

EDUC 5303 CI01 (2021): Principles of Assessment for Education (Open Entry)

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Course Syllabus

Welcome to Education 5303: Principles of Assessment for Education. Typically students enrolled in this course come from a variety of backgrounds. In recognition of the class' diverse experiences, there will be opportunity throughout the course to tailor assignments to meet your individual needs and educational contexts. I believe the diversity within our group will enrich our knowledge building. In the multi-discipline world of our work within schools and organizations, we need to gain awareness of assessment issues across disciplines. You will be working through this course somewhat independently given the asynchronous nature of this section. 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.

01:30



Contact Information:

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Course Overview

EDUC 5303 will be comprised of readings (textbook & supplemental), explorations of electronic resources, 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 implications for curriculum implementation. The course will provide a wide range of ways to examine assessment, consider frameworks of assessment such as assessment of learning, assessment for learning and assessment as learning.

Topics included in the course fall into three categories:

1. an introduction to some of the major principles used in the design of formal and informal assessment,
2. an exploration of issues which impact on the assessment process such as bias, morality, ethics, and construct validity, diversity and differentiation,
3. an application of the principles of assessment in domains of assessment relevant to the field of education,
4. an analysis processes that might best suit making systemic changes in assessment practices
5. an exploration of how approaches to assessment impact on teaching, learning and curriculum implementation

Special attention will be given to the process of constructing a personal framework for assessment specific to your work and working with other professionals in a collaborative learning context.



Throughout the duration of the course, you will have the following opportunities:

- * To investigate various conceptions of assessment
- * To analyze the nature and functions of different forms of assessment
- * To examine the impact of important issues in assessment
- * To engage in critical inquiry
- * To develop a knowledge base of current terminology and concepts used in the field of assessment
- * To critically develop a repertoire of assessment strategies
- * To thoughtfully consider the complexity of communicating with other stakeholders about principles of assessment.

This course contains 10 Modules.

Course Materials

Required Textbook

Stiggins, Rick, Arter, J. Chappios, J, Chappuis, S. (2012) 2nd Edition. *Classroom Assessment for Student Learning: Doing It Right - Using It Well*. Pearson Education Inc. ISBN: 978-0-0132685887

You will likely need to get this edition from Amazon

<https://www.amazon.ca/Classroom-Assessment-Student-Learning-Doing/dp/0132685884>

Links to other readings and a few pdf files are embedded within the content of modules. Please be advised that Canadian copyright laws prevent me from providing pdf files. 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.

To access Library Articles and Journals from off-campus use [VPN](#)

Evaluation

Discussions (Modules 1, 2, 4, 5 & 6), Activities in (Modules 2,3, 4)	25 %
Quiz (Module 3)	20 %
Assignment 1 (Module 7)	25 %

Assignment 2 (Module 9)	15 %
Assignment 3 (Module 10)	15 %
Total	100 %

Assignments

Online Discussion Forum

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 an opportunity 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. The introduction for topics assigned to the module forums can be found in modules **1, 2, 4, 5, and 6**. 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 at their pace so I cannot control when others will respond to you. For example, you may need to move back to the module 1 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.

The following framework will be used to assess the characteristics of your contribution to the online discussion forum.

Little Evidence (C) Just Beginning (B) Achieved (A- 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.

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

Students are expected to not only post messages related to the topic assigned but to read and respond to the postings of others. Please try to respond to an entry to which there has not already been a response. This may require that you come back to the module discussion as you work through the course. In this open entry section students join the course on an ongoing bases

and work through their assignments at their own pace.

In addition, there are three learning activities inserted in the course. They can be found in modules 2,3, 4. You are expected to complete these three activities.

Multiple Choice Quiz- No due date assigned. Take when you are ready

The field of assessment has many unique terms and concepts. Your ability to work in the field is enhanced if you have an accurate working knowledge of these topics. Students will complete an online 20 item multiple-choice quiz during Module 3; once students begin the test, they will have one hour to complete all questions.

Assignments

There are three assignments that build on your understanding of the course work as a whole but relate specifically to the work in modules 7, 9 & 10 as outlined in the below table.

Assignment 1 - Module 7 - Leadership & Informal Assessment - Preparing for a Professional Learning Community Event.

The assignment for this module is one where your task is to develop a short (six-eight slides) powerpoint presentation that you could use if you were assigned the role of lead facilitator in a professional learning community. The slides should serve to focus the group on conversation and active learning related to the option selection you make in the module. The topic options provide you with an opportunity to self-select an area of informal assessment of personal interest. As you are aware in a PLC and/or learning team 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 examination of the strategy. Thoughtfully consider the readings related to teacher leadership and facilitation as you plan your session. You should include a task assigned for independent work and make clear the participants' learning responsibility beyond the session. Please provide four to six resources beyond the textbook and other course resources related to your presentation that might be used by the PLC to **further explore the topic** as it relates to assessment. Include notes with the slides to assist me with understanding how you intend to use them in the PLC.

Key resources to support the development of your assignment

2011 the Nova Scotia Department of Education report on Professional Learning Communities. The following link will take you to the report on their website. pages 6-9 and pages 15-20 are where the nature of a professional learning community is described.

[Building Professional Learning Communities in Nova Scotia Schools](#)

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.

Does the assignment reflect an understanding of the nature of PLCs?

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? This will generally involve links to practice.

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?

Were the slides 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/linked to the topic and would prove useful for participants to explore?

Assignment 2 - Module 9 - Educating the Public

You may do either A or B below . I have just added (April 1) option B likely very relevant to you new teaching environment in the face of the COVID-19 pandemic.

Option A

As educators, one of our responsibilities is to communicate with parents/guardians and the general public about educational issues. One of the commonly held misconceptions is that the best and only way to measure children’s literacy skills is through performance on standardized testing. Your task is to write a 3 - 4 page article for a magazine – like Canadian Living – or an online website such as a blog where you educate the public on the complexity of the issue of literacy assessment. While you can help them to see some of the challenges with standardized assessment you should minimize the concentration on standardized assessment and give the balance of attention to the value of assessment for learning as it links to the complexity of literacy learning. Think about your audience and how you might effectively communicate with them about literacy and how assessment should be constructed within that context. It is important that you frame your discussion with some, but not an overwhelming number of, references to outside sources (using proper citations). Including links to relevant visuals, resources/sites/youtube videos etc. helps to create a dynamic article or blog post.

Option B

As educators, one of our responsibilities is to communicate with parents/guardians and the general public about educational issues. I suspect one of the concerns in the public arena is how home schooling and online learning/teaching in this unique COVID-19 world impacts achievement and meeting educational outcomes. Your task is to write a 3 - 4 page 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 this unique assessment issue. While you can help them to see some of the challenges with standardized assessment you should minimize the concentration on standardized assessment and give the balance of attention to the value of assessment for learning as it links to the complexity of learning at home. Think about your audience and how you might effectively communicate with them and how assessment should/could be constructed within this context. It is important that you frame your discussion with some, but not an overwhelming number of, references to outside sources (using proper citations). Including links to relevant visuals, resources/sites/youtube videos etc. helps to create a dynamic article.

Assignment 3 - Module 10 Letter to the Minister

After considering the complexity of mathematics assessment and the roles of assessment for learning and assessment of learning prepare a 3 page letter (double-spaced) to the Minister of Education outlining your position relative to the Department of Education's implementation of mathematics testing of either “low-stakes” standardized assessment at the elementary level or “high-stakes” standardized assessment at the secondary level. Thoughtfully consider your audience and what information she would need to consider to assess your well developed position on the topic. Refer to relevant arguments in the literature. Consider provincial statements about quality assessment and the implications for curriculum implementation.

Assignment Overview Table

Module	
1: Thinking About Assessment with Different Purposes in Mind	Module 1 Discussion
2: Finding the Person in the Assessment Process	Module 2 Discussion, & Activity
3: Principles of Formal Assessment: with a focus on Assessment of Learning	Multiple Choice Quiz and Activity

4: Assessment and the Morality of Testing	Module 4 Discussion and Activity
5: Formative Assessment: Designing Assessment that supports assessment for learning	Module 5 Discussion
6: Assessment <i>For</i> Learning Strategies	Module 6 Discussion
7: Assessment Strategies continued	Assignment 1
8: Construct validity: Context-sensitive cognitive and educational testing	No assignment
9: Literacy Assessment: Communicating with Stakeholders About Student Learning	Assignment 2
10: Math Assessment: Managing the Process of assessment within Curriculum implementation	Assignment 3

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 last 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.

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