

Professional Development in Assessment and Evaluation Designed to Enhance Student Learning

- for school staffs interested in enhancing student assessment and evaluation programs and practices in their schools.
- a collection of activities designed to support a staff development process involving:
 - individual and collaborative reflection
 - dialogue and discussion
 - interactive workshop activities
 - opportunities to develop and enhance greater assessment literacy
 - acquiring information through readings and research activities
- developed through consultation with an advisory committee of Saskatchewan educators representing rural, urban, multi-level, multicultural, elementary, middle years, and secondary classrooms.
- organized around questions and issues related both to “why” and “how” we evaluate students.

Some Key Issues . . .

- understanding the goals, purposes, and meaning of various assessments and evaluations.
- matching assessments with curriculum goals and instructional strategies.
- ensuring equitable and fair assessments that are responsive to students with exceptional needs and students from diverse cultural backgrounds.
- involving students in their own learning through self- and peer-evaluation.
- communicating with parents, students and others.

I really enjoyed the information on portfolios and rubrics. I learned a lot and will be using them in my classroom directly. Very beneficial information.

— Participant, 2003-2004

The four days were excellent not only in learning about assessment and evaluation, but also for teamwork and team building!

Thank you!

— Participant, 2003-2004

For more information about the handbook, or to arrange for consultation or facilitation please contact:

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Student Assessment & Evaluation

Professional Development for Enhanced Student Learning

Student Assessment and Evaluation Workshops

The following workshops may be part of the staff development process in response to the interests and goals of the participants. SPDU will be pleased to provide additional workshops in the area of student assessment and evaluation at the request of a school staff or a school division.

Promoting Student Involvement (1/2 day)

- Addresses techniques for supporting student learning through assessment including examining and setting criteria with students, engaging students in self-assessment and providing opportunities for goal setting
- Considers the variety of ways in which students can demonstrate their learning
- Includes an array of resources that can be used in self and peer assessment
- Provides opportunities for teachers to work collaboratively in order to develop descriptions of significant learning objectives in curricula

Modifying and Adapting Assessment (1/2 day)

- Examines the adaptive dimension in Saskatchewan curricula and its relationship to assessment and evaluation
- Provides tips and techniques for differentiating instruction and assessment to meet the diverse needs of students
- Considers the challenges of assessment and evaluation for special needs students and strategies to overcome those challenges
- A review of current research and literature provides practical and theoretical information about modifying and adapting assessment

Designing a School-Wide Assessment Plan (1/2 day)

- Individual activities include the completion of inventories of classroom assessment practices and consider the philosophy and the reasoning behind those plans
- Collaborative processes invite teachers to examine the important components of school-wide plans and through dialogue and discussion integrate, adapt, and refine their individual plans into a school-wide plan that reflects those elements

Developing Sound Assessments (1/2 to full day)

- Deals with understanding the variety of purposes for assessment and evaluation, identifying various types of assessment methods, aligning curricular objectives with assessments, and examining possible sources of mismeasurement
- Considers barriers to sound assessments and ways to overcome those barriers
- Can be expanded to incorporate "hands on" time to work on the development of assessments for current units of study and classroom activities

Portfolio Assessment (1/2 to full day)

- Examines types of portfolios and provides guidelines for the design and use of portfolios
- Includes tips and techniques for implementing and managing portfolios
- Provides practice exercises in setting criteria
- Identifies strategies and resources for promoting student reflection
- Links portfolios to conferencing and communication with students and parents

Assessing Reasoning in the Classroom (1/2 to full day)

- Deals with the relationship between the mastery of subject matter knowledge and the ability to use that knowledge to reason effectively
- Provides practice identifying, defining, and assessing five aspects of reasoning: retrieval of relevant knowledge, analytical reasoning, comparative reasoning, inferential reasoning and evaluative or critical reasoning
- Participants analyze a unit of instruction to determine patterns of reasoning expected and develop selected response, essay and performance assessments of reasoning

Developing Sound Grading Practices (1/2 to full day)

- Explores the purposes for report card grades, student characteristics that should be factored into grades, appropriate sources of grading data, setting cutoffs, and ways of combining data over time to determine grades
- Teachers explore their own beliefs and values about grades and grading
- Explores advantages and disadvantages of various grading practices
- Helps participants begin the process of reviewing options and devising their own grading practices
- May include activities to demonstrate the influence of particular decisions in weighting

Developing Performance Assessments (full day)

- Uses samples and examples to demonstrate principles of good design
- Suggests a step-by-step process to practice the design and development of a performance assessment as a group activity
- Examines how to set criteria for scoring
- Print and non-print resources provide practical and theoretical information about the design and use of performance assessments
- May include time for practical "hands on" work to be done individually or in small groups to develop assessments for units of study

Making Better Use of Paper and Pencil Tests (1/2 to full day)

- Deals with topics such as: selecting appropriate learning objectives for paper and pencil tests; uncovering the important material to include on tests; minimizing bias and providing accurate information; and involving students in the testing process
- Workshop activities feature time-saving strategies and guidelines for developing quality tests
- Teachers analyze and modify paper and pencil tests they have used or plan to use in their classroom

Student-Involved Conferences (1/2 day)

- Explores various models of student-involved conferences and the alignment of these models with the intended communication purposes
- Reviews the keys to conducting successful conferences
- Examines the role of quality classroom assessment in ensuring effective student-involved conferences
- Includes activities and discussions dealing with all stages of conferencing including planning, preparing students and parents, and follow up
- Examines the roles of students, teachers, and parents in conferencing

Rubrics (1/2 day)

- Deals with the design and use of analytic and holistic rubrics
- Includes activities involving working with anchors and exemplars and developing criteria and descriptions for levels of performance
- Examines the use of the Internet in locating and modifying rubrics
- May include time for "hands on" development of rubrics for immediate use

**Many of these workshops can be offered in French*