ED-D 337B /A01 & A02 (1.5 units)

EVALUATION OF STUDENT ACHIEVEMENT IN THE HUMANITIES AND MODERN LANGUAGES

WINTER 2013: JANUARY 3 – APRIL 5, 2013

Instructor: Lisa Starr
Office: MAC A522
Class location: MacLaurin D283
Class times: A01/CRN 22532: Monday and Thursday 10:00-11:20
A02/CRN 23087: Monday and Thursday 11:30-12:50

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CALENDAR DESCRIPTION

The construction of classroom measures, including rating scales, self reports, check lists, performance tests, essay and objective tests; organization, use and reporting of assessment data will be covered. This course is concerned with assisting new teachers to become more proficient in measurement, assessment and reporting of student achievement with particular emphasis on the application of those principles to the content areas of humanities and modern languages.

IDEAS INFORMING THIS COURSE

Assessment for learning is any assessment for which the first priority in its design and practice is to serve the purpose of promoting students’ learning. It thus differs from assessment designed primarily to serve the purposes of accountability, or of ranking, or of certifying competence. An assessment activity can help learning if it provides information that teachers and their students can use as feedback in assessing themselves and one another and in modifying the teaching and learning activities in which they are engaged. Such assessment becomes “formative assessment” when the evidence is actually y used to adapt the teaching work to meet learning needs.


What the field has not provided is an efficient alternative to the testing procedures we now use. And for good reason. The good reason is that there are no efficient alternatives. Educationally useful evaluation takes time, it’s labour intensive and complex, and it’s subtle, particularly if evaluation is used not simply to score children or adults but to provide information to improve the process of teaching and learning.


Getting classroom assessment right is not a simplistic, either-or situation. It is a complex mix of challenging personal beliefs, rethinking instruction, and learning new ways to assess for different purposes. It requires educators who are excited about learning, imaginative, and willing to formulate strategies of ‘resistance’ that allow them to use assessment in productive ways in their own classrooms and honour the complexity of learning and assessment.

OVERVIEW OF COURSE

Students taking this course should realize that it is a content course designed to ensure that future teachers have a basic understanding of the concepts involved in student evaluation. Methodologies ranging from naturalistic observation through classroom quizzes to standardized tests will be covered. In addition, students will become familiar with the assessment and evaluation procedures as outlined in the Ministry of Education’s IRP’s for British Columbia.

THIS COURSE IS INTENDED TO PROVIDE OPPORTUNITIES TO:

- Recognize the central role of assessment and evaluation in the teaching/learning process.
- Understand and applying current Ministry guidelines for assessment, evaluation, and reporting.
- Consider:
  - Collection of information—observation, interview, test, etc.
  - Evaluation of information—validity, stats, etc.
  - Communication and results—procedures and ethics.

REQUIRED TEXTBOOK

- **How to Grade for Learning**. Third edition. Author: Ken O’Connor ISBN 978-1412953825
- Additional readings as required (Note: Whenever possible, supplemental readings will be provided electronically)

RECOMMENDED RESOURCES

- **Rethinking classroom assessment with purpose in mind** - [http://www.wncp.ca/media/40539/rethink.pdf](http://www.wncp.ca/media/40539/rethink.pdf)
- **BC Education Plan** (Ministry of Education) - [http://www.bcedplan.ca/](http://www.bcedplan.ca/)
- **Alaska Department of Education & Early Development & Early Development Sample Assessment Instruments** - [http://www.eed.state.ak.us/tls/frameworks/wrlang/wlinstr3.html](http://www.eed.state.ak.us/tls/frameworks/wrlang/wlinstr3.html)

RECOMMENDED READINGS

## OVERVIEW OF ASSIGNMENTS AND EVALUATION

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Assessment criteria</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assignment One - 10%</strong>&lt;br&gt;Visual Organizer of IRP&lt;br&gt;Individual</td>
<td>The purpose of this assignment is for you to develop and demonstrate your understanding of the curriculum document and its connection to authentic assessment. You are required to create a 2 page visual organizer of the IRP as it pertains to assessment. This visual organizer is intended to serve as an informative resource for you as you construct assessments as well as lesson plans and unit plans. Key terminology, principles as well as examples should be included.</td>
<td><strong>Relevance</strong>&lt;br&gt;Serves as an informative resource for planning and assessment of student understanding&lt;br&gt;<strong>Understanding</strong>&lt;br&gt;Demonstrates an in-depth understanding of the connection between learning outcomes and assessment&lt;br&gt;<strong>Key Terminology</strong>&lt;br INCLUDES key assessment terminology, principles and examples</td>
<td>Peer assessment (in class) January 24&lt;br&gt;Final copy (upload to moodle) January 28</td>
</tr>
<tr>
<td><strong>Assignment Two - 40%</strong>&lt;br&gt;Assessment Inquiry Video&lt;br&gt;Individual or Groups</td>
<td>This assignment asks you to choose ONE of three approaches to explore an issue related to assessment and learning and represent the issue in a 3-5 minute video.&lt;br&gt;• Self Study&lt;br&gt;• Case Study&lt;br&gt;• Appreciative Inquiry</td>
<td><strong>Description</strong>&lt;br&gt;Detailed description of the issue/problem/situation&lt;br&gt;<strong>Analysis and Interpretation</strong>&lt;br&gt;Thoughtful analysis and interpretation of the issue/problem/situation and the impact of those on learning&lt;br&gt;<strong>Meaning and Application</strong>&lt;br&gt;Detailed reflection on the relevance of the issue/problem/situation including what may be missing&lt;br&gt;<strong>Implications for Action</strong>&lt;br&gt;Thoughtful, realistic consideration of future implications</td>
<td>Self assessment (in class) February 14&lt;br&gt;Final copy (upload to moodle) February 25</td>
</tr>
<tr>
<td><strong>Assignment Three - 20%</strong>&lt;br&gt;Discussion Leader with Reflection&lt;br&gt;Groups</td>
<td>You are required to engage your peers in a discussion of the course content through an instructional strategy. You will conduct an assessment of student learning and write a 2-3 page reflection addressing student learning based on evidence produced by your assessment tool.</td>
<td><strong>Description</strong>&lt;br&gt;Detailed description of the issue/problem/situation&lt;br&gt;<strong>Analysis and Interpretation</strong>&lt;br&gt;Thoughtful analysis and interpretation of the issue/problem/situation and the impact of those on learning&lt;br&gt;<strong>Meaning and Application</strong>&lt;br&gt;Detailed reflection on the relevance of the issue/problem/situation including what may be missing&lt;br&gt;<strong>Implications for Action</strong>&lt;br&gt;Thoughtful, realistic consideration of future implications</td>
<td>Ongoing - written reflection uploaded to moodle one week after session</td>
</tr>
<tr>
<td><strong>Assignment Four - 30%</strong>&lt;br&gt;One overview of a teaching unit with three complete lesson plans and examples of assessment for, of and as learning&lt;br&gt;Groups</td>
<td>Using a unit of work, you are required to incorporate detailed, thorough examples of assessment for, of and as learning such as rubrics, checklists, quizzes, tests, feedback, self and peer assessment. Assessments should be reflective of the IRP documents, unit objectives and learning needs of students. You will participate in self and peer assessment of these units in class to help you further develop the assessments. Through these assessments, it is expected that you will demonstrate a thorough understanding of assessment and learning as presented throughout the course.</td>
<td><strong>Relevance</strong>&lt;br&gt;Assessment tools balance assessment for, of and as learning with the goal of improved student learning&lt;br&gt;<strong>Understanding</strong>&lt;br&gt;Demonstrates an in-depth understanding of the connection between learning outcomes and assessment&lt;br&gt;<strong>Analysis and Interpretation</strong>&lt;br&gt;Obvious evidence of current research supporting assessment as a tool for student learning</td>
<td>Peer assessment (in class) March 7&lt;br&gt;Self-assessment (in class) March 14&lt;br&gt;Final copy (upload to moodle) April 1</td>
</tr>
</tbody>
</table>

*Please note: A more detailed outline of each assignment will be provided in class*
ADMINISTRATIVE PRACTICES

ATTENDANCE
1. Due to the experiential nature of the course, regular attendance is required. Prompt attendance is a professional responsibility and courtesy (see UVIC calendar, Academic Regulations). Failure to meet the attendance requirements for the course may result in you not receiving credit for the course.
2. You will not be penalized for illness or injury, emergency, urgent family obligations (i.e. funerals), or other reasonable/compassionate matters. Please inform me as soon as possible if you know you will miss a class or classes for these reasons.

MOBILE TELEPHONES, LAPTOP COMPUTERS, AND OTHER DEVICES
1. Cellular Telephones
   a. Out of respect for the preparation we have put into reading and responding to the course content, please turn off your mobile telephone during our meetings.
   b. If you are expecting an important call in an emergency, legal, or compassionate context please set your telephone to vibrate, inform me that you are expecting a call, and attend to it privately when it arrives.
   c. You may wish to use your phone’s internet capability to research information for class in which case you should ensure that you have secure access to UVic’s wireless network.
2. Laptop Computers
   a. Laptop computers may be used to assist with the organization of your readings and other materials for meetings.
   b. You may wish to bring your laptop for use and research during class in which case you should ensure that you have secure access to UVic’s wireless network.
3. Other Devices
   a. In summary, the use of any device in our meetings is governed by (i) the principle of respect for the preparation that others and I have put into our meetings, and (ii) its service of the learning scheduled for that day.
   b. Therefore, that which governs the practices for cellular telephones and laptop computers also applies to any other device (electronic or not) that may be brought to our meetings.
   c. If any device enhances the organization, function, and learning which occurs in our meeting then it will be permitted and encouraged. If it distracts from learning then it must be turned off or simply not brought in.

COMMUNICATION
1. I am happy to help with your academic and professional concerns regarding any aspect of this course.
2. If questions can be asked in person before, during, or after class please attempt to take that route.
3. Email Communication:
   a. Use your UVIC address whenever possible.
   b. Please begin the subject line with “337B” and a clear, concise subject line:
      i. Good Form: “337B: Will be absent 29 July for funeral”
      ii. Not Good Form: “stuff for class”
   c. Try to have only one subject per message.
   d. I will respond to your email communication as quickly as possible and reasonable. I do not check my work email on weekends or holidays, but will reply on my return.

EXTENSIONS AND LATE ASSIGNMENTS
1. Extensions may be granted by consultation with me BEFORE the due date or on reasonable grounds (same as “attendance” above).
2. Late assignments without adequate reason (and for which documentation such as a doctor’s note may be requested) will be deducted 5% per day to a maximum of 3 days. After the third day, the assignment will not be accepted and will be recorded as a zero.
## Undergraduate Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point Value</th>
<th>Percentage For Instructor Use Only</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A+</strong></td>
<td>9</td>
<td>90-100</td>
<td>Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.</td>
</tr>
<tr>
<td><strong>A</strong></td>
<td>8</td>
<td>85-89</td>
<td></td>
</tr>
<tr>
<td><strong>A-</strong></td>
<td>8</td>
<td>80-84</td>
<td></td>
</tr>
<tr>
<td><strong>B+</strong></td>
<td>6</td>
<td>77-79</td>
<td>Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>5</td>
<td>73-76</td>
<td></td>
</tr>
<tr>
<td><strong>B-</strong></td>
<td>4</td>
<td>70-72</td>
<td></td>
</tr>
<tr>
<td><strong>C+</strong></td>
<td>3</td>
<td>65-69</td>
<td>Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>2</td>
<td>60-64</td>
<td></td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>1</td>
<td>50-59</td>
<td>Marginal performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.</td>
</tr>
<tr>
<td><strong>COM</strong></td>
<td>Excluded Grade</td>
<td></td>
<td>Complete (pass). Used only for 0-unit courses and those credit courses designated by the Senate. Such courses are identified in the course listings.</td>
</tr>
</tbody>
</table>

### Failing Grades

<table>
<thead>
<tr>
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<th>Percentage For Instructor Use Only</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>E</strong></td>
<td>0</td>
<td>TBD</td>
<td>Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.</td>
</tr>
<tr>
<td><strong>F</strong></td>
<td>0</td>
<td>0-49</td>
<td>Did not write examination or complete course requirements by the end of term or session; no supplemental.</td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>0</td>
<td>0-49</td>
<td>Did not complete course requirements by the end of the term; no supplemental. Used only for co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.</td>
</tr>
<tr>
<td><strong>N/X</strong></td>
<td>Excluded Grade</td>
<td></td>
<td>Did not complete course requirements by the end of the term; no supplemental. Used only for co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.</td>
</tr>
<tr>
<td><strong>F/X</strong></td>
<td>Excluded Grade</td>
<td></td>
<td>Unsatisfactory performance. Completed course requirements; no supplemental. Used only for co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.</td>
</tr>
</tbody>
</table>

### Temporary Grade

<table>
<thead>
<tr>
<th>Grade</th>
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<th>Percentage For Instructor Use Only</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INC</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>Incomplete. Used only for those credit courses designated by the Senate, to be replaced with a final grade by June 1. Such courses are identified in the course listings.</td>
</tr>
<tr>
<td><strong>DEF</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>Deferred status granted. Used only when deferred status has been granted because of illness, an accident or family affliction. See Deferred Status, page 36.</td>
</tr>
<tr>
<td><strong>INP</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>In Progress. Used only for courses designated by Senate, to be replaced with a final grade by the end of the next Winter Session except for TIED courses (identified in the Calendar). In TIED courses the INP must be replaced with a final grade by the end of the subsequent term (including Summer Session) or, where a co-op Work Term intervenes, within eight months. If a student fails to complete the second course of a TIED course sequence, then the final grade will be N.</td>
</tr>
<tr>
<td><strong>CIC</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>Co-op Interrupted Course. See Co-op Regulations (14), page 46.</td>
</tr>
<tr>
<td><strong>CTN</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>The CTN designation will appear on student transcripts at mid-point through the course or at the end of the first academic term (Sept-Dec). On completion of the course, the designation will be replaced with a final grade.</td>
</tr>
</tbody>
</table>

### Grade Note

- Aegrotat. Transcript notation accompanying a letter grade, assigned where documented illness or similar affliction affected the student’s performance or prevented completion of all course work.

* These percentage ranges are standardized and will be used by all instructors in determining letter grades effective May 2012.
* The percentage is not recorded on the student academic record or displayed on the student official transcript; the official 9 point grading system and letter grades are displayed on the academic record and official transcript.
* The University Senate has approved transition from the 9 point grading system to a percentage grading system and the implementation is planned to take effect May 2014.

### Academic Integrity

Students must abide by academic regulations as set out in the university calendar. They must observe standards of 'scholarly integrity' especially regarding plagiarism and cheating.