Section 1: Introduction

Introduction

Classroom teachers spend an enormous amount of time planning units and lessons — and they should. The beauty of detailed lesson and unit planning is that when it is completed, it's done. All a teacher has to do is to deliver the lessons in the classroom. But hidden in that unit is another set of tasks — just as important as lesson planning. It's called evaluation of student achievement.

It is fair to assume that teachers spend far more time planning lessons than delivering lessons; it is also fair to assume that teachers spend far less time planning evaluation of student achievement than they do delivering evaluation results through — you guessed it — the dreaded marking trap! There are few activities that take more of a classroom teacher's time than marking.

As we now understand that evaluation is not the end of learning but an integral part of it, we also must begin to realize that time spent on planning evaluation activities is equally important. The tripartite activity known as "teaching" is made up of three equal parts — planning, instruction and evaluation of student achievement. No one part takes precedence over the other.

One of the ways to enshrine the importance of student evaluation is to develop what Bendel Services calls "an evaluation protocol" for classroom use. Clarifying and implementing a formally stated evaluation protocol for a classroom is an immense service to students who may, for the fist time in their academic careers, get a real sense of "the rules of the game" in terms of assessing their work, but a careful delineation of student evaluation practices has implications for teacher credibility, authenticity and defensibility of grades. Above all, a classroom evaluation protocol put students, parents and teachers on the same plane of understanding about progress.

Why and how to manage the development of such a protocol is the subject matter of this eBook.

This is the second *eBook* in "The Art of Teaching Creatively" webinar series.

How This Book is Organized

This *eBook* includes the following sections:

Section 2:   Definition Form and Purpose of a Classroom Evaluation Protocol

- Definition
- The Advantages of an Evaluation Protocol
- The Audiences
- Purposes of Student Evaluation
- Characteristics of an Effective Student Evaluation Practices

Section 3:   Items to Consider in the Protocol

           • The Vocabulary of Questioning
           • The Vocabulary of Evaluation Mechanisms
           • Tests/Assignments, Time Allocation and Alignment
           • Late Penalties and Absences
           • Calculating Marks for Mid-Year Entry Students
           • Variations in the Use of Evaluation Instruments
           • The Question of "Surprise" Quizzes - Fair or Not
           • The Question of Re-Writes
           • Setting Up the Basis for Summative Assessments

Section 4:   Honouring Your Marking Time

           • Returning Marked Assignments - General Remarks
           • Displaying Class Results and the Purpose(s) Thereof
           • The Use of the Marking Folder (Yours)
           • The Use of the Marking Folder (Theirs)
           • The Use of an Error Ladder
           • Using the Computer for Data-Rich Reporting Conventions
           • The Summary Sheet and Parent-Teacher Interviews

Section 5:   "Tricks" to Manage Marking Loads

           • Inter-Class Scheduling
           • Self Assessment
           • Peer Assessment (Blind Technique)
           • Variety in Types of Responses: Short Isn't Always Bad!
           • The Use of External Assessors - Not Marking Assistants

Section 7:   Getting Started on Your Evaluation Protocol

           • Chatting with Your Principal or Department Head - A Must
           • Doing it Yourself - First?
           • Checking Out Other "Official" Pronouncements
           • An Informal Group - Parents and Students?
           • The Final Document and Its Distribution
           • Suggested Memos to Students and Parents

Section 8:   Conclusion