



## Links to Useful Websites

The following is a list of links to several assessment related websites. If you have any suggestions for additions to this list, please e-mail [christian.michalik@lrsd.net](mailto:christian.michalik@lrsd.net).

### Alberta Assessment Consortium (AAC)

(<http://www.aac.ab.ca/home.html>)

The Alberta Assessment Consortium (AAC) formed in 1993 is a not-for-profit equal partnership of education organizations. It is dedicated to enhancing student learning through classroom assessments that both increase student confidence and enable them to effectively demonstrate what they know and can do. All teachers in the Louis Riel School Division have membership privileges on the website. *Please see your administrator for the username and password.*

### ASCD – On-line Professional Development Survey

(<http://webserver3.ascd.org/ossd/planning.html>)

Not sure where you should begin as you plan a professional development program for your school or district? Take 20 minutes to answer the questions on our professional development survey. The survey will automatically tabulate your results and make recommendations about areas of strength and areas you might consider including in your professional development plan.

### Assessment for Learning

(<http://cms.curriculum.edu.au/assessment/default.asp>)

This website has been developed by Curriculum Corporation on behalf of the education departments of the States, Territories and Commonwealth of Australia. One of the main purposes of this site is to provide professional learning for teachers about assessment for learning.

### Assessment is for Learning – AifL

(<http://www.assessment-reform-group.org>)

Assessment is for Learning (AifL) is a national initiative with representation from all parts of the Scottish education community. The website has been developed to support the AifL programme.

### Assessment Reform Group

([www.assessment-reform-group.org.html](http://www.assessment-reform-group.org.html))

The aim of the Assessment Reform Group (ARG) is to ensure that assessment policy and practice at all levels takes account of relevant research evidence. The website offers a number of useful publications and links for downloading.

### Assessment Training Institute

(<http://www.assessmentinst.com/>)

The Assessment Training Institute (ATI) is guided by the belief that involving students in the classroom assessment process makes them aware of the skills they need to take responsibility to support their progress and success. Rick Stiggins's website provides training materials, resources and professional development programs.

### Association for Achievement and Improvement through Assessment

(<http://www.aaia.org.uk/index.htm>)

The aim of the Association is to promote pupil achievement through the processes of effective assessment, recording and reporting.

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## **Authentic Assessment Toolbox**

(<http://jonathan.mueller.faculty.noctrl.edu/toolbox/index.htm>)

The Authentic Assessment Toolbox offers a how-to hypertext on creating authentic tasks, rubrics and standards for measuring and improving student learning.

## **Conference Board of Canada – Employability Skills 2000+**

(<http://www.conferenceboard.ca/education/learning-tools/pdfs/esp2000.pdf>)

The Conference Board invites and encourages students, teachers, parents, employers, labour, community leaders and governments to use Employability Skills 2000+ as a framework for dialogue and action. Understanding and applying these skills will help people enter, stay in, and progress in the world of work.

## **Government of British Columbia Ministry of Education**

(<http://www.bced.gov.bc.ca/reportcards/welcome.htm>)

This government website provides some standardized BC provincial report cards. Also included in the website is an updated policy document, Reporting Student Progress: Policy and Practice.

## **Ideas and Rubrics – Chicago Public Schools**

([http://intranet.cps.k12.il.us/Assessments/Ideas\\_and\\_Rubrics/ideas\\_and\\_rubrics.html](http://intranet.cps.k12.il.us/Assessments/Ideas_and_Rubrics/ideas_and_rubrics.html))

The website provides a step-by-step approach to developing rubrics and contains assessment resources and a rubric bank.

## **Manitoba Education, Citizenship and Youth – Assessment and Evaluation K-S4**

(<http://www.edu.gov.mb.ca/k12/assess/index.html>)

The Manitoba Government's website provides support and advice on student assessment according to departmental initiatives and carries out provincial assessments based on provincial curricula, referred to as "standards tests".

## **Northwest Regional Educational Laboratory – Classroom Assessment and the Pursuit of Illuminating Feedback**

(<http://www.nwrel.org/msec/nwteacher/winter2002/classroom.html>)

When teachers move assessment to the center of instruction, they give students insights into their own thinking and growth. The benefits soar as students gain new perspectives about their potential to learn mathematics and science.

## **Northwest Regional Educational Laboratory – Assessment Home – Toolkit98**

(<http://www.nwrel.org/assessment/toolkit98.php>)

Toolkit98 is designed to assist classroom teachers to become better assessors of student learning. The primary intended users of Toolkit98 are those with the responsibility to coordinate and facilitate professional development in assessment for teachers.

## **Organization for Economic Co-operation and Development**

([www.oecd.org/document/25/0,2340,en\\_2649\\_34859774\\_34259673\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/25/0,2340,en_2649_34859774_34259673_1_1_1_1,00.html))

CERI – "What Works" Formative Assessment: Improving Learning in Secondary Classrooms – Case Studies





### **Phi Delta Kappa – From Formative Assessment to Assessment FOR Learning: A Path to Success in Standards-Based Schools**

([http://www.pdkintl.org/kappan/k\\_v87/k0512sti.htm](http://www.pdkintl.org/kappan/k_v87/k0512sti.htm))

As the mission of schools changes from ranking students to ensuring that all learn to specified standards, Rick Stiggins argues that the purpose and form of assessments must also change.

### **Phi Delta Kappa – Inside the Black Box: Raising Standards Through Classroom Assessment**

(<http://www.pdkintl.org/kappan/kbla9810.htm>)

Firm evidence shows that formative assessment is an essential component of classroom work and that its development can raise standards of achievement (Black and Wiliam). Indeed, they know of no other way of raising standards for which such a strong prima facie case can be made.

### **Programme for International Student Assessment – PISA**

(<http://www.pisa.gc.ca/>)

The Programme for International Student Assessment (PISA) is a project of the Organization for Economic Co-operation and Development (OECD) designed to provide policy-oriented international indicators of the skills and knowledge of 15-year-old students. Three literacy domains are being assessed in PISA: Reading, Mathematics, and Science (More details on each domain are provided in the section on PISA Domains). Three cycles of PISA are planned. In each cycle, two-thirds of testing time will be devoted to a major literacy domain: Reading in 2000, Mathematics in 2003, and Science in 2006.

### **Project Zero**

(<http://pzweb.harvard.edu/Research/ResearchAssess.htm>)

Project Zero is an educational research group at the Graduate School of Education at Harvard University. Its mission is to understand and enhance learning, thinking, and creativity in the arts, in humanistic and scientific disciplines, at individual and institutional levels. Several of assessment research projects feature in this website.

### **RubiStar**

(<http://rubistar.4teachers.org/index.php>)

RubiStar is a cost-free tool to assist teachers to develop quality rubrics.

### **The Online Learning Centre – Assessment**

(<http://www.tki.org.nz/r/assessment/>)

The New Zealand Ministry of Education website offers information about assessment, including PowerPoint on-line workshop presentations:

Exploring Formative Assessment: Assessment for Learning

([http://www.tki.org.nz/r/assessment/atol\\_online/ppt/online\\_workshop\\_1.ppt](http://www.tki.org.nz/r/assessment/atol_online/ppt/online_workshop_1.ppt))

Giving Quality Feedback

([http://www.tki.org.nz/r/assessment/atol\\_online/ppt/041008\\_quality\\_feedback.ppt](http://www.tki.org.nz/r/assessment/atol_online/ppt/041008_quality_feedback.ppt))

Planning for Formative Assessment

([http://www.tki.org.nz/r/assessment/atol\\_online/ppt/online\\_workshop\\_2a.ppt](http://www.tki.org.nz/r/assessment/atol_online/ppt/online_workshop_2a.ppt))

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## References

Information retrieved from the State of Victoria (Department of Education & Training) website on March 5, 2006 (© State of Victoria Department of Education & Training 2002).

<http://www.sofweb.vic.edu.au/blueprint/fs1/assessment/links.htm>

Information retrieved from the Assessment for Learning website developed by the Curriculum Corporation on behalf of the Education Departments of the States, Territories and Commonwealth of Australia on July 11, 2006.

<http://cms.curriculum.edu.au/assessment/links.asp#weblinks>

Information retrieved from the Assessment Reform Group (ARG) website on July 11, 2006.

<http://arg.educ.cam.ac.uk/links.html>

Information retrieved from the Association for Achievement and Improvement through Assessment (AAIA) website on July 11, 2006.

<http://www.aaia.org.uk/links.htm>

Manitoba Education and Training, *Reporting on Student Progress and Achievement: A Policy Handbook for Teachers, Administrators and Parents*. Winnipeg, 1997

Manitoba Education, Citizenship and Youth, *Assessment with Purpose in Mind*. Winnipeg, 2006

O'Connor, K., *How to Grade for Learning: Linking Grades to Standards*. Skylight/Pearson, Glenview, IL., 2002

Information retrieved from the State of Victoria (Department of Education & Training) website on March 5, 2006.

<http://www.sofweb.vic.edu.au/blueprint/fs1/assessment/glossary.htm>

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DIVISION SCOLAIRE  
**LOUIS RIEL**  
SCHOOL DIVISION

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## Reference Material

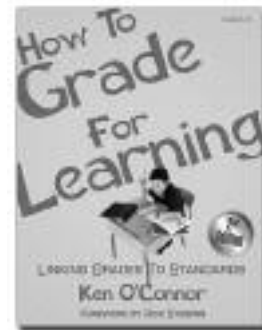
All teachers in the Louis Riel School Division have access to these four titles. Numerous copies of the two books are in schools and the MECY website provides updated publications and information. ([www.edu.gov.mb.ca/k-12/assess/publications.html](http://www.edu.gov.mb.ca/k-12/assess/publications.html))



*Rethinking Classroom Assessment with Purpose in Mind* is intended to provide a framework for extending thinking, to confirm and to guide changes in effective assessment practices, and to foster professional learning. While this resource offers some common vocabulary for assessment, its focus is on ideas, rather than labels, for teachers to reflect on, discuss, and try in classrooms.



In this book, *How to Grade for Learning* Ken O'Connor ... centers on the process of communicating about student achievement through the use of report card grades. Ken puts the grading process into a larger context. He gives attention to each of the keys to success. He argues convincingly for an open and honest educational system – a system in which there are no surprises and no excuses. – Rick Stiggins



*Making Classroom Assessment Work* provides a thoughtful and thought-provoking framework that teachers and administrators can use to review how assessment is working in their classrooms. From building the foundation for student involvement, through ways to report, the author provides a bridge between what the research shows and what teachers can do in their classrooms.



*Communicating Student Learning* provides Kindergarten to Grade 12 educators with information on principles and practices for effective communication with students and parent about student learning.

