

# **RE-EXAMINING ASSESSMENT PRACTICES IN TEACHER EDUCATION**

Keith Roscoe

University of Lethbridge Faculty of Education: Friday Seminar Series  
12:00-1:00, April 4 2008

## **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 and Evaluation** (Alberta Education, 2006):

1. Provides opportunities for students to be actively involved in their own assessments and evaluations, to reflect on their learning, and to set goals.
2. Relates to the learning outcomes stated in the programs of study, so as to promote assessment and evaluation as an integral part of the teaching/learning process.
3. Provided to students and, when necessary, their parents/guardians, so that students are aware of what is expected and are focused on and motivated to take the steps necessary to ensure that learning takes place.
4. Allows for the identification of students' strengths and areas of need, so that students can build on their strengths and seek assistance to address problem areas.

## **Alberta Teaching Quality Standard (Assessment)**

1. Monitor students' actions on an ongoing basis to determine and respond to their learning needs.
2. Use a variety of diagnostic methods that include observing students' activities, analyzing students' learning difficulties and strengths, and interpreting the results of assessments and information provided by students, their parents, colleagues and other professionals.
3. Select and develop a variety of classroom assessment strategies and instruments to assess the full range of learning objectives.
4. Differentiate between classroom and large-scale instruments such as provincial achievement tests, administer both and use the results for the ultimate benefit of students.
5. Record, interpret and use the results of their assessments to modify their teaching practices and students' learning activities.
6. Help students, parents and other educators interpret and understand the results of diagnoses and assessments, and the implications for students.
7. Help students develop the ability to diagnose their own learning needs and to assess their progress toward learning goals.
8. Use their interpretations of diagnoses and assessments as well as students' work and results to guide their own professional growth.
9. Assist school councils and members of the community to understand the purposes, meanings, outcomes and implications of assessments.

### Guidelines for Grading (Ken O'Connor, 2008):

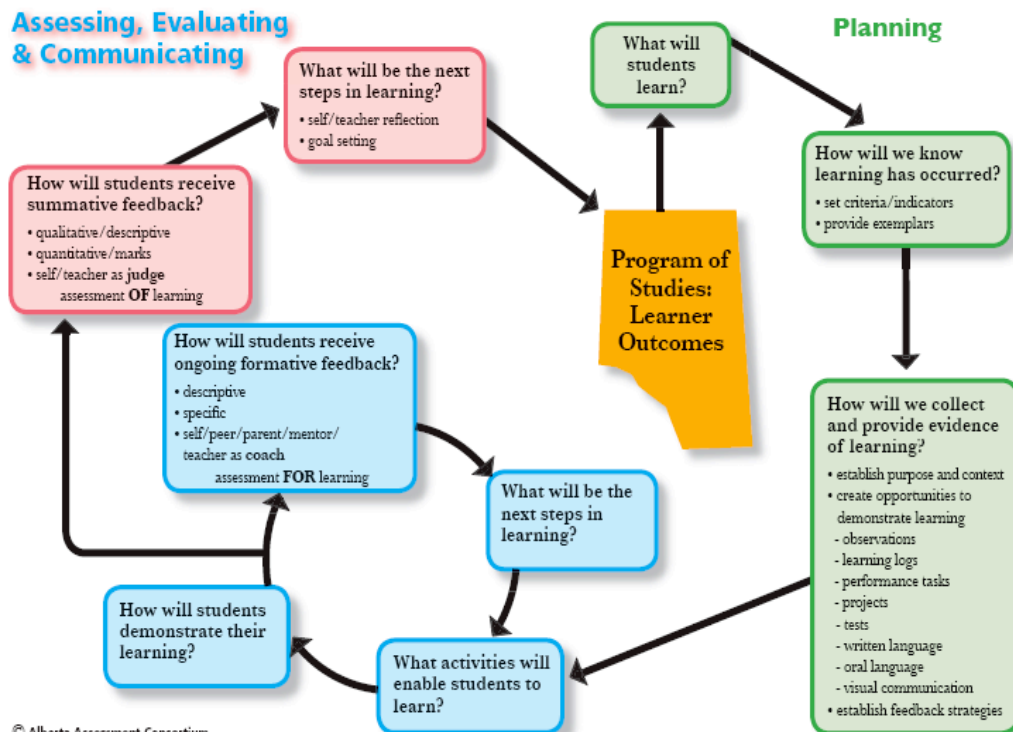
1. Individual achievement is the only basis for grades.
2. Sample student performance - do not mark everything and do not include all marks in grades.
3. Grade in pencil - keep records so they may be updated easily.
4. Relate grading procedures to learning goals.
5. Crunch numbers carefully.
6. Use criterion-referenced standards to distribute grades and marks.
7. Use quality assessments and properly record evidence of achievement.
8. Discuss assessment, including grading, with students at the beginning of instruction.

### 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 of evidence of learning, increased specific feedback to learners, self-assessment, goal-setting
- *Integrating assessment* into all aspects of teaching and learning

### Assessing Student Learning in the Classroom



© Alberta Assessment Consortium  
Source: A Framework for Student Assessment, 2nd ed. (2009)  
www.aac.ab.ca

## Teacher Education Assessment Self-Inventory

Seminar: Re-Examining Assessment Practices in Teacher Education

Assessment Practice	Always/ Consistently	Sometimes/ Partially	Not Yet
<i>Learning Targets</i>			
1. I ensure that students clearly understand my course goals/objectives.			
2. I ensure that students understand my criteria and standards for tests and assignments.			
3. I share exemplars of previous student work with students.			
4. I use rubrics that clearly describe criteria and standards for assignments.			
<i>Assessment Design</i>			
5. My assignments and tests accurately represent what is taught in my classes.			
6. My assessment instruments (assignments and tests) are clearly connected to program outcomes and the Alberta Teacher KSAs.			
7. I use classroom-relevant performance assessments in my courses.			
8. I use diagnostic/pre-assessments before instruction to check students' prior knowledge and skills.			
9. I provide student with assessment options/choices for demonstrating their knowledge and skills.			
<i>Grading</i>			
10. I ensure that students understand how their grades will be determined at the beginning of the course and throughout the course.			
11. I use sound practices to determine grades (criterion-referenced standards, no zeros, based on individual achievement, most recent evidence, etc.).			
12. I use a variety of assessment strategies and instruments in my courses.			
<i>Communicating Results</i>			
13. I provide students with specific descriptive feedback on graded tests and assignments.			
14. My feedback clearly informs students what they have mastered and what they still need to work on.			
15. I provide students with formative feedback on non-graded performances and assignments.			
16. I use assessment information to revise instruction and student activities during my courses.			
17. I use assessment information to revise instruction and student activities the next time a course is taught.			
<i>Student Involvement</i>			
18. I encourage students to self-assess their work against specific criteria.			
19. I encourage students to monitor their progress in my courses.			
20. I encourage students to identify learning strengths, areas of need, and goals for further learning.			