embedded in your PLC plan that you recommend for exploration of the topic (include at least one video resource).

Questions I consider as I assess your assignment. You will be given a rating on a five-point scale for each of the items below.

- Have you taken steps to build a collaborative culture?
- Have you created a session whereby participants will be actively involved in learning in such a way that they will make meaningful connections with the topic?
- Does the assignment reflect a general understanding of the principles assessment (often implicit in the assignment) and solid understanding of the topic of focus?
- Did you adopt a facilitating rather than telling approach?
- Does the session have a clear focus that is linked to assessment results?
- Were the slides and other support materials constructed in a manner that they would be visually appealing and engaging for the exploration of the topic?
- Did your notes help me to understand how you would facilitate the session?
- Is there a reasonable amount of learning/participation planned for the session?
- Will the session provide an outline of expectations that will establish terms of future meaningful participation in a further session?
- Were resources provided/listed linked to the topic and would prove useful for participants to explore?

Assignment 5 - Self - Assessment Due in Module 10

Select a minimum of six questions from below to guide your reflection and address with responses in your submission and complete the two required elements below the open-ended questions.

- What is something you now know about that you didn't before the course?
- What is something you wanted to learn about and did you take advantage of the course work to find out more?
- Has your learning changed your view/opinion on something? If so, what is it? If not, why do you think this opportunity did not present itself?
- What would you do differently regarding your learning if you could do this course again?
- What is one thing that surprised you about your work?
- What was one problem you had while you were working through the course? How did you solve it?
- Did you take the opportunity to explore additional website recommended in the course? And, or did you seek out additional sites for exploration?
- What is one thing about your contributions to the coursework that you like the most?

Required Question

Asking good questions can help to focus your future learning. What are three questions you are asking to support your learning in the future?

Required rating scale

Overall, do you think you put effort into completing the work to a high standard that supported your learning about assessment? Provide a score. Note scale range below.

Scale to rate your overall self-assessment on a scale of 1 to 10 how would you assess your learning? (10 being exemplary, 9 being excellent, 8 being very good, 7 good and 5 being did the minimum and put in minimal effort).

Assignment Submission

The assignments are delivered to the instructor via assignment drop-boxes. Please remember to put your name, student number, course number, and assignment number on the assignment and keep a copy in the event the original is lost.

The final assignment should be received at least 2 weeks prior to the date you wish to finish the course.

Note files must be readable by MS Office.

Student Handbook

You are responsible for becoming familiar with the contents of the Student Handbook. It contains important information about scheduling examinations (if applicable), applying for extensions, withdrawing from your course, ordering books, and computer and library services available to you. If you have questions about the policies outlined in the handbook (<https://courseware.acadiau.ca/openacadia/studenthandbook.html>), contact:

Open Acadia

- 21 University Avenue (Rhodes Hall)
- Wolfville, NS B4P 2R6
- Phone: 1-800-565-6568
- Fax: 1-902-585-1068
- Email: openacadia@acadiau.ca

Academic Integrity

Academic integrity demands responsible use of the work of other scholars. It is compromised by academic dishonesty such as cheating and plagiarism. A student who is uncertain whether or not a course of action might constitute cheating or plagiarism should seek in advance the advice of the instructor involved.

- Cheating is copying or the use of unauthorized aids or the intentional falsification or invention of information in any academic exercise
- Plagiarism is the act of presenting the ideas or words of another as one's own. Students are required to acknowledge and document the sources of ideas that they use in their written work.
- Self plagiarism is also a form of plagiarism. It is the presentation of the same work in more than one course without the permission of the instructors involved.
- A student who knowingly helps another to commit an act of academic dishonesty is equally guilty.
- Penalties are levied in relation to the degree of the relevant infraction. They range from requiring the student to re-do the piece of work, through failure on that piece of work, to failure in the course, and to dismissal from the university.

[Click here to return to the Module](#)

Last modified: Wednesday, 22 September 2021, 3:19 PM

Jump to...

[Course outline \(pdf\) ►](#)

 [Moodle Docs for this page](#)

You are logged in as [Chris Edwards](#) ([Log out](#))

[EDUC 5303 CI03 Home](#)

[Get the mobile app](#)

 [Give feedback about this software](#)