

## EPSE 310 - 2014

### Talking About Classroom Assessment

#### **Task**

Develop two audio-visual recordings that demonstrate your understanding and ability to use key assessment terms. This is the second of three learning/assessment tasks for EPSE 310.

#### **Purpose**

Classroom assessment is a distinct field with its own terminology. There are many occasions in practice where you will need to talk about classroom assessment. For example, a parent may ask you to explain an assessment decision, or a principal may want to discuss your beliefs about learning and assessment. This task will help you use classroom assessment terminology accurately and increase your assessment literacy.

#### **Learning Outcomes**

- Developing assessment talks will help you demonstrate your knowledge (LO3).
- It will also provide scaffolding for your tool development project (LO4).
- It can help you in the process of becoming a reflective teacher (LO1).

#### **Procedure**

- You will read definitions for key terms in your textbook, and we will be discussing them in class.
- You will role play with peers in class and develop explanations using assessment terminology in two different scenarios:
  1. In a parent-teacher conference, you will explain the difference between assessment of learning and assessment for learning, and how you use both in your practice.
  2. In a job interview at a nearby elementary school, you will explain to the principal how you will use classroom assessment to make high-quality inferences about the learning of diverse students.
- You will collaborate with peers and use resources on classroom assessment to write jot notes (cue cards) for both scenarios. Keep track of the resources you use and list them at the bottom of your jot notes. 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.
- Working with a partner or in a small group, you will make an audio-visual recording for each scenario that demonstrates your understanding of five key terms: assessment for learning,

assessment of learning (scenario 1), and validity, reliability and fairness (scenario 2). Be sure to use examples to anchor these terms in practice, and discuss them in a way that is consistent with your beliefs about teaching and learning. A suggested length for your audio-visual recordings is between 3 and 5 minutes each.

### **Mode**

- Collaborative process and product - you are strongly encouraged to collaborate with peers. You will submit the jot notes your group developed with a list of the sources you used. Please also list the names of your collaborators.
- Individual products - you will submit two audio-visual recordings in which you are the star. This means that you must be the person explaining key terms (not the parent or principal) in both recordings.

### **Format**

Two audio-video files and a text document (MS Word compatible) submitted electronically.

### **Evaluative Criteria**

Your glossary will be evaluated for its accuracy, clarity and depth.

- You can demonstrate *accuracy* by giving complete and defensible explanations, and by providing accurate point-form notes.
- You can demonstrate *clarity* by explaining the meaning of terms in plain language (i.e., commonly-understood, non-technical) supported with practical examples. The BC Ministry of Education document, *Reporting Student Progress: Policies and Practice* (2009) provides suggestions for plain language on page 31 (see course syllabus for the link).
- You can demonstrate *rigour* with your use of multiple, relevant resources.

### **Due Dates**

- Formative feedback opportunities: Days 5-8
- Summative assessment: By end of Day 8 (put in Dropbox)