Calendar Copy
This course will examine assessment as it applies across a variety of subject areas and as it relates to special education. Topics include purposes for assessment, types of assessment, gathering student data, feedback to students, data-based decisions to facilitate learning, and assessment as learning. .25 credit.

Course Description
Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both “assessment for learning” and “assessment as learning”. As part of assessment for learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment as learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning. Teachers within Ontario are committed to enabling all students to reach their potential, and to succeed. Every student is unique and each must have opportunities to achieve success according to his or her own interests, abilities, and goals.

This course will examine the use of strategies and tools in assessment for learning and as learning, and investigate the relationship of assessment to setting learning goals, developing success criteria, establishing feedback mechanisms, and interpreting evidence of learning (Reg 347/02). It will examine assessment as it applies across a variety of subject areas and as it relates to special education. Topics include purposes for assessment, types of assessment, gathering
student data, feedback to students, data-based decisions to facilitate learning, and assessment as learning.

Learning Outcomes

By the end of this course students will be expected to have acquired the knowledge and skills to:

1. Explain and describe the purposes of assessment

2. Explain their role as teacher inquirers seeking further understanding of their students and their own practice to enhance student learning (Reg 347/02)

3. Differentiate between the various types of assessment and choose an appropriate assessment for a learning goal and success criteria

4. Gather data by observing students individually, in interaction with the learning environment, learning materials and each other (Reg 347/02);

5. Use various sources of student data to make instructional decisions to facilitate learning (e.g. behaviors, written work and other products, conversations, oral communication and presentations, and peer and self-assessment) (Reg 347/02)

6. Explain and describe how student are the focus and source of information to inform planning and assessment (Reg 347/02)

7. Describe effective strategies for providing feedback to students

8. Understand the wide range of sources of data (behaviors, written work and other products, conversations, oral communication and presentations) and how to collect and analyze these data (347/02)

9. Differentiate between assessment for learning, assessment as learning and assessment of learning

10. Implement assessment for learning and as learning strategies and tools related to setting learning goals, developing success criteria, establishing feedback mechanisms and interpreting evidence of learning

11. Describe how assessment and evaluation strategies are used to specify and verify the student’s needs

12. Describe how assessment supports decision-making around a student’s program and assist in determining a particular intervention that may be necessary to enable the student to demonstrate achievement.
Course Content

Week 1 Topics
October 18th 2016
General introduction to course topics

Week 2 Topics
October 25th 2016
The seven principles of assessment
Learning skills
Performance Standards – The Achievement Chart
Criterion Referenced Assessment
Example Achievement Charts

Week 3 Topics
November 1st 2016
Educational Policy
Purposes of Assessment
Assessment Framework

Week 4 Topics
November 8th 2016
Developing learning goals
Identifying success criteria
Sharing and clarifying learning goals
Developing and co-constructing success criteria

Week 5 Topics
November 15th 2016
What constitutes effective feedback?
Connecting to learning goals and success criteria
Using feedback to develop students' self-assessment skills

Week 6 Topics
January 10th 2017
Evidence of student achievement
Determining a report card grade
Report Card Requirements
Reporting on Students’ Development of Learning Skills and Work Habits
**Week 7 Topics**  
*January 17th 2016*

Accommodations  
Modified Expectations  
Alternative Learning Expectations

**Week 8 Topics**  
*January 24th 2017*

Understanding the achievement Gap  
Three Effective Instructional Approaches  
Universal Design for Learning  
Differentiated Instruction  
Classroom strategies that support Universal Design and Differentiated Instruction  
The Tiered Approach

**Week 9 Topics**  
*January 31st 2017*

Moderation Process vs. Independent Assessment  
Creating a culture of trust and productive conflict  
Importance of common assessments  
Steps in Teacher Moderation Process  
Key Roles in the Teacher Moderation Process

**Week 10 Topics**  
*February 7th 2017*

Examination

**Course Materials**


Assignments and Other Course Requirements

Quizzes (weighting 25% each)
There will be a quiz in Week 5 and Week 10.

Designing an Assessment (Weighting 50%)
Create a diagnostic assessment for a unit of study in mathematics (P/J) or a subject of your choice (I/S).
Create learning goals and success criteria for the unit based on curriculum expectations. You will need
to provide two examples of formative assessment and a summative assessment that reflects the
achievement chart.

You will need Provide modifications/ accommodations for students on an IEP (working at a grade level 3
years below expectations).

This assessment task will also involve a self-assessment and peer assessment component.

Policy Statements:
Accessibility: The University of Western Ontario is committed to recognizing the dignity and
independence of all students and seeks to ensure that persons with disabilities have genuine, open
and unhindered access to academic services. Please contact the course instructor if you require
course materials in an alternative format or if any other arrangements can make this course more
accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-
2111 x 82147 for information about requesting academic accommodation, or go to the following
website: http://www.edu.uwo.ca/programs/preservice-
education/documents/policies/Accessibility_Western.pdf

ATTENDANCE: The B.Ed. program is an intense and demanding programs of professional preparation.
You are expected to demonstrate high levels of both academic and professional integrity. Such integrity is
demonstrated in part by your commitment to and attendance at all classes, workshops, tutorials, and
practicum activities. Read more about the Faculty's attendance policy on-line:
http://www.edu.uwo.ca/programs/preservice-
education/Attendance%20Policy%202016.pdf

EXCUSED ABSENCES: If you are ill, require compassionate leave, or must miss classes for religious
observance, your absence is excused; you will not be penalized but you are responsible for work missed.

UNEXCUSED ABSENCES: Any absence that is not a result of illness, bereavement, or
religious observance is an unexcused absence. Three unexcused absences will result in
you being referred to the Associate Dean and placed on academic probation. Any further
unexcused absence will result in failure of the course and withdrawal from the program.

Language Proficiency: In accordance with regulations established by the Senate of the University,
you must demonstrate the ability to write clearly and correctly. Work which lacks proficiency in the
language of instruction is unacceptable for academic credit, and will either be failed or, at the
discretion of the instructor, returned to you for revision to an acceptable

Late Penalties: Normally, the only acceptable reasons for late or missed assignments are illness
(which you must report to the Teacher Education Office) or extreme compassionate circumstances.
Unexcused late assignments will be penalized at a rate of 5% per day, and will not be accepted more
than 5 days after the due date unless prior arrangements have been made with the instructor.

Academic Offences: Scholastic offences are taken very seriously in this professional Faculty. You
are, after all, going to be a teacher. Read about what constitutes a Scholastic Offence at the following

ASSESSMENT EDUC 5020S

Plagiarism: Plagiarism means presenting someone else’s words or ideas as your own. The concept applies to all assignments, including lesson and unit plans, laboratory reports, diagrams, and computer projects. For further information, consult your instructors, the Associate Dean’s Office, and current style manuals. Advice about plagiarism and how to avoid it can also be found here: http://www.edu.uwo.ca/programs/preservice-education/documents/policies/WEB_PlagiarismPolicy.pdf

Plagiarism-Checking:
1. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com).
2. Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Use of Laptops & Notebooks in Class: As a courtesy to members of the class, please put your cell phone on ‘vibrate’ or turn it off during class. Laptops and other electronic devices may be used in a professional manner to facilitate your activities in the course, but out of courtesy to colleagues and the instructor, please do not engage in personal networking and non-course communication during class time – save it for before or after class, or for the break.
## SUPPORT SERVICES

A variety of support services are available at Western. If you need advice or assistance, do not hesitate to get in touch with any of these services.

**FINANCIAL ASSISTANCE:** Registrarial Services [http://www.registrar.uwo.ca](http://www.registrar.uwo.ca)

**WRITING SUPPORT:** Student Development Centre [http://www.sdc.uwo.ca/](http://www.sdc.uwo.ca/)

**LEARNING SKILLS SUPPORT:** Student Development Centre [http://www.sdc.uwo.ca/](http://www.sdc.uwo.ca/)

**INTERNATIONAL STUDENTS:** Student Development Centre [http://www.sdc.uwo.ca/](http://www.sdc.uwo.ca/)

**ABORIGINAL STUDENTS:** Student Development Centre [http://www.sdc.uwo.ca/](http://www.sdc.uwo.ca/)

**STUDENTS with DISABILITIES:** Student Development Centre [http://www.sdc.uwo.ca/](http://www.sdc.uwo.ca/)

**SOCIAL & CULTURAL ISSUES:** University Students’ Council [http://westernusc.ca/services/](http://westernusc.ca/services/).

**EMOTIONAL or MENTAL DISTRESS:** Students who are in emotional or mental distress should refer to Mental Health @ Western [http://www.uwo.ca/uwocom/mentalhealth/](http://www.uwo.ca/uwocom/mentalhealth/) for a complete list of options about how to obtain help.

**B.Ed. PROGRAM ISSUES:** [zuber@uwo.ca](mailto:zuber@uwo.ca), Teacher Education Office, room 1166

**NEED HELP but not sure what to do:** [zuber@uwo.ca](mailto:zuber@uwo.ca), Teacher Education Office, room 1166
**Additional Information**

This course covers Regulation 347/02, Accreditation of Teacher Education Programs, which requires that a program of professional education include how to use current strategies relating to student observation, assessment and evaluation (Regulation 347/02, Schedule 1, Pedagogical and Instructional Strategies Knowledge). This course will examine the use of strategies and tools in assessment for learning and as learning, and the relationship of assessment to setting learning goals, developing success criteria, establishing feedback mechanisms, and interpreting evidence of learning (Reg 347/02).

**Course Outline**

**Week 1**  
*October 18th 2016*

**Description**  
This week is a general introduction to the use of strategies and tools in assessment for learning and as learning. We will investigate the relationship of assessment to setting learning goals, developing success criteria, establishing feedback mechanisms, and interpreting evidence of learning. It will examine assessment as it applies across a variety of subject areas and introduce topics that will be covered in more detailed in future sessions including: the purposes for assessment, types of assessment, gathering student data, feedback to students, data-based decisions to facilitate learning, and assessment as learning.

**Readings**  
Chapter 1 and Chapter 2 in:  

**Week 2 – Fundamental Principles of Assessment**  
*October 25th 2016*

**Description**  
This week we will discuss the fundamental principles of assessment, which are based on the Principles for Fair Student Assessment Practices for Education in Canada, developed by the Joint Advisory Committee, Centre for Research in Applied Measurement and Evaluation, at the University of Alberta, are central to all assessment, evaluation, and reporting policies and practices. We will also discuss performance standards and the achievement chart which identifies four categories of knowledge and skills that are common to both the elementary and secondary panels and to all subject areas and disciplines. The categories, defined by clear criteria, represent four broad areas of knowledge and skills within which the expectations for any given subject/course can be organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories help teachers to focus not only on students’ acquisition of knowledge but also on their development of the skills of thinking, communication, and application.

**Topics**  
The seven principles of assessment  
Learning skills  
Performance Standards – The Achievement Chart  
Criterion Referenced Assessment  
Example Achievement Charts
Readings

Week 3 - Assessment for Learning – Assessment as Learning Part I
November 1st 2016

Description
Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both “assessment for learning” and “assessment as learning”.

Topics
Educational Policy
Purposes of Assessment
Assessment Framework

Readings


Week 4 Assessment for Learning - learning Goals and Success Criteria
November 8th 2016

Description
As part of assessment for learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment as learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning. This section sets out policy regarding the use of assessment information for the purpose of improving learning. Learning goals and success criteria are critical pieces of information students need to be successful learners. Students and teachers must hold a common understanding of what is to be learned, and what successful achievement looks like. With explicit goals and criteria, students have the beginnings of what they need to become independent, self-monitoring learners.

Topics
Developing learning goals
Identifying success criteria
Sharing and clarifying learning goals
Developing and co-constructing success criteria
Week 5 Descriptive Feedback
November 15th 2016

Description
Feedback is information linked to success criteria students and teachers share during learning so that students can close the gap between their current level of performance and the learning goals.

Topics
- What constitutes effective feedback?
- Connecting to learning goals and success criteria
- Using feedback to develop students’ self-assessment skills

Readings

Week 6 Evaluation and Reporting Student Achievement
January 10th 2017

Description
This week we talk about evaluation. Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards (Week 2) and assigning a value to represent that quality. Evaluation accurately summarizes and communicates to parents, other teachers, employers, institutions of further education, and students themselves what students know and can do with respect to the overall curriculum expectations. Evaluation is based on assessment of learning that provides evidence of student achievement at strategic times throughout the grade/course, often at the end of a period of learning.
Topics
Evidence of student achievement
Determining a report card grade
Report Card Requirements
Reporting on Students’ Development of Learning Skills and Work Habits

Readings

Week 7 Special Needs Modifications & Accommodations
January 10th 2016

Description
The primary purpose of assessment and evaluation for students with special education needs, as for all students, is to improve student learning. To achieve this goal for students with special education needs – that is, to provide the most effective programming possible to support student achievement – it is especially important to review and ensure the ongoing effectiveness of instructional strategies. Assessment for students with special education needs should be an ongoing and continuous process that is an integral part of the daily teaching and learning process.

Topics
Accommodations
Modified Expectations
Alternative Learning Expectations

Readings

Week 8 Instructional Approaches
January 17th 2017

Description
This week provides an overview of instructional approaches that both respond to the characteristics of a diverse group of students and are precisely tailored to the unique strengths and needs of every student. Only such approaches can be effective in closing the achievement gap.

Topics
Understanding the achievement Gap
Three Effective Instructional Approaches
Universal Design for Learning
Differentiated Instruction
Classroom strategies that support Universal Design and Differentiated Instruction
The Tiered Approach
**Readings**

**Week 9 Moderation and EQAO**
*January 31st 2017*

**Description**
There is considerable evidence that assessment, when practised effectively, can improve student learning (Black & Williams, 1998). One of the most powerful research-based strategies for linking assessment to improved instructional practice is teacher moderation. This process involves educators in a collaborative discussion of student work based on predetermined assessment criteria.

**Topics**
- Moderation Process vs. Independent Assessment
- Creating a culture of trust and productive conflict
- Importance of common assessments
- Steps in Teacher Moderation Process
- Key Roles in the Teacher Moderation Process

**Readings**

**Week 10 Examination**
*February 7th 2017*