



Re-Examining Assessment Practices in Teacher Education

**Faculty of Education Friday Seminar
12:00-1:00, April 4, 2008, TH 343**

Keith Roscoe
Alberta Assessment Consortium Representative



Goals for Seminar

Participants will:

- Become (more) aware of trends in K-12 assessment.
- Consider the relevance of K-12 assessment to teacher education.
- Self-reflect upon their own assessment practices.
- Assess the implications of #1-3 above.
- Become aware of p.d. opportunities in AAC/UL 'Enhancing Assessment' Project.



Agenda for Seminar

1. Introduction/Overview
2. Effective Student Assessment
3. Relevance to Teacher Education
4. Assessment Self-Inventory
5. Implications: So what?
6. Project: Enhancing Assessment



Principles of Quality Classroom Assessment (Stiggins, 2006, 2008)

1. Promotes and verifies student learning
2. Based on clear learning targets
3. Accurately reflects student learning
4. Communicates results of learning effectively
5. Involves students in assessment



Effective Student Assessment

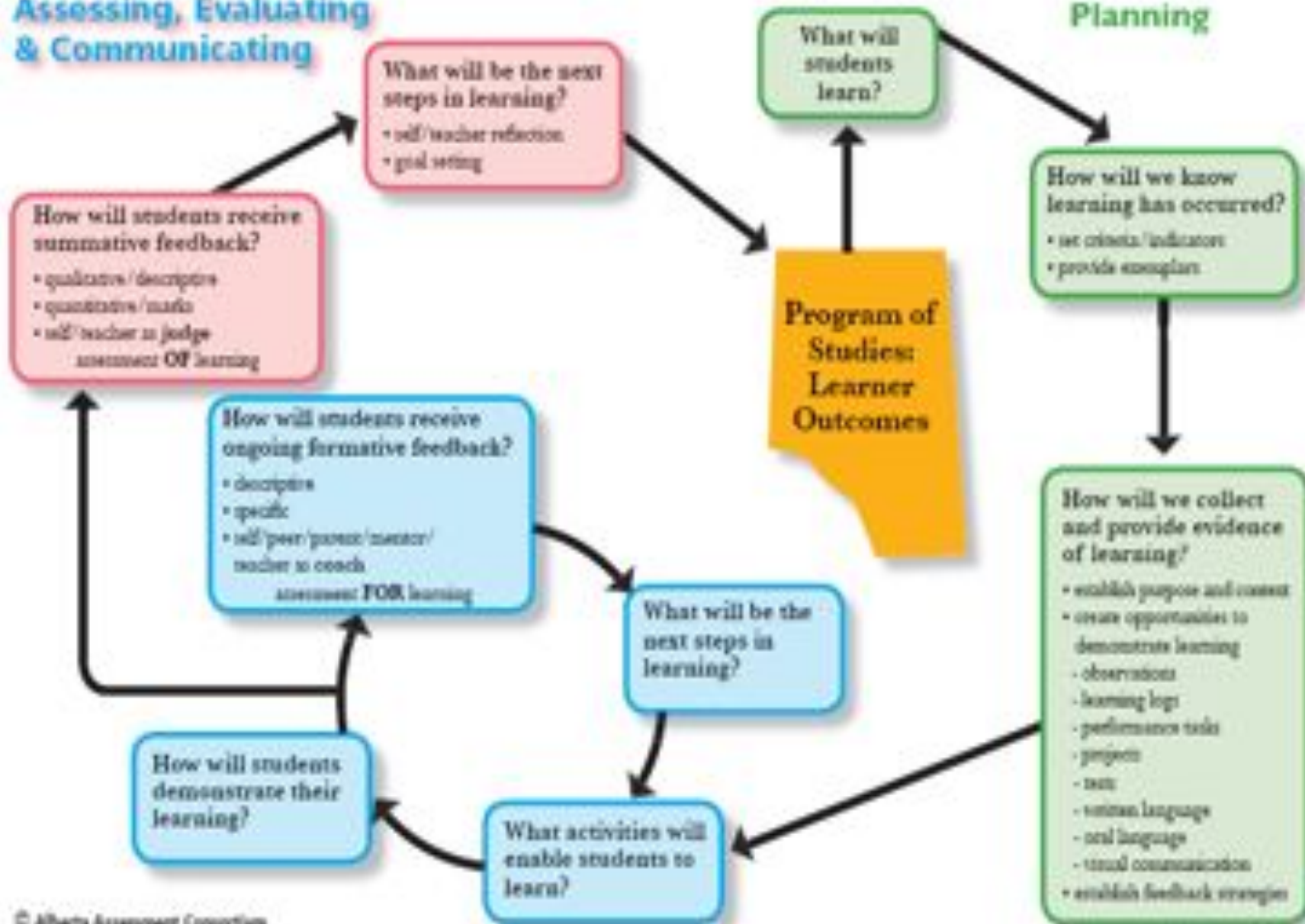
(Alberta Education, 2006, pp. 13-14)

1. Students are actively involved in their own assessments, reflect on learning, & set goals.
2. Assessment is integral part of the teaching-learning process, and is closely related to the outcomes in the P.O.S.
3. Students (and parents) are aware of what is expected.
4. Allows for the identification of students' strengths and areas of need.

Assessing Student Learning in the Classroom

Assessing, Evaluating & Communicating

Planning





Guidelines for Grading

(O'Connor, *How to Grade for Learning*, 2002)

1. Relate grading procedures to learning outcomes.
2. Use criterion-referenced standards to determine grades.
3. Base grades on individual achievement only.
4. Sample student performance - don't mark everything for grades.
5. 'Grade in pencil'- base grades on most consistent/recent achievement.
6. "Crunch numbers" carefully - use judgment, don't just average grades.
7. Use quality assessments and record evidence of achievement properly.
8. Inform students about and involve students in the assessment/grading process from the beginning.



Summary of Recent Trends in Classroom Assessment (Keith Roscoe, 2008)

Greater emphasis on:

- *Backwards design (UbD)* - consistency of assessments and activities with outcomes
- Using assessment to *improve student learning*
- *Clear communication of expectations* using class discussion, rubrics, checklists, exemplars, etc.
- *Formative assessment* - multiple ways of gathering evidence of learning, increased and more specific feedback to learners, self-assessment, goal-setting
- *Integrating assessment* into all aspects of teaching and learning



Relevance to Teacher Education

1. Are these assessment ideas and practices—designed for schools—relevant to teacher education?
2. Generally, should teacher educators be modeling effective assessment practices in their classrooms?
3. What assessment practices are already being used by teacher educators...?



Teacher Education Assessment Self-Inventory

(Keith Roscoe, 2008)

1. Please take 5-10 min to complete the *Teacher Education Assessment Self-Inventory*. This is for your own information and self-reflection only.
2. Compare notes with a partner or two: Which strategies are already using? Which would you consider implementing? Which strategies are non-applicable or undesirable, from your point of view?
3. General discussion on above. Implications? So what?



Proposed Joint A.A.C. - U. L. Assessment Project: “Enhancing Post-Secondary Assessment Practices”

Purpose: a two year collaborative project to support our work in assessment in the Faculty of Education, with a view to encouraging other Faculties of Education to enhance their capacity in this area

Alberta Assessment Consortium: offers assessment resources, consulting services, and p.d. seminars to a participating group of 4-6 professors/instructors

Faculty of Education: provides 4-6 participants, who attend p.d. seminars, implement their choice of appropriate assessment tools and techniques in their classroom, complete pre and post surveys on assessment practices, facilitate administration of pre and post surveys on assessment to their classes, participate in focus group interviews, and facilitate focus group interviews with samples of their students