

EPSE 310 – 2014
Assessment Task/Tool Development

Task

Develop an assessment task/tool to use during your practicum. Describe its characteristics, justify the choices you made in its development, and discuss how it will allow you to make high-quality inferences about the learning of diverse students. This is the third of three learning/assessment tasks for EPSE 310.

Purpose

Skillful design and development of tasks/tools to assess student learning is an important part of teaching practice. Through this task you will have the time and support to develop an assessment task/tool that will allow you to make high-quality inferences about student learning on your practicum. You will also gain knowledge and experience for adapting and developing assessment tasks and tools in the future.

Learning Outcome

- Developing an assessment task/tool will give you an opportunity to consider how you will recognize the knowledge, skills, beliefs and behaviour that diverse learners bring to classrooms (LO2).
- It will give you an opportunity to demonstrate your knowledge about the purposes and principles of classroom assessment (LO3).
- It will give indication of your ability to create task/tools for fair and effective assessment (LO4).

Procedure

- We will discuss the characteristics of a variety of assessment tasks/tools during class, and we will dissect and critique an assessment tool together a scaffolding activity.
- You will choose a type of assessment task/tool to develop. It can be part of a unit plan that you are already developing for your practicum. You will describe it by identifying the following characteristics in writing:
 - Type of Task/Tool - Intended Curriculum - Function of Results - Accommodations
 - Length or Format - Learning Outcome(s) - Frame of Reference - Other Assessments
 - Grade and Subject - Primary Purpose - Marking Scheme - Developer and Source
- You will justify the choices you make in developing your assessment task/tool, particularly in terms of the quality of the inferences that it will allow you to make regarding the learning of diverse students. To do this, answer the following questions in writing:
 1. What are the benefits and/or drawbacks of using this type of assessment task/tool, and why did you choose it to assess the targeted learning outcomes?

2. What are the potential threats to the quality of the inferences that will be made about student learning using this assessment task/tool, and what strategies will you use to avoid these?

- Use at least two different resources that are appropriate for the development of your assessment task/tool and support your written work. If you use online resources, include the organization or webpage title and URL. If you use print resources, list the authors, publication date, and title.
- You will have opportunity in class to discuss your assessment task/tool with peers, and to give and receive verbal feedback on the choices you are making in the development process. You are strongly encouraged to take advantage of class time for feedback on your work *well before* the final day.
- Use the self-assessment tool to guide your development process and to check your work before you submit it to your instructor for summative assessment.

Mode

- Individual, supported process - you will be working on this task in class with opportunity for peer and instructor feedback, and on your own outside of class.
- Individual product - electronic copy of your self-assessment, your assessment task/tool and accompanying paper with a reference list will be submitted to your instructor.

Format

Electronic documents compatible with MS Word (for final version). Your assessment task/tool may be submitted as a separate document, or it may be combined with the paper that describes and justifies the task/tool.

Evaluative criteria

This task will be evaluated for its accuracy, depth and rigour.

- You can demonstrate *accuracy* by providing a complete and correct description of your assessment task/tool and explaining why you chose this type of assessment.
- You can demonstrate *depth* in your discussion about the assessment task/tool you develop, especially in terms of how it will allow you to make high-quality inferences about student learning.
- You can demonstrate *rigour* through your use of supporting references.

Due Dates

- Formative feedback opportunities: Days 9-12
- Summative assessment: By end of Day 12 (put in Dropbox)

It will not be possible to grant extension for learning/assessment tasks in EPSE 310 due to the short schedule.

©Robin D. Tierney, OCT, PhD.

Not to be copied, used, or revised without explicit written permission from the copyright owner.