



National Library
of Canada

Acquisitions and
Bibliographic Services Branch

395 Wellington Street
Ottawa, Ontario
K1A 0N4

Bibliothèque nationale
du Canada

Direction des acquisitions et
des services bibliographiques

395, rue Wellington
Ottawa (Ontario)
K1A 0N4

Vous l'avez vu dans votre référence

Vous l'avez vu dans votre référence

NOTICE

The quality of this microform is heavily dependent upon the quality of the original thesis submitted for microfilming. Every effort has been made to ensure the highest quality of reproduction possible.

If pages are missing, contact the university which granted the degree.

Some pages may have indistinct print especially if the original pages were typed with a poor typewriter ribbon or if the university sent us an inferior photocopy.

Reproduction in full or in part of this microform is governed by the Canadian Copyright Act, R.S.C. 1970, c. C-30, and subsequent amendments.

AVIS

La qualité de cette microforme dépend grandement de la qualité de la thèse soumise au microfilmage. Nous avons tout fait pour assurer une qualité supérieure de reproduction.

S'il manque des pages, veuillez communiquer avec l'université qui a conféré le grade.

La qualité d'impression de certaines pages peut laisser à désirer, surtout si les pages originales ont été dactylographiées à l'aide d'un ruban usé ou si l'université nous a fait parvenir une photocopie de qualité inférieure.

La reproduction, même partielle, de cette microforme est soumise à la Loi canadienne sur le droit d'auteur, SRC 1970, c. C-30, et ses amendements subséquents.

**An Assessment Framework For
Empowering Students In A Multicultural Society**

Itrat Ahmad

Administration and Policy Studies in Education
McGill University
Montreal, Canada

July, 1995

A thesis submitted to the Faculty of
Graduate Studies and Research
in partial fulfilment of the requirements of the degree of
Master of Arts

© Itrat Ahmad



National Library
of Canada

Acquisitions and
Bibliographic Services Branch

395 Wellington Street
Ottawa, Ontario
K1A 0N4

Bibliothèque nationale
du Canada

Direction des acquisitions et
des services bibliographiques

395, rue Wellington
Ottawa (Ontario)
K1A 0N4

Your file - votre référence

Our file - Notre référence

The author has granted an irrevocable non-exclusive licence allowing the National Library of Canada to reproduce, loan, distribute or sell copies of his/her thesis by any means and in any form or format, making this thesis available to interested persons.

L'auteur a accordé une licence irrévocable et non exclusive permettant à la Bibliothèque nationale du Canada de reproduire, prêter, distribuer ou vendre des copies de sa thèse de quelque manière et sous quelque forme que ce soit pour mettre des exemplaires de cette thèse à la disposition des personnes intéressées.

The author retains ownership of the copyright in his/her thesis. Neither the thesis nor substantial extracts from it may be printed or otherwise reproduced without his/her permission.

L'auteur conserve la propriété du droit d'auteur qui protège sa thèse. Ni la thèse ni des extraits substantiels de celle-ci ne doivent être imprimés ou autrement reproduits sans son autorisation.

ISBN 0-612-08129-X

Canada

Abstract

The purpose of this study is to describe, apply and critique an assessment framework, namely, 'Student-Centred Assessment' based on concepts presented by Stiggins (1994). The theoretical basis is found in the literature dealing with multiculturalism and education, the forces promoting change in assessment, and the current status of assessment methods.

The analysis of the 'Student-Centred Assessment' reveals that in such a framework there is a constant interaction between the student and the assessor leading to student engagement and that there is a need for changes in the assessment practices. Of the weaknesses noted, adapting tools for assessment is an ongoing challenge and the time needed to apply the framework effectively is a stressful problem. Based on these findings, various recommendations for practice and future research are made.

The study examines the assessment of students in a regular grade three class, divided equally into a control and an experimental group randomly. Sources of data include documents, reports, and interviews with administrators, educators, and students. The control group is assessed by the classroom teacher according to norm-based tests. This teacher and the resource teacher then assess the experimental group by means of the methods outlined in the framework, to determine the inter-scorer reliability. Thereafter, the scores of the control group are compared to those of the experimental group to ensure internal validity and to analyze the framework. As well, interviews with school personnel ascertain the current status of assessment methods including sources for empowerment.

Abstrait

L'objet de cette étude est de décrire, appliquer et critiquer l'évaluation d'un cadre de travail, soit 'l'Évaluation d'Étudiants Centralisée', basé sur un concept présenté par Stiggins (1994). La base théorique est retrouvée dans la littérature traitant du multi-culturalisme et de l'éducation; de forces encourageant les changements d'évaluation; et l'état actuel des méthodes d'évaluation.

Les analyses de 'l'Évaluation d'Étudiants Centralisée' révèlent que dans une telle recherche, il y a une interaction constante entre l'étudiant et l'évaluateur entraînant l'étudiant à s'impliquer et qu'il y a un besoin de changement dans les pratiques d'évaluation. Dans les faiblesses notées, adapter les outils pour fins d'évaluation est un défi constant et le temps requis pour appliquer le cadre de travail de façon efficace est un problème stressant. A partir des résultats obtenus, diverses recommandations ont été faites pour les pratiques et futures recherches.

L'étude examine l'évaluation d'étudiants d'une classe régulière de troisième année divisée aléatoirement en deux groupes égaux soit un groupe de contrôle et un groupe expérimental. Les données proviennent de documents, de rapports et d'entrevues avec des administrateurs, des éducateurs et des étudiants. Le groupe de contrôle est évalué par le professeur de la classe selon les tests normalisés. Ce dernier et un professeur ressource évaluent par la suite le groupe expérimental en utilisant les méthodes décrites dans le cadre de travail afin de déterminer la fiabilité des résultats. Par la suite, les résultats du groupe de contrôle sont comparés à ceux du groupe expérimental pour s'assurer de la validité interne et pour faire une analyse de la recherche. Qui plus est, les entrevues avec le personnel de l'école démontrent l'état actuel des méthodes d'évaluation incluant les sources donnant un sens de pouvoir.

Acknowledgements

That I have completed this thesis is due mainly to the superb guidance and subtle understanding of my thesis supervisor, Dr. Ratna Ghosh; the effect of her advice is immeasurable. I am forever indebted to her without whose encouragement this thesis might still merely be an idle thought in my mind.

A special thanks to the school personnel and students involved without whom this thesis could never have been written.

My sincerest thanks to Dr. William Smith for his encouragement in my decision to take up the Master of Arts, as well as, to Dr. Charles Lusthaus who taught me the value of brevity as an expression of superior quality.

Editing is a talent so often lost when trying to complete something of such enormous magnitude like a thesis, and so I cannot fail to appreciate Mrs. Mary-Lynne Keenan for her excellent advice and the final proofreading of my work.

Finally, I must thank one force which never ceased in helping and encouraging me. I am talking of course, about my dear family, who suffered most throughout my preparation due to countless hours of neglect.

And yet they smiled through it all...

Table of Contents

Title	Page
Abstract	i
Abstrait	ii
Acknowledgements	iii
Table of Contents	iv
List of Figures	vii
List of Tables	viii
1. Introduction and Overview	1
1.1. Introduction	1
1.2. Problem Statement	3
1.3. Definition of Terms	5
1.4. Purpose and Objectives	8
1.5. Organization of the Study	9
2.0. Review of the Literature	10
2.1. Introduction	10
2.2. Educational Focus of the Multicultural Policy	11
2.3. Assessment	18
2.4. Conclusion	33
3.0. Research Design	36
3.1. Introduction	36
3.2. The Theoretical Concept Used	37

Table of Contents (Cont'd)

Title	Page
3.3. Analytical Schema	38
3.4. Methodology	42
3.5. Constraints and Limitations	45
4.0. Data Analysis: Findings and Discussion	49
4.1. Introduction and Background	49
4.2. Scope of Student-Centred Assessment Framework	49
4.3. Findings and Discussion	52
4.4. Conclusion	80
5.0. Summary and Conclusions	81
5.1. Introduction	81
5.2. Summary of Findings	82
5.3. Conclusions of the Study	89
5.4. Relation of the Framework to the Literature	93
5.5. Recommendations	95
5.6. Conclusion	99
References	101

Table of Contents (Cont'd)

Title	Page
Appendices	111
Appendix A WRAT3 Sample Test	111
Appendix B Consent Form for Parents	116
Appendix C Consent Form for School Personnel	118
Appendix D Interview Protocol for School Personnel	120
Appendix E Data Analysis Tables	122
Appendix F Handout for Educators	133
Appendix G Samples of Assessment Tools	137
Appendix H Samples of Students' Work	144

List of Figures

Title		Page
Figure 2.1.	The Vital Components in the Evolution of Sound Assessment	21
Figure 4.1.	A Conceptual Framework of Student-Centred Assessment	56
Figure 4.2.	A Plan for Matching Assessment with Achievement Targets	57

List of Tables

Title	Page
Table 2.1. A Survey of Assessment Methods	32
Table 2.2. Accuracy of Standardized Tests in Measuring Student Achievement	33
Table 3.1. Sources of Data	43
Table 4.1. An Amalgamation of the Fundamentals of Sound Assessment	50
Table 4.2. WRAT3 Scores in Reading and Spelling Subtests	62
Table 4.3. Student-Centred Assessment of the Experimental Group by the Grade Three Teacher	65
Table 4.4. Student-Centred Assessment of the Experimental Group by the Resource Teacher	66
Table 4.5. An Evaluation of the Student-Centred Assessment Framework	78
Table 5.1. Altering Assessment Practices	86
Table E.1. Country of Origin	123
Table E.2. Cultural Identity Patterns	124
Table E.3. Languages Spoken at Home	125
Table E.4. Variance for Experimental and Control Groups	126
Table E.5. T test of Control and Experimental Groups	127
Table E.6. Inter-scorer Reliability	128
Table E.7. An Interpretation of Correlation Coefficients	129
Table E.8. Mean Scores	130
Table E.9. Variance of Groups to Determine the T test	131
Table E.10. T test of the Groups	132

Chapter 1

1.0. Introduction and Overview

The Purpose of Evaluation
Is Not to Prove
But to Improve

Phi Delta Kappan
1971

1.1. Introduction

Education for multiculturalism involves empowerment of students in order that there may be equity for culturally diverse students. As such, assessment, which is part of the educational process must aim to empower them. Given these tenets, there should be a circular connection between multiculturalism, assessment and empowerment. In this study an attempt is made to apply an assessment framework to students in the Canadian educational system. The framework, namely, 'Student-Centred Assessment' is based on the concepts presented by Stiggins (1994). The purpose is to explore the concept of student-centred assessment, as opposed to large-scale testing, as a way to improve conditions that support student engagement and equity. Although the fieldwork was done in an elementary school, it is hoped that its implications will be of relevance to elementary as well as high school students in a multicultural society because of the divergence in values and the recognition that definitions of excellence must be broadened to include other ways of thinking.

Throughout the twentieth century, awareness has increased about value differences in society as a whole, as well as in the multitude of communities within society. The same change

has occurred in education. Awareness of 'what is good' has become increasingly a function of who judges goodness; awareness of what is acceptable has become increasingly a function of who accepts what and at what social and economic price. Within these contexts, education evaluation methods have become a special focus of study. There is an increase in concern about the nature and form of student assessment and the uses made of the results (Linn, Baker, & Dunbar, 1991).

Evaluation deals with a range of educational objectives in the intellectual, cultural, aesthetic, physical and moral domains. Good evaluation requires careful matching of assessment techniques with learning objectives; furthermore, the good teacher uses evaluation sensitively as well as effectively. Learners will find schools more worthwhile, parents will be more supportive and teachers more rewarded, if increased emphasis is placed on the clear and fair evaluation of unambiguously stated objectives.

In the current debate about poor educational outcomes and the need for educational reform, Glaser and Silver (1994) view assessment both as part of the problem and as part of the solution. Current testing, predominantly multiple choice in format, lacks adequate public accountability and too often undermines students' real accomplishments. Conversely, student-centred assessments linked to high standards for student achievement help in establishing a valuable educational environment and more equitable educational outcomes: "Alternative forms of assessment...if properly used, serve as positive tools in creating schools truly capable of teaching students to think" (Resnick & Resnick, 1992, p. 38).

The rest of this chapter provides the problem statement, the purpose and objectives, and the organization of the study.

1.2. Problem Statement

The Canadian government recognized the true multicultural heritage of Canadians with Section 27 of the *Canadian Charter of Rights and Freedoms 1982*, 'This Charter shall be interpreted in a manner consistent with the preservation and enhancement of the multicultural heritage of Canadians'. Common to our multicultural policy are the legal safeguards such as the *Canadian Human Rights Act 1977*, *Canadian Charter of Rights and Freedoms 1982*, inclusive of the above-mentioned Section 27, and *Bill C-93*, the first *Multicultural Act* as passed by the House of Commons in 1988 (cited in Jones, 1990). Since education is a provincial responsibility, it is left to the provinces to adopt the federal policy. As such, the province of Quebec rejected the federal multicultural policy and adopted the term, 'intercultural education' (Ghosh & Tarrow, 1993). *Bill 101* restricts access to the English school system, and there is a contradiction inherent in its language legislation and adoption of the term, 'intercultural education'. Such a legislation provides for the development of a pluralistic society; however, stagnation of culture and its byproduct, racial tension, could occur if the needs of various cultures are not met (Serafini, 1991).

Any discussion of student engagement by means of assessment has to be situated within the larger framework of views on learning and education. If students are to be taught strategies beyond decoding and calculation, there remains the

hard work of determining just what constitutes 'being able to think'. Many of the aspects of what we need to teach beyond basic skills can be captured if we imagine thinking as a 'performance' or accomplishment (Wolf, in press, cited in Wolf, Bixby, Glenn, & Gardner, 1991). To assess this kind of performance, there is an increasing demand for both a conception of learning and an assessment quite different from what current standardized testing offers.

An effective assessment would have to be multidimensional; it ought to capture students' grasp of relevant information and their skills, such as interviewing, researching, and writing, as they are exercised in the context of their larger undertaking. It should be flexible enough to inquire into the processes through which they developed their understanding. Furthermore, as indicated by Schwartz and Viator (1990), an assessment should be complemented by classroom practices in which students reflect on the quality of their own work and in which teachers and students discuss what constitutes commendable performance.

Supporters of multicultural education believe that legislation alone cannot change the mindset of people, and that educators and parents must be vigilant against prejudice in the classroom and in society. The present educational infrastructure may not be capable of handling such a shift in its primary focus. Therefore, the issue of the capacity of the educational establishment to respond to these forces will determine in large part, the quality of life for students as the twenty-first century unfolds (Craig, 1988). This entails transforming society by constructing and evaluating knowledge that encompasses various world views. Thus, teachers must

become agents of structural change as they are the most influential figures in a child's education.

In Canada, minority cultures warrant the right to both survive and flourish: every child must be able to identify with a culture within a framework provided by the educator in question. Minority students are marginalized when evaluated according to the norms of the 'dominant' culture, that include language, structure, content and methods of assessment, that are not synchronized with their own cultures. Darling-Hammond (1991) points out that as test scores play a significant role in educational decisions, their flaws have become more damaging. The challenge, therefore, is for schools to implement evaluation methods that would serve as a means of empowering students rather than failing them.

In order to ensure the clarity and set the scope of the study, some of the relevant terminology has been defined as follows.

1.3. Definition of Terms

Assessment: "The systematic evaluative approach of an individual's ability and performance in a particular environment or context, characterized by synthesis of a variety of data" (Payne, 1992, p. 545).

Evaluation: "The process by which quantitative and qualitative data are processed to arrive at a judgment of value, worth, merit, or effectiveness" (Payne, 1992, p. 545).

Framework: "A basic structure which supports and gives shape, or a broad outline plan thought of as having a similar function" (Webster's Encyclopedic Dictionary of the English Language, 1988, p. 373).

Empowerment: "...bringing into a state of belief in one's ability/capability to act with effect" (Achcroft, cited in Sleeter, 1991, p.3).

Student engagement: "It is the student's psychological investment in learning, comprehending, and mastering knowledge or skills" (Newmann, 1989, p.34).

Culture: "A network of values, conceptions, methods of thinking and communicating, customs and sentiments (for it is not wholly rational) used as socio-ecological coping mechanism by individuals, groups and nations" (Lynch, 1983, p.13).

Cultural Pluralism: "A state of society in which members of diverse ethnic, racial, religious, or social groups maintain an autonomous participation in and development of their traditional culture or special interest within the confines of a common civilization" (Webster's New Collegiate Dictionary, 1981, p.878).

Prejudice: "A pattern of hostility in interpersonal relations which is directed against an entire group or against its individual members" (Ackerman and Jahoda, p.4 cited in Pai and Morris, 1978, p.23).

Discrimination: "Any distinction, exclusion, restriction or preference based on race, colour, descent, or national or ethnic origin which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing of human rights and fundamental freedoms in the political, economic, social, cultural, or any other field of public life" (The UN International Convention on the Elimination of All Forms of Racial Discrimination, cited in Ghosh, 1991, p.6).

Ethnicity: "The final variable along a continuum of ethnic group behaviour identified as the individual's psychological identification with his or her ethnic group" (Banks, 1981, p.55).

Ethnocentrism: "A notion that one's race, nation, and culture is superior to all others" (Knolwes & Prewitt, cited in Darder, 1991, p.38).

Ethnic group: "A group that shares a common ancestry, culture, history, tradition, sense of peoplehood, and that is a political and economic interest group" (Banks, 1981, p.53).

Ethnic minority: "A group having unique physical and/cr cultural characteristics which enable members of other groups to easily identify its members, usually for the purpose of discrimination" (Banks, 1981, p.53).

Race: "Any arbitrary classification of people on the basis of biological criteria such as actual or assumed physiological and genetic differences" (Ghosh, 1991, p.5).

Multicultural education: "An educational reform movement that is concerned with increasing educational equity for a range of cultural and ethnic groups" (Banks, 1981, p.32).

Multicultural/Anti-racist Education: "The term is more often than not thought to apply only to the education of children from minority cultural backgrounds or else merely teaching distinct topics about 'other' cultures" (McLean & Young, 1988).

Multiethnic education: "An educational movement recognizing that the total school environment, and not just the curriculum needed to be reformed in order to increase educational opportunities for ethnic youths" (Banks, 1981, p.32).

1.4. Purpose and Objectives

1.4.1. Purpose

The purpose of this study is to conduct an assessment in order to explore the concept of student-centred assessment as a way to improve conditions that support student engagement.

1.4.2. Overall Objective

The overall objective is to describe, apply and critique an assessment framework for empowering students in a multicultural society. This will be done through culturally sensitive and appropriate methods of evaluation.

1.4.3. Specific Objectives

In order to achieve the overall objective, the following specific objectives have been identified:

1.4.3.1. To describe the student-centred assessment framework by examining its function and features:

- (i) Clear and appropriate outcomes.
- (ii) Matching assessment methods with achievement targets.
- (iii) Key assessment policy issues.

1.4.3.2. To apply the framework in order to provide a view of the current status of assessment methods in an elementary school. In the application, the objective also includes identifying areas in which assessment methods may be the source of empowering students. This is in essence the design of the framework.

1.4.3.3. In the critique, the objective is to provide information about the strengths and weaknesses of the framework. The intention is to make recommendations for changes to it and the assessment process.

1.5. Organization of the Study

Chapter two contains a review of the relevant literature. It deals with the theoretical basis of this study, namely, multiculturalism and education. The rest of the chapter addresses the issues raised in the problem statement. The topics dealt with are: the educational impact of the *Policy of Multiculturalism*, the forces promoting change in assessment, and the current status of the assessment methods in an elementary school.

The research design presented in chapter three will begin with the different theoretical concepts used, the scope of the study and the specific research questions to be addressed. Thereafter, the sources of relevant data and the methodology, as well as the constraints and limitations will be described.

Chapter four deals with the analysis of the data and is organised in terms of the analytical themes that emerged from the analysis. The final chapter summarizes the overall results of the analysis of the application of the assessment framework. Implications for development of assessment methods as well as recommendations for future research are made.

Chapter 2

2.0. Review of the Literature

2.1. Introduction

This study provides an analysis of an assessment framework based on the views presented by Stiggins (1993), concerning the education of children, with an emphasis on their varying needs. Bloom (cited in Payne, 1992) views assessment as a complex educational process that involves relationships between task requirements, criterion behaviour, and the environment. As such, assessment is related to the total educational setting and it subsumes measurement and evaluation. It is an ongoing process and the data used in decision making may be derived from informal assessment such as observations made on the basis of interactions, or from teacher-made or standardized tests. This process leads to the enhancement of student learning and development, which in turn affects students' feelings of self-worth.

The theoretical basis for this study is found in the literature dealing with multiculturalism and education. The remainder of the review addresses the issues raised in the problem statement raised in chapter one. Areas to be explored are: the educational impact of the *Policy of Multiculturalism*, the forces promoting change in assessment, and the current status of assessment methods. The review of literature will help to identify relevant elements for adequately developing, applying, and evaluating a student-centred assessment framework.

2.2. The Educational Focus of the Multicultural Policy

The Government of Canada has implemented a national legislative and policy basis for the development of cultural pluralism through the *Canadian Multiculturalism Act* (cited in Tator & Henry, 1991). It states that the multiculturalism policy of Canada is designed to enhance the multicultural heritage of Canadians while working to achieve the equality of all Canadians in the socio-economic life of Canada. But Ghosh (1993) contends that as a policy, *Multiculturalism* has stripped culture of its political aspect and it signifies consensus within the rhetoric of a just society, where there is unity within diversity. Its objective to assist all cultural groups to develop a capacity to grow and to contribute to Canada, was addressed to minority cultures, that is, the 'Others'. This aspect of the policy of *Multiculturalism* suggests tolerating the minority cultures with a condescending attitude. The problem is further compounded by the search for one's identity when contradictions occur because the identity assumes nationalism in the dominant groups and ethnicity in the minorities, thus giving ethnicity a derisive connotation.

The Government of Canada, working in partnership with educational organizations, provincial/territorial and local governments through the departments/ministries of education and school boards, assists in the development of multicultural/anti-racist educational projects. Such projects are aimed at eliminating discrimination and meeting the special needs of minority students so that every child will be able to participate fully in all aspects of Canadian life.

Tator and Henry (1991) define multicultural education, as "those practices and policies developed at all levels of the

educational system designed to promote racial, ethnic, and cultural equality of opportunity for all its members" (p. 3). While educational institutions vary in the range of issues relating to multiethnic education, there is a growing consensus that there are certain priority areas. These include curriculum, assessment and placement, staff development, pre-service training of teachers and administrators, personnel policies and practices, school and community relations, and incidents of racial harassment.

2.2.1. Policies on Evaluation of Minority Students

The policies on evaluation deal with the theories, standards and procedures which are used to screen, test, classify and decide on the placement of a student (Gartner & Lipsky, 1987). In addition to the educational aspect of this monolithic concept, the issue is of concern to policy-makers because it deals with identifying the number of children to be served in various programs, and the ultimate cost involved in its execution (Davis & Smith, 1984). According to Schlessman (1991) the shared value system of a multicultural democracy is to operationalize into new forms of educational evaluation through participatory design development. This involves elimination of ethnocentrism and representation of each participating culture in the selection of evaluation methodology. Cultures must be incorporated into the discourse categories of evaluation to make evaluation a contributing part of the democratic process.

It is clear from a major study done by Thornhill (1984) that there is a continuum along which educational institutions can be placed. At one end of the polarity is a large number of

ministries, boards and schools that continue to function as if the assimilationist model of education is still the only option. Within these educational agencies, the policies continue to be influenced by the mainstream white Anglo assimilationist perspective. This is particularly obvious in provinces such as Nova Scotia, New Brunswick, Prince Edward Island and Newfoundland. In Manitoba and Saskatchewan many educational institutions are beginning to grapple with the issues of multiculturalism including evaluation and placement of minority students.

In the province of British Columbia, the Vancouver School Board has been involved in providing educational services to an ever-increasing proportion of foreign born students. Alberta has shown some dynamic leadership in the development of multicultural educational initiatives. The Alberta Education Department was guided by the work of the Ghitter Commission on Intolerance established shortly after the Keegstra affair (Tator & Henry, 1991).

In Quebec, from 1971 onwards, the Protestant School Board of Greater Montreal has been concerned with the issues of multicultural education. As such, a policy document was produced in 1988. In the same year, it also issued a policy statement concerning educational measurement and evaluation. There were five main goals enumerated within this document. The first one was to bring about an improvement of learning which implied the cognitive, affective, as well as social domains. The second goal was to provide the parents with relevant details concerning their children's acquisition of set objectives. The next aim of this policy was to enable the students to make informed decisions about their educational

plans. The fourth goal of this Board's educational measurement and evaluation was to assess the degree to which its schools were successful in achieving their objectives and consequently, to make the necessary adjustments. The final objective was to determine the suitability of the existing course of study and teaching materials. Another school board, namely, the Montreal Catholic School Commission has developed a policy which focuses on the promotion of intercultural relations, equal opportunity for students and staff, and the prevention of all forms of racial discrimination (Tator & Henry, 1991).

In Ontario, school boards are encouraged to put policies in place to monitor the evaluation of students belonging to various ethnic groups; to facilitate the involvement of parents in the process; and to assess the equity of student services. However, as Bernhard (1990) argues, that in spite of calls for equity and freedom from bias in education, the goal for outcomes has proven to be elusive. In 1979, the Toronto Board of Education adapted the first race relations policy in Canada. The final report of the Sub-Committee on Race Relations delineated 119 areas of work including curriculum, assessment, and placement. In 1976, the North York Board began to do educational assessments of immigrant students conducted in their own language by multicultural consultants. Its mandate is to create policies and procedures which will provide the board with direction in addressing its actions with respect to race and ethnic relations and to develop methods of discouraging prejudice and promoting racial harmony among staff and students within the community. In a 1993 policy statement, *Antiracism and Ethnocultural Equity in*

School Boards, the Ontario Ministry of Education focused on the issue of the dangers of culturally biased tests, and to ensure that assessment is designed to meet the needs of the individual student.

Tator and Henry (1991) in agreement with Thornhill (1984) have come to the conclusion that there are three responses articulated by educators across Canada to the realities of a multicultural society. The first is *complacency*, that is, 'we have no problems here' approach. The second is *containment*, that is, 'we have taken the necessary steps, we have developed a policy.' The third is *change* or a commitment to go beyond policy. The last approach involves the educational institutions in a process of rigorous and continuous assessment of all aspects of the learning environment. However, if change is to be the outcome of policy, then goals must be clearly articulated, implementation appropriately resourced, and monitoring integrated into every stage. However, as Cummins (1984) points out, at higher levels of policy making "politicians are normally very concerned to be perceived as endorsing principles of equal educational opportunity; thus research that exposes persistent inequalities and discrimination...can also contribute to the process of change" (p.275).

2.2.2. Implications of Multicultural Policy for Assessment

A multicultural evaluation is beneficial for students of all cultures. The purpose of culturally sensitive assessment methods is to obtain a realistic picture of students' capabilities in order to enable them to capitalize upon their full potential. To date, there are few studies addressing the

issues of policy improvement for evaluating minority students in Canada. Samuda (1984) asserts, "A survey of the existing literature has indicated the dearth of ideas concerning the testing, assessment, counselling, and placement of ethnic minority students" (p. 361).

Anderson and Fullen (1984) point out that organizational change does not automatically occur from the decision to adopt a policy. The time frame for its implementation varies with the degree of change in practices as well as the complexity of the changes involved. Tator and Henry (1991) agree with their observation by stating that the experiences of many school boards, such as those of the Vancouver and Toronto boards, reinforces this point. The ambiguity of both the policy statements and the implementation strategy often leads to considerable confusion and uncertainty within the organization regarding both the intent and the outcomes of the policy recommendations. The absence of explicitly defined goals and time frames; the lack of clear prioritization of those goals; the limited human and material resources allocated to the establishment and the absence of a monitoring and evaluation mechanism are all major constraints to change.

Another barrier to the constructive implementation of a fair evaluation policy in a multicultural setting is the lack of a coherent conceptual and theoretical framework in which to develop it. This observation is the result of Troper's (1979) finding that the rhetoric of multiculturalism comprises several goals which are mainly symbolic. They are a mere reflection of the 'myth of multiculturalism'.

2.2.3. Barriers to Implementation of Evaluation Policy

The overwhelming evidence based on the research literature, task force reports and the collective voices of the community articulated through forums across the nation, suggests that the most pressing issue confronting multicultural education is the evaluation methods employed for children of varying ethnic backgrounds. The literature review indicates that educational agencies have not really begun to address this issue in Canada. This problem is summed up by Kehoe (1984): "It is a fact rarely accepted that there is less wrong with the learner than with the process and institutions by which the learner is taught" (p. 14). The major issues that are identified and working against a just and objective evaluation of students include:

- a. Informal assessments based on the teacher's own culturally determined norms and expectations of children.
- b. Inflexibly permanent placement, when coupled with assessment carried out soon after a student's arrival in the system, by inexperienced testers using culturally biased instruments.
- c. Placement decisions are often made without the direct involvement of informed parents.
- d. Those who are involved in assessments, including teachers, counsellors, psychologists and social workers, operate frequently without cross-cultural and race relations knowledge and skills.

A significant policy issue identified in the literature is the extent to which the policy deals with bias, especially by the use of intelligence tests which have been based on the majority population (Elliott, 1987; Prasse & Reschly, 1986;

Turnbull, 1986). Wood, Johnson and Jenkins (1986) discuss the policies required to prevent bias in evaluation, namely those dealing with the training of board personnel and the obligation of assessment professionals to leave a 'paper trail' describing their activities.

Holmes (1993) too emphasizes the ethical application of evaluation. He also recognizes the need for balance between the teacher's control over instructional programs and the administrator's responsibility to ensure fair treatment of students belonging to different ethnic groups. Shapiro, Lukasevich and Shapiro (1986) stress the importance of the term, 'accountability.' They have found that traditionally, teachers consider student evaluation time consuming and students seem to associate it with a vague sense of threat. This may be due to the ways in which teachers have understood the evaluation process, namely: 1) an inappropriately narrow definition of the term 'evaluation,' that is, its interpretation as simply measurement; 2) a limited knowledge of the principles suitable for an effective program of student evaluation; 3) an inappropriate approach to the place of evaluation within the wider instructional program; and 4) a too exclusive focus on summative as opposed to formative approaches to evaluation. As such, evaluation is a continuous process which underlies all good teaching and learning.

2.3. Assessment

2.3.1. The Accountability Movement

One of the forces that is now fuelling the emergence of a new era of assessment, that is, student-centred assessment, is the accountability movement (Stiggins, 1993). Started in

the 1960's, this movement argues that school should be a performance-driven institution and educators must be held accountable for student attainment of specific academic outcomes. In the late 1960's, the school mission was that of 'mastery-learning model and criterion-referenced testing.' In the next decade, the 'behavioral objectives movement' came into existence followed by an emphasis on 'minimum competencies' in the early 1980's. Payne (1992) points out that around this time, test data were used to build an argument for change. However, a serious problem in determining the impact of such reform movements was that a demand for excellence would be achieved at the expense of equity for all those entitled to education. Another course of events has had an influence in the way tests are used in special education settings. Many decisions such as *Public Law 94-142* (cited in Payne, 1992) that requires the 'mainstreaming' of special education students, have placed arduous assessment demands on the teacher as well.

Towards the end of this decade and at the beginning of the 1990's, 'outcome-based education' has become very popular. The philosophy that underlies all of these movements is that schools work effectively only when clear and specific achievement standards are articulated. As well, instruction must be based on the principle that all students achieve those targets, that is, schools turn into performance-driven institutions; outcomes-based education is consistent with the tenor of current social and economic times (Stiggins, 1994).

In the past, schools classified learners along a continuum of achievement without any concern for the basis of sorting. If all schools do is rank students, those in the

bottom third do not get a chance to contribute in our economic structure. They are at risk of leaving school and of being left out of our social and economic system. Teachers and administrators have to make sure curriculum and tests are aligned so that students are systematically prepared to perform to the best of their ability. Consequently, the accomplishment of competence has begun to replace ranking as a school's mission for such students. The target should be to assure that each student achieves maximum proficiency, given each student's capabilities. The sorting comes after schools have done their job.

Figure 2.1 shows that assessment is going through a period of evolution - from an epoch of assessment for sorting to an epoch of assessment for competence in response to the demands made by parents and various educational organizations. Bacon (1995) points out that the Canadian Teachers' Federation "continues to see the consequences of mandating a test-driven education agenda as contrary to the best interests of students and as an impediment to meaningful, sustained change in our schools" (p. 6). Bacon continues to say that American research has come to the conclusion that in order to meet the goal of national testing, schools within the lowest socio-economic strata are most likely to change their curricula. The result of this will be that standardized testing is emphasized to the detriment of thinking skills and content. Such a politically motivated assessment is not a substitute for an effective method of accountability that citizens, especially students' parents, require from their educational leaders.

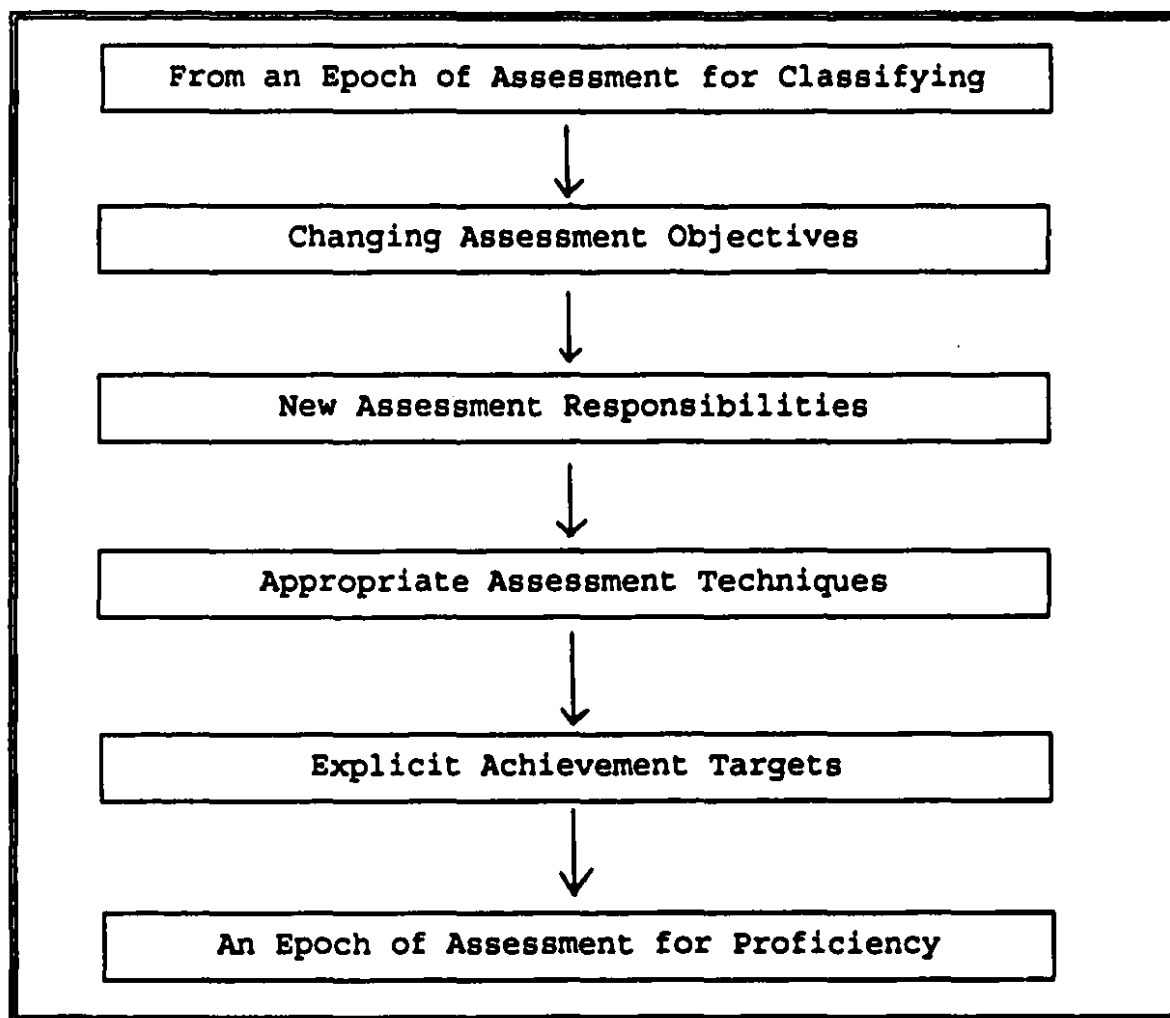


Figure 2.1. The vital components in the evolution of sound assessment: From a period of assessment for sorting students to a period of assessment for competence.

Adapted from, "Student-Centred Classroom Assessment," by R. J. Stiggins, 1994.

However, educational measurement can lead to improvement in student engagement and learning, only if two conditions are met. The outcomes being tested must be recognised as important objectives of the instructional program. As well, achievement assessment must be planned and implemented as an integral part of the curriculum and program of instruction.

Glaser and Silver (1994) point out that as yet the theory underlying the assessment of school achievement is not very explicit. Improvement in assessment from the perspective of technology is the result of demands for content validity (Cronbach, 1970). The underlying psychological theory has matured from the behavioral theories of the mid-twentieth century that generated behavioral objectives but could not adequately describe complex processes of thought, reasoning, and problem solving to more cognitive accounts of complex human performance, thereby laying the foundation for a theory and psychometrics of performance measurement (Bennett & Ward, 1993; Mislevy, Yamamoto, & Anacker, 1992; Shepard, 1992).

Nevertheless, achievement measurement has become increasingly institutionalized and has been a focal point of attention on indicators of school effectiveness. There is a need to address the current dysfunctionality of evaluation by enhancing the interaction between assessment and instruction to ensure that these two facets of educational activity work in harmony.

As assessment and instruction become closely linked, achievement measurement will be tied to curriculum, so that it examines what has been taught and practised and is thereby more representative of meaningful tasks and subject matter goals.

2.3.2. The Search for Appropriate Targets

Rutter (cited in Newmann, 1984) states that the most effective schools in terms of achievement are those with a high degree of consensus on goals. The realization that educators will be held accountable for students' attainment of outcomes has caused them to reexamine school outcomes. In the 1980's, major research institutions in North America turned their attention to such valued outcomes as the ability to read, write and do math and understand and use science. The business community "who in the 1930's could have cared less about the community...in the 1980's tuned into the importance of education for its own well-being and began to play a role in the reexamination of work-related outcomes" (Stiggins, 1993, p.7).

The investments of all these institutions in the infrastructure of education has proved to be productive in certain ways. These efforts have yielded a vision of competence leading to a comprehensive understanding, as for instance, of the cognitive operations involved in reading (Valencia & Pearson, 1984), in authentic writing (Graves, 1986), and of reasoning and problem-solving (Marzano, 1991), especially since self-assessment is the core of the writing process (Hillock, 1986). As these visions came into focus, administrators, assessors and teachers have realized that the important outcomes of education are very complicated. They now understand that by the year 2000, with the expeditious pace of social and scientific discovery, society will need information managers - people who can access information to solve problems successfully. Thus, the educational community has become more aware of the inadequacy of the objective test format.

As they are being held accountable for complicated outcomes, educators have begun to explore assessment alternatives. This has led to a multidimensional assessment methodology for students in a multicultural society: such as matching writing assessments, portfolios, and demonstrations with outcomes that cannot be translated into objective test items: for instance, the ability to write, speak, read aloud, exhibit intricate achievement-related behaviours and develop complex achievement-related products. All of these assessment methods rely on teacher observations and professional judgment as the basis for evaluating student achievement. Thus, subjective assessment is neither a viable nor an acceptable way to assess. Consequently, as Stiggins (1994) notes, the two eras of educational assessment - objective-type tests and subjective assessment - are in direct conflict with one another, yielding an identity crisis in assessment in American education.

2.3.3. Roles and Responsibilities of Educators

An aspect of this identity-crisis has been confusion about roles and responsibilities of those involved in the assessment process. The most significant role changes are occurring for classroom teachers (Stiggins, 1993). There is a need for change both in our perception of them as assessors and in their actual assessment roles. They should be made full partners in the assessment process because they are key assessors in the schools .

Teachers are progressively delineating the valued outcomes of education. As they determine the achievement targets, they also devise assessment methods. This in turn

influences the instructionally-relevant decisions arrived at by teachers, students and parents. Thus, teachers must be able to carry out valid assessments.

Another reason why teachers must play a vital role in assessing student achievement is that they must teach students to be self-assessors. This is a significant factor for the future success of outcomes-based education. Academic success should thus be a vision shared by teachers and students in order to enable the latter to become competent performers. This particular aim can be attained when students can recognize their strengths and weaknesses and when they learn to make substantial improvements. However, in the past, teachers have not been provided with the necessary skills to play these various assessment roles effectively.

Research concerning achievement targets has revealed that students' self-assessment is the core of academic competence (Stiggins, 1993). For example, reading researchers have found out that if students are unable to monitor their own reading comprehension and adjust reading strategies accordingly, they do not necessarily become competent readers. Similarly, those writers who cannot monitor the quality of their own written communication and know how to improve upon it do not become competent writers. Hence, effective outcomes-based education requires competent student assessors.

A change in the role of the principal is also required in this new era of evaluation. Anderson (1990) states that 'meaning management' is a fundamental responsibility of school administrators. The ability to interpret and use building-level achievement test data is not sufficient any more. If administrators are to be instructional leaders, they should

work closely with teachers to ensure that the basic principles of meaningful assessment are applied successfully. This implies a level of competence to assess and foster pertinent student-centred evaluation as there is an intense control at the school level. As such, schools construct meaning around evaluation practices and thus influence the pupils' perception of learning as well as their attitude towards themselves (Maehr, Midgley, & Urdan, 1992).

2.3.4. The Definition of the Assessment Process

Teacher perceptions as well as the results of formal and informal assessment of students' academic and intellectual performance are traditionally the principal elements of student evaluation. Thus, assessment is the process of accumulating data that indicate levels of student achievement. Stiggins (1994) has enumerated four interrelated changes concerning the definition of the assessment process. First of all, assessment should not be viewed only in terms of accountability. Instead, the assessment process should serve the dual purpose of an instructional tool and of forming the basis for determining the effectiveness of schools. To equip diverse users with pertinent information, assessments are planned by various assessors, administered under a variety of conditions and used in fundamentally different ways. To achieve this goal, the assessment resources must be provided to the users in such a manner as to ensure authentic assessment.

The next change needed in the assessment process is to refrain from considering assessment merely as a large-scale enterprise in which data are collected in a centralized manner

and then filtered down to different levels of decision making. Instead, people's visions of assessment should encompass the potential of assessment systems in which data are gathered at the classroom level and are used for decision making at other levels. Such systems could be devised to provide information on student achievement which would be beneficial for offering teachers much-needed training in assessment processes that they could use continuously.

The third change required in the assessment process is to stop considering assessment to be efficient if the achievement target is shrouded in mystery to the student. This is representative of old-era thinking about assessment. In the emerging era of assessment, the goal is not to sort but to ensure competence. This requires that the target be made clear to examinees. Thus assessments should be seen as the fusion of the best efforts of all those who are associated with the process, within the constraints of ethical standards as well as the principles of well-constructed instruction and assessment to produce optimum student performance. As such, in the student-centred classroom assessment, the attainment of outcomes is the fundamental goal and only criterion-referenced assessments can serve to measure success in such a context.

Finally, assessment should not be considered merely as a collection of multiple-choice test items. This mode should be used in contexts where the achievement targets warrant its use. However, when targets require another method of assessment, a different approach must be used, for instance, when assessing complex problem solving proficiencies in mathematics. Under other circumstances, however, it may be necessary to rely on direct personal communication with the

student, perhaps via an interview.

In summary, the assessment process in the student-centred classroom assessment era will require (a) definite clear outcomes, (b) an awareness of the wide variety of assessment methods, and (c) knowledge of the ways to link the outcomes with the applicable methods. According to Hausman (1994) this process should enable learners to reach beyond where they are to where they can be.

2.3.5. The Current Status of Assessment Techniques

Research indicates that evaluation practices are fraught with possibilities for motivating students to approach academic assignments as contests to see who is the best (Covington & Omelich, 1987a, 1987b; Hill, 1980; Hill & Wigfield, 1984; MacIver, 1991). Many practices imply that the paramount goal of learning is to define ability rather than to assess the individual's improvement in acquiring a specific skill or gaining certain knowledge (Maehr, Midgley, & Urdan, 1992). Too often such evaluation practices determine some learners as perpetual losers.

Recently, the nature and purpose of schooling has been defined as 'empowerment.' The focus is on the relationship between 'power and knowledge, learning and empowerment, and authority and human dignity' (Freire & Giroux, cited in Ghosh & Tarrow, 1993). This involves transforming society by constructing and evaluating knowledge that encompasses various world views. Thus, teachers must become agents of structural change in society. They are the most influential figures in a child's education and subsequent development of cognitive and adaptive abilities towards society. Teachers have to sensitize

themselves to the significance of cultural differences - they should view such differences as a resource rather than as an obstacle to learning.

Cummins (1986) classifies students into two groups: 'empowered' and 'disempowered'. Students who are empowered by their school experiences develop the ability, confidence and motivation to succeed academically. They participate competently in instruction as a result of having developed a confident cultural identity as well as appropriate school-based knowledge and interactional structures. Students who are disempowered do not develop this type of cognitive/academic and social/emotional capacity. Minority students are disempowered by schools in a way similar to their interactions with societal institutions.

As a result, in major Canadian cities, school dropout rates among minority groups of white and non-white races continue to be excessively high (Mackay & Myles, 1989; Radwansky, 1988; Wright & Tsuji, 1984). The low expectations of these minorities exhibit discriminatory academic experiences. "Attitudes about one's self, one's abilities, and one's future are formed in the earliest years of school, and are reinforced in later primary and secondary education" (Bernhard, 1990, p. 53). As such, Bernhard suggests early childhood educators, that is, kindergarten to grade three, would do well to become aware of the ways in which standard educational assessment methods contribute to bias in the educational process.

Tests of academic proficiency are based on assumptions about human abilities:

1. that there is a unitary overall intellectual capacity (the g factor of Spearman, 1959);
2. that this ability determines academic success (Jenson, 1980; Terman & Oden, 1959);
3. that the capacity can be measured by standard tests;
4. that the tests can be made devoid of cultural bias by careful design.

Many theorists (Gardner, 1983; Guilford, 1985; Horn & Cattell, 1967; Thorndike, 1927) have argued against the existence of a single entity. Concerning the second assumption, Bernhard (1990) states that although there are strong positive correlations between intelligence tests and school success, there is still some question whether intelligence, as measured, is the main cause of such success. McClelland (1976) argues that intelligence tests also correlate with such factors as socio-economic status and parental aspirations. McClelland further contends, "neither the tests nor school grades seem to have much power to predict real competence in many life outcomes, aside from the advantage that credentials convey on the individuals concerned" (p. 56). As far as the third assumption is concerned, namely, that intelligence is measured by the standard tests, if the first assumption is refuted that there is no unitary intelligence, then no standardized test does really measure it. Various attempts have been made at designing culture-free tests by eliminating specific questions, broadening the standardization sample, and using language free numeric tests. In using these tests, revised

methods for scoring might be enough. However, if the tests are primarily inadequate, then implementing more elaborate means of interpreting the scores does not lead to efficacious educational decision making.

To attain equitable outcomes, coherent educational principles should be the basis for assessment and teaching methods (Bernhard, 1990). First of all, assessment must be within a person's own cultural context. Rather than designing culture-free tests, the goal should be to capitalize upon the basic abilities to think and adapt that are deemed necessary in that culture. Furthermore, test scores must reflect the improvement of performance in a proper teaching and learning context - an idea conceptualized in the Learning Potential Assessment Device (LPAD) that employs the test-teach-test model introduced by Feuerstein (1979).

In contrast to the traditional assessment methods which evaluate a student's knowledge, Feuerstein (1979) favours inferring learning potential based on assessment of learning in assessment situations. The objectives of LPAD are (a) to determine cognitive functions; (b) to evaluate the kind of intervention necessary to overcome weaknesses; and (c) to assess the learner's capacity to respond to distinct interventions. The assessor helps to nurture the student's potential under optimal conditions. Such a dynamic assessment furnishes relevant data concerning strategies for various students. The concept of LPAD is in agreement with the notion of a Zone of Proximal Development proposed by Vygotsky (1986) as well as with the assessment approaches of some other educators (Brown & Ferrara, 1985; Budoff, 1987; Gamlin, 1990). The Zone of Proximal Development is the difference

between current performance and the performance that could be readily achieved through proper assistance. "This measure gives a more helpful clue than mental age does to the dynamics of intellectual progress" (Vygotsky, 1986, p. 187).

The importance of implementing effective assessment practices is further corroborated by the results of *Instructor's* (1993) National Teacher Survey which revealed that the teaching force finds standardized tests to be inaccurate measures of students' achievement. Table 2.1 portrays the emphasis placed by teachers on alternative methods of evaluating their students.

Table 2.1.

A Survey of Assessment Methods

Assessment methods	Percentage
Oral Assessment	92
Performance tasks	84
Running records	79
Student portfolios	78
Student self-assessment	68

Source: "The Challenge of Change," by M. R. Robinson, 1993.

As is evident by Table 2.1, the teaching force prefers to assess its students through different methods of evaluation such as verbal assessments, performance outputs, ongoing records of pupils' work, student portfolios and self-assessment. This finding indicates an increasing shift from the traditional standardized tests that are culturally biased and as such, are not a true reflection of learners' overall

improvement and achievement. The results of the survey also demonstrate that standardized tests are not conducive to making instructional and program decisions. As shown in Table 2.2, seventy per cent of the teachers polled found standardized tests to be inaccurate and non-reflective measures of their students' ability to perform various skills.

Table 2.2.

Accuracy of standardized tests in measuring student achievement

Status	Percentage
Inaccurate	70
Accurate	29
Don't Know	1

Source. "The Challenge of Change," by M. R. Robinson, 1993.

2.4. Conclusion

This literature review has examined policy research and public policies on evaluation of students. It indicates that the distinguishing feature of a public policy is that it deals with government authority. Given the nature of this study, the magnitude of policy studies has been accentuated, as it is the legislation of laws and regulations that enforce the view that normative values of 'evaluation methods' should become rights. It must also be emphasized that the association between policy and the implementation of assessments can be interactive, that is, action can inform policy and point to and provoke institutional change.

The role of schools in our society is being redefined. Students used to be considered as having been well served when they had been reliably ranked in terms of achievement. However, in the future, schools will be considered effective only when the students can be judged competent. Thus, schools that used to be held accountable for providing quality opportunities will be evaluated in terms of the student outcomes they produce. This will lead to an increase in the esteemed achievement targets both in number and intricacy. Consequently, objective tests will be supplemented by student-centred assessment methods. In addition, the assessment experts as well as the practicing teachers and administrators will share the responsibility of the assessment process.

These changes reflect the transition into a new era of education and educational assessment. As such, policy makers must devise and implement educational policies that go beyond simply ensuring proper treatment of students to ensuring student competence. Both multicultural and intercultural education as practised in different parts of Canada, "fit the cultural politics of modernism, liberal ideology and consensus theory and are at the transitory stage between accommodation and incorporation" (Ghosh, 1993, p.8). While multicultural and intercultural education theoretically give access to all ethno-cultural groups, that has not resulted in equal participation in the educational field. The definition of knowledge and learning, as well as the cultural capital and language codes of a dominant culture, make academic success particularly difficult for those who do not belong to such a

culture. There is, obviously, much need for improvement of the policy of evaluation where minority students are concerned.

Besides performing the role of school managers, school administrators must also be educational leaders capable of leading in the area of assessment as well. In addition to that, teachers must move beyond their role of providing information to serving as facilitators to enable students to detect their needs and to ensure student success through student-centred classroom assessment integrated into the teaching/learning process. Furthermore, the assessment experts must serve as sources of knowledge about assessment and its relation to instruction. Thus, profound changes in educational assessment are seen as necessary.

As mentioned earlier, this study has been conceptualized in the policy research tradition and will examine the assessment of students in a regular grade three class in Montreal. The overall research design used by the study to meet these objectives is presented in the following chapter.

Chapter 3

3.0. Research Design

3.1. Introduction

The overall research design of this study is described in this chapter. The main subdivisions of this chapter are: the theoretical concepts used for choosing the area of English Language Arts with an emphasis on the writing process, the specific research questions to be pursued, the principal sources of data, the instruments used, the sample selection, and the methodology. In the final section, the constraints and limitations of the research design are discussed.

The emphasis of the application of the student-centred assessment framework focused on the writing process in the English Language Arts area. This area has been chosen because the attitudes on the part of teachers and administrators towards nonstandard dialects of the English language, and by extension, towards the users of such dialects, can be identified as a major part of the problem of disempowerment among the pupils. According to Shaughnessy (1977), for minority students, "academic writing is a trap, not a way of saying something to someone...Writing is but a line that moves haltingly across the page, exposing as it goes all that the writer doesn't know, then passing into the hands of a stranger who reads it with a lawyer's eyes, searching for flaws" (p.7). Hence, teachers should look for intelligence and linguistic aptitudes of these students and give not simply more time, but more imaginative and informed attention to what they say and write.

The process of teaching students to write in a multicultural setting works well when based on the theoretical concept, namely, reciprocal personal relationships. It is within the framework of this concept that the following discussion will occur.

3.2. The Theoretical Concept Used

3.2.1. Reciprocal Personal Relationships

Thornton (1986) states that a writing curriculum, including its assessment, should be a structure erected on the base of reciprocal personal relationships. He deplores the use of textbooks for teaching students how to write. In his view, the dogma of grammatical rules as specified within such texts, encourages the students to avoid errors by following what is stated instead of doing justice to the subject. This makes it difficult for the teacher to understand the personal needs of the students.

Brossel (1978) adds that the learning of language becomes a matter of recognising human potential in terms particular to one's own cultural and social conditions. Thus the knowledge of inter-relationships has significant implications for teaching and learning. The task is not simply how to teach and assess language but how to enhance the language learning already taking place.

The complexities of the differences between the home culture and that of the school explains the fact that many students have difficulties in becoming empowered writers. Medway (1980) asserts that the 'knowledge' in English really comes from the student as the actual matter - the specific ideas, facts, references to the world. Medway (1980) urges

curriculum builders to have a 'negotiated' curriculum rather than an 'imposed' one with teacher input only. The breakthrough into productive school work occurs when these students feel that they are allowed to take a direct role in their own learning.

It would seem then, that in order to teach how to write effectively, as well as to assess fairly, teachers must accept students as adept language learners - on their own terms, and themselves as willing collaborators in their students' learning.

3.3. Analytical Schema

Any analysis of an assessment framework requires experimental and quasi-experimental designs (Golas, 1983; Stolovich, 1982). It gauges the success of data collection on the basis of learner performance on revised assessment methods. The subject area in which this framework was applied is Language Arts with an emphasis on the writing process. The assessment methods consisted of items used to define the analytical themes.

This study employed a combination of qualitative and quantitative techniques since qualitative research is context-based, and each individual and each setting is considered to be unique, whereas, quantitative research involves the determination of patterns and similarities based on the generalizations of the findings (Ravid, 1994). The qualitative form of content analysis was used to analyze the questions in the interview protocol, since this technique is appropriate for drawing valid inferences from data to their context (Krippendorff, 1980). The qualitative research strategy is

useful when variables cannot be distinguished from their context and also when analyzing "a highly subjective phenomenon in need of interpreting rather than measuring" (Merriam, 1988, p.17).

A norm-based analysis was conducted to provide a comparative analysis of assessment methods at the grade three level. This grade was chosen as it is the level at which the students are supposed to have mastered the concepts of early elementary years and are about to embark upon the next stage of their schooling experience.

At the end of the 1994-95 school year, the researcher assessed all of the students by using *WRAT3 (Wide Range Achievement Test in its revised version)*, a standardized test, to determine the achievement level of the students in the areas of language arts and mathematics. A sample of this test is included in Appendix A. A t-test for independent samples determined any major difference between the mean scores of each group in the Language Arts area. The control group was also assessed by the grade three teacher according to norm-based tests.

The classroom teacher as well as the resource teacher assessed the students in the experimental group, according to the methods outlined in the student-centred assessment framework that employ culturally sensitive approaches. The two sets of results obtained by these teachers were used to determine the inter-scorer reliability, that is, "the consistency of the measurement obtained for the same persons upon repeated testing" (Ravid, 1994, p. 241). Thereafter, the

scores of the control group were compared to those of the experimental group in order to analyze the student-centred assessment framework.

The data analysis instrument permitted the triangulation of the qualitative tabulation. This ensured internal validity, "the inferences and interpretation made using the test scores," (Ravid, 1994, p.262). In qualitative research, reliability can be established by the degree to which the finding is independent of accidental circumstances of the research; and, validity is ensured to the extent to which the results are analyzed correctly (Kirk & Miller, 1986).

In addition to the information collected, a journal of personal reflections was kept on the subject of the framework concerning student-centred assessment. These reflections provided information about its strengths and weaknesses, and formed the basis from which recommendations for changes were made.

3.3.1. Scope of the Study and Specific Research Questions

This study focused on the description, application, and analysis of a student-centred assessment framework based on the concepts presented by Stiggins (1994). It was used to explore the concept of student-centred assessment as a way to improve conditions that support student engagement.

This study sought to answer the following questions:

- 3.3.1. What are the functions and features of the student-centred assessment framework?
 - 3.3.1.1. Define its clear and appropriate outcomes.
 - 3.3.1.2. Match assessment methods with achievement targets.
 - 3.3.1.3. What are the chief policy issues?
- 3.3.2. How adequately can the framework of student-centred assessment be applied?
- 3.3.3. Of those involved in the educational process, what are the assessment roles and responsibilities that must change?
- 3.3.4. What is the current status of the assessment methods in an elementary school?
 - 3.3.4.1. What is the demand for appropriate assessment methods in an elementary school?
 - 3.3.4.2. What resources are being supplied by the educational authorities for helping students achieve better results?
 - 3.3.4.3. What areas exist in which these assessment methods may be the source of empowering students?
- 3.3.5. What are the strengths and weaknesses of the student-centred assessment framework?

3.4. Methodology

3.4.1. Sources of Relevant Data

The sources of data are enumerated within Table 3.1.

Table 3.1.

Sources of Data

Type of data	Source of data
Administrative Documents:	a) Constitution of Canada b) Provincial/Territorial ministries and departments of education c) Boards of education d) Professional associations and any other organizations which relate to the education of children
Human Resources:	a) School Administrators including consultants and psychologists b) Teachers c) Students
Reports:	a) Results of the assessment

3.4.2. The Sample Selection

This study was based on a grade three class in an inner-city elementary school, within a major school board of Montreal. In recent years due to a drastic decline in English enrolment, the students are no longer from the immediate neighbourhood; they are transported in from distant areas. It continues to be a school with a transient multiethnic population. The study involved a group of twenty grade three students who were divided equally into two groups - a control and an experimental group - on a random basis. Based on interviews with the students, three pieces of information were determined, namely, their country of origin, the cultural identity patterns reported by them, and the languages spoken at home.

3.4.3. The Instruments Used

3.4.3.1. Consent Forms

A consent form required parental consent for their children to participate in the study, as can be examined in Appendix B. Another consent form asked the school personnel for permission to audiotape the interview and outlined the participant's rights, including the right to discontinue participation at any time throughout the study without reprisal. The form for the school personnel can be viewed in Appendix C.

3.4.3.2. WRAT3 (Wide Range Achievement Test3)

The *Wide Range Achievement Test 3* (Wilkinson, 1994) is a brief individually administered achievement test. It takes about fifteen to thirty minutes to complete the test depending upon the skill level and behavioral style of the student being tested. A sample of the student's copy of the test is included in Appendix A. It consists of three subtests: Reading, Spelling, and Arithmetic. It is designed primarily to test the mastery of the mechanics of the three subject areas. The Reading subtest measures the ability to name letters and read words. The Spelling subtest purports to measure the ability to copy marks resembling letters, write one's name, and write single words from dictation. The Arithmetic subtest purports to measure skills such as solving oral problems, and performing written computations.

3.4.3.3. Interview Protocol

An interview protocol was designed to generate answers to specific sub-questions. To facilitate the interview process and for reasons of consistency, an identical interview protocol was designed for all school personnel; this interview protocol is presented in Appendix D.

3.4.3.4. Equipment

A Sanyo (model no. TRC5400) microcassette recorder was used to record the interviews. Another microcassette recorder with a condenser microphone was used as back-up (Phillips LFH 0596). Both recorders were kept running throughout the entire interview session.

3.4.4. Overview

This study consisted of data collection and data analysis about an assessment framework for students in an elementary school. Initial work was done in reviewing the available documents, reports, and literature in order to determine the salient issues and prepare the research questions. The next step was to apply the student-centred classroom assessment and then examine the documents of student-centred assessment.

The fieldwork component took place over the course of a school year in an elementary school in Montreal. The interviews with the school personnel helped to determine the current status of assessment methods within the school board. The information facilitated data analysis. The assessment framework provided for the ways and means to conduct the analysis and finally, test for the validity and reliability of the methodology.

This study was a case study in that it was based on an in-depth analysis of a particular subject. The results were interpreted in terms of this particular case and an attempt has been made to generalize to educational settings in a multicultural society.

3.5. Constraints and Limitations

Any discussion of emerging views of student assessment has to be within the larger framework of views on learning and education. As stated above, the purpose of this research was to describe, apply and critique a student-centred framework for students in a chosen context. In its application, the framework was used to conduct 'policy research', which Majchrzak (1984) defines as "the process of conducting

research on, or analysis of, a fundamental social problem in order to provide policymakers with pragmatic, action-oriented recommendations for alleviating the problem" (p. 12). Guba (1984) states that the notion of policy as a phenomenon, that is, 'policy-in-experience' becomes a set of assumptions which arise out of people's experiences. Yeakey (1983) defines policy research as "the systematic investigation of implicit and explicit courses of action formulated and executed by actors relative to a given issue or set of issues" (p. 256). Furthermore, Yeakey is of the opinion, "policy research is the systematic investigation of macro-level policy and decision making" (p. 258). Given this, policy research is recognized to be the combination of actions and thoughts in the form of stratagems and traditional public policy research.

Hence the aim of policy research, that is concerned with a multicultural setting, is to explore how practices work within the setting. Both multicultural and intercultural education as practised in different parts of Canada, "fit the cultural politics of modernism, liberal ideology and consensus theory and are at the transitory stage between accommodation and incorporation" (Ghosh, 1993, p. 8). While multicultural and intercultural education theoretically give access to all ethno-cultural groups, that has not resulted in equal participation in the educational field. The definition of knowledge and learning, as well as the cultural capital and language codes of a dominant culture, make academic success particularly difficult for those who do not belong to such a culture.

The nature of policy research "varies as to whether the focus is on problem definition or solution...[since] not all social problems are defined either precisely or appropriately enough to permit a search for causes and solutions" Majchrzak (1984, p.16). Weiss (1977) describes policy research for the purposes of problem definition as the 'enlightenment function' of social research. Education in Canada is a provincial prerogative, as such, the federal government can legislate policy, but it cannot legislate attitudes. The application of the framework may be seen, then, as research to define a national context in such a way as to determine whether or not given interventions in its evaluation system can contribute to appropriate assessment methods.

The notion of problem definition by means of the framework was viewed here as being analogous to heuristic theory-building. This assumed there was reciprocity of consequences between problem definition and the problem or subject being defined. Through its application, the framework of student-centred assessment defined the evaluation context, while the features of this context shaped subsequent directions in the research. That is, the research process at once involved defining both the framework and its subject, where the process was understood as being incremental and where precision in the knowledge of each had consequences for the other.

Furthermore, the work in this area was limited by only passing reference to the process by which decisions on the policy issues are reached, the major stakeholders in the

process, and the decision making structures through which information related to the subject would flow. It was also difficult to gain the trust of the educators who viewed the research as an evaluation of their performance, rather than the assessment methods themselves.

Chapter 4

4.0. Data Analysis: Findings and Discussion

4.1. Introduction and Background

Following a brief overview of the student-centred classroom assessment framework, this chapter presents the results of the data analysis and discusses the findings. It is organized according to the specific research questions asked in chapter three. The study was based on a grade three class in an inner-city English elementary school within a major school board of Montreal. It is a school with a transient multiethnic population. Besides conducting interviews with the students of this class to determine its composition, interviews were also done with some school personnel such as the principal, the language arts and special education consultants, the guidance counsellor, as well as with the grade three and resource teachers.

4.2. Scope of Student-Centred Assessment Framework

The main reason for choosing the framework for student-centred classroom assessment as designed by Stiggins (1994) is because of its focus on the notion that day-to-day classroom assessment procedures are the driving force behind both teaching and learning in schools. It shows the value of using the pupil's self-assessment as a management resource. Stiggins points out that there are seven principles that contribute to a positive constructive assessment context. Table 4.1 shows the seven fundamentals of such an environment. The first rule - clear thinking and effective communication

and not just the quantification of achievement - is an important principle of sound assessment. The second principle is that teachers are the coordinators of the assessment systems that determine the effectiveness of schools. They spend about a third to half of their professional time in assessment-related activities (Stiggins & Conklin, 1992); given this, assessment is continuous in many classrooms. Shavelson and Stern (1981) note that teachers interact through such means as asking questions and interpreting answers, watching students perform, checking assignments and by tests.

Table 4.1.

An Amalgamation of the Fundamentals of Sound Assessment

Rudiment	Description
Philosophy	Distinct
Teacher	Responsible
Student	Chief consumer
Goal	Relevant
Instruction	Result of assessment
Interaction	Interpersonal
Assessment	Superior

Source. "Student-Centred Classroom Assessment," by R. J. Stiggins, 1994.

The third principle that determines the classroom assessment context is that students are the valuable users of assessment results. They estimate the probability of success based on performance on previous classroom assessment experience. No single decision or combination of decisions

made by any other source exerts greater influence on student success.

Clarity and appropriateness of the definition of the achievement target to be assessed determine the quality of assessment which is the fourth principle of understanding the assessment context. This leads to the fifth principle - that of high-quality assessment. Sound assessments satisfy five quality standards. First, they emerge from explicit achievement targets; second, their purpose has been determined, that is, the developer takes into account user needs; third, assessment methods indicate the relevant objective; next, the assessment collects a representative sample that is large enough to yield inferences about how the respondent would have done on a large-scale assessment; and finally, all sources of bias that can make the results devoid of clear meaning have been avoided.

The sixth principle conducive to a constructive assessment environment is that of paying attention to interpersonal impact. Stiggins, (1994) indicates that assessment is a dynamic interpersonal activity that is accompanied by personal antecedents and personal consequences. Classroom assessments make students susceptible to the possibility of academic and personal gain and damage. According to Messick (1989) assessments bind students to their perpetually emanating academic and personal self-concepts. They provide learners with the link to their sense of control over their own destiny. They are more likely to feel in control when they know how to succeed.

Finally, the principle of assessment as an effectual instructional tool, encompasses the implication that students can be made full partners in the assessment process. Students who internalize valued achievement targets so thoroughly as to be able to competently evaluate their own and each other's work, almost automatically become better performers.

These seven principles blend together to form the basis of a sound student-centred assessment. The educators have to realize that it is their responsibility to communicate explicitly to their students the outcomes that they have to work together to accomplish. Stiggins (1994) adds that competent teachers align a range of valued achievement goals with suitable assessment techniques in order to provide information about student achievement to all those who are involved in the assessment process. To make classroom assessment effective, the students thus have the information they need, in a precise format, and in time to utilize it effectively.

4.3. Findings and Discussion

4.3.1. The Function and Features of the Framework

4.3.1.1. Definition of Clear Outcomes

(a) Findings

There has been increasing demand for a radical reformulation of the basic assumptions of assessments. A new model of education termed 'individually configured excellence' has been called for by Gardner (1990). In the context of a modern theory of human development, individually configured excellence is similar to the notion of 'adaptive education' (Glaser, 1977). The underlying notion is that an important

function of schooling is not to select and sort students into rigidly defined categories but to nurture sources of competence in individual students. Oakes (1990) points out that the dysfunctionality of the practice of educational tracking has been documented in accounts of the inequitable distribution of educational opportunity. Studies have shown that tracking rather than allowing students to access instruction that maximizes educational outcome and increases life chances relegates disproportionate numbers of poor and minority students to the lower instructional tracks. They then find themselves blocked from access to further educational opportunities (Oakes & Lipton, 1990; Rosenbaum, 1980).

Such conceptions of education assume that the effect of the student's choice of, or assignment to, a learning opportunity would be evaluated on the basis of the progress made in realizing goals of competence and potential for future learning. The role of assessment in such an education is to enable teachers and students in achieving the goal of assisting learners to 'use their minds well' (Wolf, Bixby, Glenn, & Gardner, 1991).

A framework for student-centred classroom assessment is based on the theory that day-to-day classroom assessment procedures are the driving force behind both teaching and learning in schools (Stiggins, 1994). It treats the assessment process as a blend of two critical ingredients: clearly articulated achievement targets and appropriate assessment methods.

Two of the most popular of new alternatives are authentic classroom assessment and performance assessment (Garcia &

Pearson, 1994). There is an overlap between the two categories, as for example, portfolios are commonly discussed as an important component of the former alternative and as Simmons and Resnick (1993) point out, they are an integral part of the latter one as well

The distinctive characteristics of authentic class assessment are that they are situated in the classroom, designed by the teacher, and used to evaluate student performance within the classroom curriculum context. However, performance assessment may or may not be designed and evaluated by the teacher. The common feature to all of these assessments is a focus on performance. They allow the participation of students and teachers. In the work described by Murphy and Smith (1991), students were asked to select entries for the portfolio and also provide annotations explaining their choices as well as a reflection on their experiences throughout the year.

(b) Discussion

Active participation benefits students from diverse cultural, linguistic, and economic backgrounds, especially if they are allowed to share their rationale for specific entries. Involvement in and assumption of ownership of the assessment process by students and teachers helps them to focus on strengths and weaknesses. When students engage in cooperative efforts to learn and build their knowledge, assessment in these environments is linked with ongoing performances that indicate functional achievement, therefore, the limitations of conventional tests are avoided (Brown, Campione, Webber, & McGilly, 1992; Silver & Lane, 1993).

Student-centred assessments entail a number of presuppositions. They assume students know that it is appropriate to collaborate, that revision is helpful, or that the test does not call for a regurgitation of what was taught in class. Our conceptions of learning and the value of what is learned evolve at a fast rate. If we are to ensure student learning, we will have to conduct ourselves as learners in developing alternatives to standardized testing.

4.3.1.2. Matching Assessment Methods with Targets

(a) Findings

The framework for student-centred classroom assessment designed by Stiggins (1994), is based on the notion that day-to-day classroom assessment procedures are the driving force behind both teaching and learning in schools. If educators aim at appearing accountable, they have to evaluate their students appropriately. If their goal is to maximize learning and consequently, to make schools effective, then they have to teach students to assess themselves and thus become full partners in the teaching-learning process. Teachers, parents, and students are the best combination to determine the quality of achievement in the classroom, not the policy makers.

As portrayed in Figure 4.1, the challenge for the educators is to match the purpose, target, and method for a successful assessment technique in any given situation. Students have to be encouraged to be critical thinkers by providing them with an understanding of their reasoning processes, a vocabulary with which to communicate about these processes, and the tools to evaluate their own reasoning. Students can be shown how to be successful thinkers by helping them to reflect upon, understand, and evaluate their own reasoning, such as comparisons and inferences. A strong conclusion to be drawn is that a single method is not sufficient to serve various assessment needs.

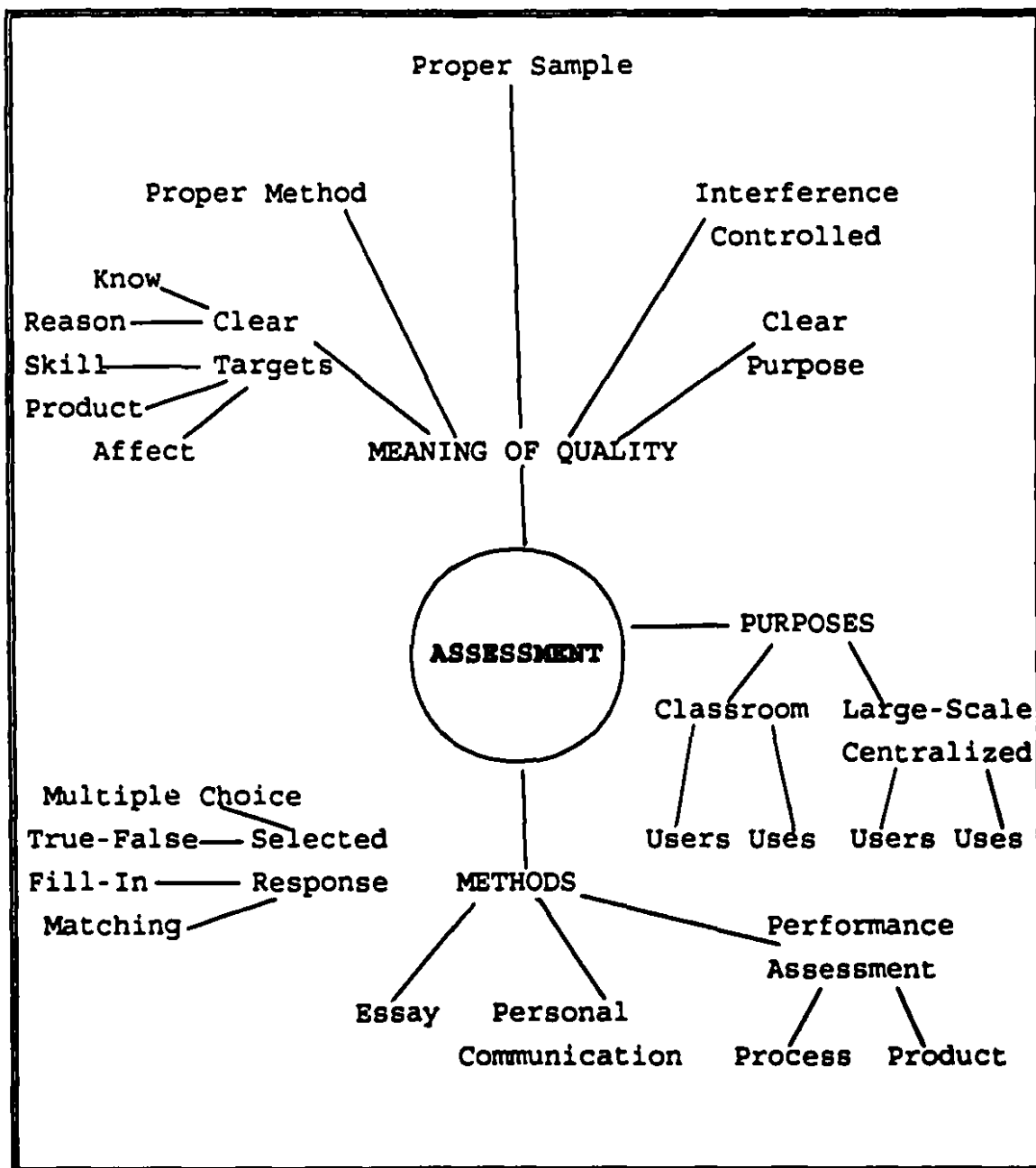


Figure 4.1. A conceptual framework of student-centred classroom assessment.

Adapted from, "Student-Centred Classroom Assessment," by R.J. Stiggins, 1994.

(b) Discussion

The student-centred assessment framework encourages the use of both traditional techniques as well as new assessment methods. The focus of such an assessment is on a balance between a variety of assessment tools such as: performance assessment; essay tests; evaluation of products; interviews; assessment of reasoning, attitudes, skills, and knowledge; as well as multiple choice tests. The process is much like assembling a jigsaw puzzle - only those pieces that belong together will fit properly. The strong emphasis on the learner's role in classroom assessment illustrates the critical need to integrate assessment with actual classroom instruction. It shows the value of using the student's self-assessment as a management resource.

The strategies for linking assessments to outcomes consist of pairing four assessment methods with five types of outcomes. This provides twenty effective assessment options as is apparent in Figure 4.2.

	Selected Response	Essay	Performance Assessment	Personal Communication
Know				
Reason				
Skill				
Product				
Affect				

Figure 4.2. A plan for matching assessments with achievement targets.

Source: "Student-Centred Classroom Assessment," by R. J. Stiggins, (1994).

Each of the four methods of assessments namely, selected response assessments, essay assessments, performance assessments, and assessments that depend on direct communication with the learner, demonstrates student competence. The achievement targets are hierarchically related, each establishing itself on those preceding it. Thus knowledge is the foundation, problem solving involves application of knowledge, skills represent knowledge and problem solving at work, and quality products are produced by utilizing knowledge, thinking, as well as skills. These indicators are visible manifestations that can be evaluated, however, the affective target is an important one as well which can be assessed by calling upon the students to express their feelings on a specific subject. Thus the foundation for the selection of a method is a refined vision of the achievement target to be assessed.

4.3.1.3. The Chief Policy Issues

(a) Findings

Samuda (1984) contends that the key to the implementation of an appropriate evaluation policy "in the schools must lie with teacher education and with the reorientation of existing teaching staff and administrative staff" (p.362). Rather than treating the minority students 'all alike,' what seems to be needed is to treat them according to their social and cultural differences. Culturally specific evaluation is not likely to enhance the prediction of achievement in school because of the differences between the minority-oriented predictor and the majority-oriented criteria. What such test results can do, however, is to reflect and illuminate the special learning

styles, the skills, and the strengths that the minority student possesses. Such information will make clear to teachers that the minority child is not culturally deficient but culturally different. The standardized tests can signal to the school the need to help narrow the gap by providing special programmes to match the special and individual needs of children in terms of cognitive style and cultural background.

Another level of policy that has an impact on the level of assessment competence is the staffing policy. Although, at least a third to a half of the time of the faculty in any school may be used for assessment-related activities - most of which are conducted by teachers who have not received any training in assessment - almost no provision for consultation with an expert on assessment is made. The teacher and administrator licensing and certification standards and testing procedures that overlooked assessment competence in the past, must be regarded as outmoded. Any policy regarding qualifications to practise in the field of education must be revised to assure competence in assessment.

In addition, the financial aspect of the policy concerning assessment resources must be scrutinized. A portion of the money spent in promoting large-scale standardized assessments must be provided for the professional development of all new era partners in the assessment process to achieve assessment competence.

(b) Discussion

These findings demonstrate the following key policy issues. First, there is a need for definite final educational outcomes at the local level together with an analysis of the building blocks and a division of responsibility of all those people who are involved in decision making. Next, policies concerning the purposes of assessment and the development of assessment literacy should be clarified.

A multifaceted approach to student assessment is essential to providing a comprehensive picture of the achievement potential of students. The results of standardized tests used in assessment should be looked upon with great precaution since such tests measure knowledge and experiences typical of the dominant cultural and linguistic environment. They have limited validity for minority students and the test scores can lead to misconceptions about students' capabilities and, consequently, to their inappropriate placements. This in turn may have a significant impact on students' future and their quality of life.

Another important policy issue is that of allocation of resources for training program requirements, licensing and certification, ongoing professional development, school staffing, and staff evaluation. There exists a gap between the legislation of appropriate evaluation policy and attitudes in practices. The most significant causes prevail in the training and orientation of teachers, administrators, and counsellors in the schools. Not surprisingly, there is ambiguity in the manner in which ethnic minority students are assessed, sorted, and taught in the schools.

4.3.2. The Application of the Framework

(a) Findings

The framework for the student-centred assessment was applied to a grade three class in an English elementary school within a major school board in Montreal. Twenty grade-three students were randomly divided equally into two groups, a control group and an experimental group.

To begin with, the students of both the groups, the control and the experimental, were interviewed to document the composition of the class. Based on interviews with the students, three pieces of information were determined, namely, their country of origin, the cultural identity patterns reported by them, and the languages spoken at home. Table E.1 shows the countries of origin of the children, whereas, Table E.2 is a representation of the identity of the students in terms of 'Canadian' versus 'Other.' Table E.3 exhibits the different kinds of languages spoken at home by them. As can be seen from these tables, the multiethnic composition of the class was confirmed.

In June of 1995, the end of the school year, the students were assessed by using *WRAT3* (*Wide Range Achievement Test in its revised version*), a copy of which is included in Appendix A. Since the emphasis of the student-centred assessment was on the evaluation of writing, a t-test for independent samples was done to determine any major difference between the mean scores of each group in the subtests of *WRAT3*, namely, Spelling and Reading. Included in Table 4.2 are the *WRAT3* scores in these subtests. Table E.4 shows the variance for each sample derived from Table 4.2.

Table 4.2.

WRAT3 Scores in Reading and Spelling Subtests

Experimental Group				Control Group			
Student	Reading	Spelling	Mean of Subtests	Student	Reading	Spelling	Mean Of Subtests
A	3	2	2.5	K	3	3	3.0
B	8	4	6.0	L	5	3	4.0
C	7	5	6.0	M	2	2	2.0
D	4	4	4.0	N	7	6	6.5
E	7	5	6.0	O	3	3	3.0
F	6	3	4.5	P	3	1	2.0
G	7	6	6.5	Q	3	3	2.5
H	6	4	5.0	R	3	2	2.5
I	1	1	1.0	S	6	3	4.5
J	2	3	2.5	T	7	5	6.0
Total	51	37	44.0	Total	42	30	36.0

Source. G. S. Wilkinson (Ed.), (1993). *The Wide Range Achievement Test*.

The results of the *t*-test for independent samples as can be seen in Table E.5 are based on the sample variance of each group as determined in Table E.4. With *df* of 18, the critical value at the $p < 0.05$ level was 1.734. Since the obtained *t*-test value of 1.026 did not exceed its critical value, the null hypothesis was retained, that is, there was no significant difference between the two means. The observed difference between them was probably due to sampling error. Thus the similar composition of the control and experimental groups was ascertained.

The next step at the application stage, was for the grade three teacher as well as the resource teacher to assess the students in the experimental group according to the guidelines described in the function and features of the student-centred assessment framework. Each of the teachers was given a copy of this framework as outlined in Appendix F. In keeping with the concepts presented in the framework, the classroom teacher in concert with the resource teacher felt that in evaluating each student, knowledge was gained about the student. An evaluation card for each pupil was also maintained. Some of the samples of various cards used by the teacher and student can be examined in Appendix G. The categories used corresponded to those used on the students' report cards. By following the conceptual framework of the student-centred assessment as given in Figure 4.1 and the plan for matching assessments with achievement targets (Figure 4.2), each student's writing was rated according to the following scale:

- 1 - Surpasses the expected abilities.
- 2 - Applies the expected abilities.
- 3 - Is beginning to apply the expected abilities.
- 4 - Has yet to apply the expected abilities

The rating facilitated the determination of the level of skill and any change that occurred over a period of time. As well, cryptic comments were noted in the grid squares which provided information on the student's skills and needs. It also became a source for the required Language Arts lessons.

Some of the facets of performance assessment methodology were: direct writing assessments, portfolios of student work, exhibitions of student work, profiles of student behaviour,

student reflective journals, student interviews and questionnaires, peer tutoring, instant retrospective verbal reports, video tapes of student performance and demonstrations. This reflected the outcomes that could not be translated into objective test items, such as the ability to write, speak (in English & other languages) and read aloud.

Table 4.3 and Table 4.4 give the mean scores of each student in the experimental group for the assessment of writing in the Language Arts area. The two sets of scores obtained by the two teachers were used to determine the inter-scorer reliability as can be seen in Table E.6. On the basis of Table E.7, the interpretation of the strength of the correlation coefficient of 0.80 indicated a strong relationship, hence the substantial to very high inter-scorer reliability between the two sets of scores of the two teachers.

Table 4.3.

Student-Centered Assessment of Experimental Group by the Grade Three Teacher

Student	Term One	Term Two	Term Three	Term Four	Mean Score
A	3	2	2	2	2.25
B	2	2	1	1	1.50
C	2	1	1	2	1.50
D	2	2	2	2	2.00
E	2	1	1	1	1.20
F	1	1	1	2	1.25
G	1	2	1	1	1.25
H	2	1	1	1	1.25
I	2	2	3	3	2.50
J	3	2	2	1	2.00

Note. Table 4.3. is the basis for Table E.6.

Scale used:

1 = Surpasses the expected abilities.

2 = Applies the expected abilities.

3 = Is beginning to apply the expected abilities.

4 = Has yet to apply the expected abilities.

Table 4.4.

Student-Centered Assessment by the Resource Teacher

Student	Term One	Term Two	Term Three	Term Four	Mean Score
A	2	2	2	2	2.25
B	1	1	1	1	1.50
C	2	2	1	2	1.50
D	2	3	2	2	2.00
E	1	1	1	1	1.25
F	2	3	2	2	2.25
G	1	1	1	1	1.00
H	1	2	2	1	1.50
I	3	3	3	3	3.00
J	2	2	3	3	2.50

Note. Table 4.4. is the basis for Table E.6.

Scale used:

- 1 = Surpasses the expected abilities.
- 2 = Applies the expected abilities.
- 3 = Is beginning to apply the expected abilities.
- 4 = Has yet to apply the expected abilities.

The classroom teacher of grade three, assessed the assignments of the students in the control group, according to the norm-based tests which are currently in place. Thereafter, the scores of the control group were compared to those of the experimental group in order to analyze the student-centred assessment framework. In Table E.8 the mean scores of the two sets of rating may be seen. Table E.9 shows the variance for each sample and as such is the basis for Table E.10 that gives the results of a t-test for independent samples. The obtained value of 2.595 exceeded the critical value of 1.734. Thus the results were significant at the $p < .05$ level which was the last critical value that was exceeded. As such, the null hypothesis was rejected, that is, the differences between the two groups could have occurred less than 5% of the time.

(b) Discussion

The results of the application of the student-centred framework demonstrate that standardized tests are instances of scientific measurement, designed to be used in educational setting, to collect relevant data and to make decisions concerning the students without taking their individual needs into consideration. Based on the results of the statistical analysis of the application of the student-centred assessment, one can be 95% confident that the student-centred assessment is more sensitive to the needs of multiethnic students. However, as the size of the sample was small, the framework of student-centred assessment needs to be repeated with larger sample sizes to authenticate this finding.

4.3.3. The Roles and Responsibilities in Assessment

The second part of this research was to interview school personnel in order to determine their views of their roles and responsibilities in the assessment of students. The school board has a document which concerns the policy of evaluation for schools within its jurisdiction. It includes guidelines for the school board, the school, and the teacher. In this section, first of all, some of the salient features of the above-mentioned document are mentioned. Then some of the views relevant to the topic of assessment practices as indicated in the interviews are documented.

(a) Findings

A policy document concerning the evaluation of students within the school board, where this study took place, includes guidelines for the school board, the principal and the teacher. What follows is a brief outline of the existing assessment roles and responsibilities of various groups of people that are involved in the assessment of students, as given in this document.

(i) The School Board

In order to implement strategies for educational evaluation a comprehensive system is in place. It involves the Ministry of Education, the school where the study was based and its related school board, and the teachers. The board is obliged to abide by the evaluation policy of the Quebec Ministry of Education.

It tries to achieve this goal by ensuring that:

- (a) the objectives of a course of study are available to the schools;
- (b) the instructional services department provides regulations for evaluation in each subject area;
- (c) the board's reporting practices committee institutes the kind of report card as well as the marking scale to be used in the system;
- (d) within the context of the board and Quebec Ministry of Education policies, each school prepares a written statement of evaluation procedures;
- (e) the schools advise the parents about the evaluation methods and the results of assessments;
- (f) the outcomes of evaluation are analyzed for purposes of further planning of programs;
- (g) a permanent record of each student's achievement is maintained by the Board.

(ii) Role of the School

Within the parameters of the policies of the Quebec Ministry of Education and of the Board, the school generates its methods for evaluation. In concert with the teachers, the school principal develops a statement to illustrate:

- (a) the achievement targets to be evaluated;
- (b) the appropriate time for assessment;
- (c) the strategies to be implemented;
- (d) the objectives, the expectation and the format of evaluation in various subjects;

- (e) the relevance to furnish valuable information concerning the students' progress to parents and teachers;
- (f) the principal's position in determining the process involved in the promotion and placement of students;
- (g) the school's role in scrutinising the pupils' achievement in order to meet their needs.

(iii) Role of the Teacher

Within the framework of the school-stated policies and procedures established by the school administration, teachers:

- (a) determine precisely what is to be evaluated;
- (b) ascertain the time of the assessment;
- (c) employ a variety of procedures to measure with validity and reliability;
- (d) nurture the strengths and endeavour to eliminate the weaknesses of their students by examining their performance;
- (e) communicate to pupils, parents and other key people the results of the assessment;
- (f) plan their lessons after analyzing the results of the evaluation;
- (g) keep a precise record of student achievement according to the techniques set by the school.

Some of the key people involved in the process, such as educators, consultants, and guidance counsellors, were asked if the practices of those involved should change. Of the relevant comments made by them, some of them are documented as follows. They are important as they provide an insight into

the opinions of the educators and assessment related personnel involved. A teacher's viewpoint concerning the role of an educator was:

Diligently follow work of students, to keep a good record...
picture should be an overall picture.

Another teacher remarked:

There should be a change in roles and responsibilities because if assessment is done inappropriately a child may have to live with it. Testing methods should be changed. They should adopt the tests to the needs of the students.

A guidance counsellor who is going to be working more closely with the students on the school premises due to the introduction of a new educational project said:

Yes. A number of changes are coming up. Changes can be slow. The roles of guidance counsellors and consultants are to change. Prevention and support are better than standard tests. They are looking at complete role changes and supporting regular and special education teachers rather than what is done now whereby a child is referred by a teacher and a psychologist or a guidance counsellor does the test and places a child - which could be unfair to that child.

The principal of the school expressed views concerning the outcome of the testing done by the board personnel as follows:

I am tired of seeing [these people] simply coming and testing kids. They say that, alright they have identified the

following weakness and they send up a report. Alright, what do we do? What's the next step? I want these people to be a part of the school. I don't want them to stay at the ivory tower and tell me, here are the test results - do what you have to. These people should do a follow up. Like a doctor who diagnoses a certain illness also suggests a method of treatment, this is what I would like [them] to do.

(b) Discussion

After examining these excerpts one can see that changes in the roles of school personnel such as teachers, consultants, guidance counsellors, and psychologists are warranted if the students are to be assessed fairly. In order for assessment to support student learning, it must involve teachers in all stages of the process and be embedded in curriculum and teaching activities (Darling-Hammond, 1994). Assessment must be aimed primarily at supporting student-centred teaching rather than at sorting students. It must be an integral part of continuous teacher dialogue and school development.

4.3.4. The Current Status of the Assessment Methods

4.3.4.1. The Demand for Appropriate Methods

(a) Findings

When asked if there is a need for implementing appropriate methods of assessments, one of the teachers answered in the following way:

There is a big demand. There should be a demand on all parts. It's like a wheel.. if one part of the wheel is not working then there is a problem. Portfolio assessment is a lot better. You see the strengths and weaknesses and work on the

strengths. Maybe standardized testing and portfolio testing should be done hand in hand. Amalgamate it.

A consultant felt that differences in language proficiency should be considered to ensure that the questions on the tests are understood, otherwise there is no need to make allowances for capability because minority students have outstanding motivation and high scores. When the principal was posed the question concerning the adequacy of currently available assessment methods, it was felt that there should be a liaison whereby, teams of educators work to adapt a method to a certain culture as its aspects could be foreign for students of different cultures.

(b) Discussion

The interviews clearly pointed out that there was a great demand for appropriate assessment methods. When students are tested on the basis of standardized tests, there is little scope to contest or discuss the reasons underlying their mistakes and successes, and consequently, to improve upon their past performances. As people's conception of students change, there is an increasing awareness that what is required is an alternative to the present mode of assessment, that offer alternatives to standardized testing.

4.3.4.2. The Available Resources

(a) Findings

Some of the personnel felt that resources for helping the educators enable their students develop to their full potential, are available in various forms. Support has been

provided to educators by means of workshops and publications in which educators who have been using alternative methods of assessment, have given description over time as to what problems they faced and how they solved them. However, one of the educators interviewed felt that there was a definite lack of support systems:

We don't sit down and work on the weaknesses of the students to help them become better achievers. If I was a basketball player and I cannot touch the rim, so why will my coach keep telling me to touch the rim. I don't know how to touch the rim so why not I practise shooting the ball. The same thing should happen with standardized tests.

Later the same educator explains:

After so many times when we see that the kid can't really function at a certain level in a certain subject that doesn't mean we should forget about it, he should still try to touch that rim but let's not emphasize on it and let's not really harp on it before the kid. It's not that he...I can throw the ball really far, but I can't jump too high, so my arms can work a lot better than my legs can, so why can't I throw the ball instead of jumping there.

(b) Discussion

By means of the interviews it was determined that in many schools the best resource is a special education resource model for supporting the students, assessing them, and dealing with the problems immediately. There should be a team approach and networking whereby administrators, teachers, consultants, guidance counsellors assume the role of problem-framers and

problem-solvers who use their experiences to build an empirical knowledge base to inform their practice and strengthen their effectiveness.

Due to budget cuts, many schools no longer have support systems such as an after school homework study program period. Inequalities in access to education must be tackled directly if all learners are to be well-educated. Testing learners will not provide accountability in education while some students receive only a fraction of the school resources that support the education of their more privileged counterparts.

4.3.4.3. Sources for Empowering Students

(a) Findings

When the question about the ways in which assessment methods may be used to empower students was asked a teacher gave the following answer:

If one assesses children well, meets their needs then one empowers students.

Another respondent said:

I never really thought of that. I really don't know. Basically being honest with the child. Help the students work at their weaknesses by means of their strengths.

A consultant commented:

Individual educational plans have helped teachers to zero in on a child's strengths and weaknesses...The new report card (which has a section for the students to write their comments about their assessment) involves the child similar to a

situation when in a family, for example, a parent happens to lose their job and they sit down with the children and say that money is going to be tight and this is what we are going to do. Often children jump right in and are very supportive to the parent and as long as they understand the situation they can help themselves.

Based on this analogy, the consultant expressed a viewpoint as follows:

I think it's coming to this when children understand how they learn, what they are interested in learning, what their strengths are, how they are going to be helped with their weaknesses their attitude changes for the positive and when they are able to do that, they really empower themselves and then they help to facilitate change in and around them, within the home, within school, with the people they come in contact with and then they can be very successful.

(b) Discussion

When supported by adequate resources and learning opportunities for students, student-centred assessment increases the capacity of students to engage in a recursive process of self-reflection, self-critique, and self-correction. Schools can augment their capacity to ensure that all of their students learn. Under these circumstances, student-centred assessment may work on behalf of equity and empowerment in education.

This approach endorses culturally sensitive assessment for all students, not just ethnic minority students. An empowerment perspective to student-centred assessment is concerned with imparting skills and resources for all students

in general, and minorities in particular, to be accountable for their future. In order to achieve such a perspective, educational institutions have to be restructured from every aspect - from the hidden agendas that preclude the input of minorities to the more distinct such as the selection of assessment techniques. The empowerment of students rests on the allocation of equal power and dignity among all cultural groups. Minority students must be full partners in the decision making process to be able to achieve equality.

4.3.5. The Evaluation of the Assessment Framework

(a) Findings

While analyzing the framework for student-centred assessment, the one significant term that comes to mind is that it is 'student-centred'. In other words, the basis for all assessment is the learner as opposed to large-scale standardized testing where the focus is on isolated traits common to students tested. Table 4.5 is a representation of the strengths and weaknesses of the framework. In the context of quality assessment, two key dimensions of the competence of administrators and educators come forth: the appropriateness and quality of people's visions of outcomes, and the ability to translate those outcomes into quality assessments.

Among assessment personnel, teachers in particular have to be skilled in developing and administering assessment methods. They should also be adept at using results for making decisions about the individual students as well as for planning instruction and designing curriculum. Another relevant feature is that educators should possess skills in developing valid procedures based on pupil assessments.

Table 4.5.

An Evaluation of the Student-Centred Assessment Framework

Feature	Strength	Weakness
Goal	a) Control and guide b) Obtain most accurate score	
Focus	a) Blend of traits within each student b) Skills related to life beyond school	
Direction	a) Guides instruction	
Planning		a) Challenging
Role of assessor	a) Data collector, interpreter, and user	
Method of assessment	a) Continuous b) Objective c) Greater variety	a) Subjective b) Less efficient
Administration	a) Tend toward empowerment	a) May not be standard for all
Results	a) Scores, descriptions b) Feedback immediate	a) Judgment subjective
Meaning of quality	a) Positive impact	a) Reliability at risk
Tools	a) Simple	
Strategies	a) Individualized	
Personnel		a) More needed
Time		a) Time constraints

(b) Discussion

As shown in Table 4.5, many strengths and weaknesses emerged from the application of the student-centred assessment. Individual students differ in their interests, learning styles as well as in their ethnicity and socioeconomic class; it is these measures of diversity that are taken into consideration by such a mode of assessment. This approach is based on students' performance of concrete assignments unlike standardized approaches to assessment that consist mainly of recall of factual knowledge and isolated skills. These standardized measures of student achievement lack analysis, reflection, or skills required for generating arguments and establishing answers to problems (Frederiksen & Collins, 1989). Conversely, the student-centred assessments are scored in order to document the most appropriate response as well as the logic of the strategy applied to accomplish the exercise. Finally, such assessments are developed with recognition of the symmetry between testing and teaching.

However, unlike standardized tests, student-centred assessments are difficult to administer and score. They consume a great deal of time to complete and their credibility is questioned by many audiences owing to their recent implementation and subjective nature. Teachers feel pressured to teach, assess students and also record a tremendous amount of information.

4.4. Conclusion

In this chapter, the findings of the study have been documented beginning with an overview and scope of the student-centred assessment. It has been noted that the description, application, and analysis of such an assessment deals with the student in particular.

There is a constant interaction between the student and the assessor. If the guidelines for assessment are clear and precise, there is much reliability in the scores obtained by the students.

There is consensus among the school personnel that much change is needed in the practices of all those who are involved in the assessment process. Again, the emphasis of evaluation is on active involvement with the students rather than assessing them by means of large-scale standardized tests. When the needs of the students are taken into consideration, then one develops and administers culturally sensitive assessment methods. As students see that they are valued, they develop a positive self-esteem which is conducive to the learning process and empowerment. The summary of these findings is presented in section 5.2. of the fifth and the final chapter.

Chapter 5

5.0. Summary and Conclusions

5.1. Introduction

Multicultural education involves empowerment of students so that there may be equity for those who are culturally different. As such the educational process including the assessment of students must strive to empower them. Thus there is a strong link among the three concepts: multiculturalism, education, and empowerment. This study began from a discerned need to understand the implications of the *Multicultural Policy in Canada* (cited in Jones, 1990) concerning the assessment of students. As such, this policy has been examined with a view to determine the need for developing, implementing, and analyzing a framework for student-centred assessment.

The philosophy about classroom assessment places students at the core of the assessment equation (Stiggins, 1994). An important value on which such an assessment is based is the strong sense of caring by teachers about student well-being in school. Each student should be able to experience the exhilaration of success in school, irrespective of cultural background. Hence, the sensitive use of assessment within the instructional environment.

The primary source of data for policy goals were administrative documents, namely, Constitution of Canada and Provincial/Territorial ministries and departments of education. The human resources such as the school personnel were sources of data for determining changes in the roles and

responsibilities of all those who are involved in the assessment process as well as for finding out the current status of the assessment methods. The results of the assessment of students were used for statistical data analysis to determine the inter-scorer reliability. They were also the source for comparing large-scale standardized assessment with student-centred classroom assessment.

The data, obtained from documents, interviews and by statistical analysis were interpreted by applying the techniques of quantitative and qualitative analyses, according to the methodology, as described in chapter three. It is seen that the findings of the study, summarized in section 5.2, are supported by the data and the conclusions arrived upon, arise from these findings.

The rest of this chapter presents a summary of the findings, the conclusions and the relationship of the assessment framework to the literature, with implications for future research.

5.2. Summary of Findings

This study examined the framework of student-centred assessment which was derived from the concepts presented by Stiggins (1993). The findings resulted from an examination of the evaluation policy, procedures, documents, of interviews conducted with school personnel, and of the analysis of performance by the students. The findings indicate that in developing and administering the assessment framework, the teachers responsible followed, in most part, the necessary steps to increase the probability of success. A summary of the findings is now being presented.

5.2.1. The Function and Features of the Framework

Seven themes that occur repeatedly throughout the student-centred classroom assessment are:

1. Clear thinking and effective communication; not just the quantification of achievement are valuable components of a sound and fair assessment.
2. Teachers are the coordinators of the assessment systems that establish the efficacy of schools.
3. Students are the key players in the assessment process. They utilize the results of their teachers' assessments to decide what goals to set for themselves.
4. The clarity and aptness of the definition of the achievement goal to be assessed ascertain the quality of student-centred assessment.
5. Assessment must be based on five quality standards. First of all, assessments must arise from clear achievement targets. The second standard emphasizes that attention be paid to the purpose of the assessment as it is designed. The third quality standard is that a valid assessment should reflect achievement through the use of culturally sensitive assessment methods. The fourth standard asks for sampling performance appropriately, given target, purpose and method of assessment. The final standard of quality assessment demands that assessments be designed, developed and implemented in such a

way as to control extraneous interference that can lead to an inaccurate measure of achievement.

6. Attention must be paid to interpersonal dynamics. The student-centred assessment provides students with a sense of control over their own welfare. According to Messick (1989) the rate of success for learners increases when they realize that they can shape their own destiny.

7. Assessment can be regarded as a powerful instructional device. The greatest potential value of such a tool is its adeptness to make students full partners in the process.

5.2.2. The Application of the Framework

The findings show that a student-centred assessment is an ongoing process. The quality of an assessment depends on the clarity of one's understanding of the students' characteristics to be assessed. Four kinds of outcomes that are important for planning for assessment and its integration into the instructional process have been identified. They are, mastering content knowledge, using that information for problem solving, creating specific products, and attaining significant affective outcomes. The findings indicate that those teachers who participated in this study faced the challenge of specifying desired outcomes in the classroom, and thus relied on strong professional preparation as well as on teamwork within the school to support this effort. Thus, the assessment workload encountered by the teachers became more manageable as assessment methods became more focused. They used multiple methods of assessment to serve the needs of the

students: selected response paper and pencil tests, essay exercises, performance assessments and direct personal communication with students. The teachers monitored the progress of the students throughout the school year.

A comparison between the scores of the control and experimental groups shows the advantages of using a framework of student-centred classroom assessment as opposed to standardized assessment. The experimental group achieved equivalent or better scores as compared to those in the control group.

5.2.3. The Roles and Responsibilities for Assessment

Table 5.1 summarizes the changes in roles of those involved in assessing students. As teachers create and use a variety of assessment tools, they exercise a great deal of influence on student learning and achievement as compared to large scale tests. To help them carry out their duties, as well as for the benefit of the individual learner, a team approach to assessment is required. To achieve reliability for student engagement, certain overall standards have to be agreed upon. As suggested by the people interviewed for the study, these are: assess pupils on tasks that approximate disciplined inquiry, consider skills in a comprehensive manner rather than in fragmented parts, value student achievement in and of itself, attend to processes and products of teaching and learning, and make students active partners in the process. Students must participate in determining the criteria by which their work will be judged and then play a role in weighing their work against those criteria.

A team can effectively assess students through a variety of measures without placing the undue pressure of time constraints on the classroom teacher; administrators have to be more accessible to teacher needs. A full partnership in the assessment process enables all of the team members to reflect on the needs of individual students. Thus, opportunities are needed for professional development, ongoing support, technical expertise, and time for teachers to develop, practise, reflect upon and improve their instructional and assessment competence.

Table 5.1.
Altering Assessment Practices

Practices	Former	Current
Objective	a) Accountability	a) Accountability b) Instruction
Utility	a) Filtering of results downwards	a) Filtering of results downwards and upwards b) Focused
Goal	a) General b) Not communicated	a) Openly communicated
Method	a) Selected response	a) Essay and performance assessment

5.2.4 The Current Status of Assessment Methods

The findings show that educators realize that there are cultural biases in standardized tests. They are considering portfolio assessment as an accurate account of what the student knows. Special education teachers use standardized tests just to be reassured that their objectives are being met and to confirm the grade level of the students. Nonetheless, they feel that too many formalized tests penalize the child.

Besides those given in a manual, there are no clear guidelines for assessment, either for standardized testing or for one related to a specific subject. If on the basis of poor test scores, a school recommends that a child be detained at the present level, the parents have the right for their child to go onto the next level as long as they understand that they are responsible for such a decision.

However, the policy issues are beginning to change now as the school board officials are trying to empower the students. The school where the study took place, is being included within an upcoming project entitled: 'Community Schools' in which the psychologists and consultants will work together with the teachers and the principal to provide support to the students. The approach is for a team to get together within a school and decide what the learner needs and who is going to be responsible for nurturing the development of the student. This shows a great change from the past when testing was being done by a person unfamiliar to a child - a psychologist - who would come into the school to evaluate a student and report the findings to the school authorities.

The findings indicate that a student-centred assessment enables the teachers to focus on the strengths and weaknesses

of the students that in turn helps them to get to the root of the problem areas at an early stage.

Furthermore, the findings also show that if one assesses students well, and meets their needs, then one empowers them to handle the demands upon them successfully.

5.2.5. The Evaluation of the Framework

The strengths of the student-centred assessment as indicated by the study are that, students develop naturally in a classroom that is rich in oral language and opportunities to write. A teacher helps the students overcome their weaknesses and enrich their skills to help them progress. Evaluation becomes a matter of recording these interactions with the students and their work, always with a view to using the information gained to help them continue to grow. The teacher's evaluation is an on-going daily process, not one that emphasizes the final test scores. The focus is on the students growing and learning at their own pace; their performance being measured against themselves. They utilize unique learning styles.

The tools (see Appendix G) that such an assessment uses are simple and satisfying. They are positive and help in noting the students' accomplishments as well as their needs. They are accessible to the children so that they can assist in record-keeping, see their own progress, contribute to evaluation, and help in setting goals. These tools are accessible to the parents, so they can see their children's progress and needs. Thus, evaluation is used to guide instruction. The results of evaluation lead one to establish strategies to help meet individual needs.

Among the weaknesses that the findings of the study portray are that the student-centred assessment requires the creation or location of evaluating tools. As such, adapting them is an ongoing challenge. It needs more personnel to interact with the students in evaluation situations as for example, for book-sharing, reading conferences and writing conferences. Another drawback noted is that planning and carrying out instruction geared to meet evaluated needs is not easy. The most difficult problem of all is finding time to evaluate. Unless class sizes are reduced or assistance made available, the goal of individualizing, of having students grow at their own optimum rate may be difficult to achieve. Every innovation in education has had the theme of individual needs. Nevertheless, the time to carry out the plan in an effective way is the most pressing and stressful problem of all.

5.3. Conclusions of the Study

The purpose of the study was to describe, apply, and critique an assessment framework for empowering students. This was done through culturally sensitive and appropriate methods of evaluation. The framework was based on the concepts presented by Stiggins (1993). The following conclusions have been reached on the basis of the findings to the study based on the review of the literature, the interviews conducted and the application of the student-centred assessment.

5.3.1. The Definition of the Framework

The framework of student-centred classroom assessment was defined adequately in that the application matched its clear

outcomes. The assumption on which this framework is based is that day-to-day classroom assessment procedures are the driving force behind both teaching and learning in schools. This supposition was expounded upon when the teachers assessed the students on an ongoing basis and they based their instruction on the potential of each student in the experimental group. They nurtured sources of competence in those students through the blend of the two critical ingredients: clearly articulated achievement targets and appropriate assessment methods.

5.3.2. The Application of the Framework

When the student-centred assessment was applied to the experimental group of grade three students, there was a clear focus on a balance between a variety of assessment methods such as performance assessment; essay tests; evaluation of products; interviews; assessment of reasoning, attitudes, skills, and knowledge; as well as multiple-choice tests. The emphasis was on the importance of using the students' self-assessment as a management resource, an example being that of portfolio assessment which amalgamated authentic classroom assessment and performance assessment (Garcia & Pearson, 1994). By using the plan as shown in Figure 4.2 for matching assessments with achievement targets the students were assessed effectively. The favourable difference in the scores of the students in the experimental group versus those of the control group is evident from the results shown in Tables 4.2, 4.3, 4.4 and Tables E.4 to E.10.

5.3.3. The Changes Required in the Roles for Assessment

By means of the interviews with the school personnel as well as by the application of the student-centred assessment, it was determined that there was an overall need for changes in the practices and responsibilities of all those who are involved in the assessment of students. There have to be changes in the kind of services provided by the school board. The school would like the consultants for different subjects, the special education consultant and the psychologist to be available on the school premises to work as a team in order to nurture the strengths and endeavour to eliminate the weaknesses of the students by examining their performance.

The teachers' collaborative approach encouraged students to explore their understanding of various concepts that were presented to them. It gave them the confidence to try out their ideas without fear of condemnation. The school principal valued use of persuasion and being open and honest rather than top-down management. There was sensitivity expressed towards teachers and a concern about protecting each child's ability and equal opportunity to thrive. However, this research does not claim generalization to all administrators. Also, this is an analysis derived from interviews. Espoused theory and self-description of moral stances are not always consistent with actual behaviour. The notion that the dilemmas of school administrators arise from fundamental chronic tensions in public schooling is corroborated upon by Marshall (1992) who argues that they emerge when administrators try to find ways to get schools to help students overcome the effects of racism, sexism and poverty.

5.3.4. The Status of Assessment Methods Defined

Although there are guidelines set by the school board for the evaluation of students, it was found that the personnel at the school level were not aware of them. All of the people who were interviewed expressed their doubts concerning the effectiveness of standardized testing that is currently in place. Even though student-centred assessment is more time consuming than assessing students by means of large-scale testing, it was felt that incorporating the former into the latter would be an ideal situation. This goal could be achieved by calling on matrix sampling, that is, the selective reading of representative sets of students' work, brought about by including the reading of such material within the educators' responsibility or involving members of the local community.

It was also seen that by adapting the assessment methods to the needs of the students via the new model of education, namely, 'individually configured excellence' (Gardner, 1990), empowerment of students could occur. The confidence generated in the students of the experimental group helped them to become active partners in the total learning process. This was attained by exposing the abilities of less traditionally skilled students, by giving a place to world knowledge, social processes, and a great variety of excellence. The student-centred mode of assessment reflected the views of Wolf, Bixby, and Gardner (1991), namely, that it was used to unify rather than stratify, increase the accessibility to knowledge and strong educational practices.

5.3.5. The Evaluation of the Framework

As the name of the framework, namely, 'student-centred' assessment suggests, findings show that its major strength is its emphasis on the student. Throughout the study, evaluation became an ongoing activity with a constant interaction between the learners and their work as well as with their teachers. The findings show that the methods (Appendix G) used for such an assessment were culturally sensitive, which in turn facilitated in focusing upon the students' skills and needs for the planning of instruction.

The application of the framework indicated that the most severe weakness was the demand it placed upon the time of the teachers. This finding is also supported by the results of a similar research done by Sperling (1994), "The teachers felt hard pressed to teach, assess students, and record a tremendous amount of information" (p. 12). With the current budget constraints being made by the Quebec Ministry of Education, not much support is available to achieve the goal of individualized assessment. The findings of this study also indicated that the teachers found it difficult to plan and carry out instruction geared to meet evaluated needs.

5.4. Relation of the Framework to the Literature

Although the effects of alternative assessment on student performance have yet to be determined, Darling-Hammond and her colleagues (Darling-Hammond & Ancess, in press; Darling-Hammond, Ancess, & Falk, in press; cited in Garcia & Pearson, 1994) have documented the positive impact of authentic assessment in several schools with a high proportion of ethnically and linguistically diverse students.

If assessment is to fuel the educational process and improve the opportunities for student engagement, standards for curriculum and performance should be accompanied by opportunities for equitable learning to occur. Wolf, LeMahieu, and Eresh (1992) indicate that student-centred assessment requires that three different types of standards be made public: content standards, or what the students should know; performance standards, or how well the students should know the content; and delivery standards, or what must be provided to ensure that all students have access to the knowledge and opportunity to learn, required to meet the context and performance standards.

Embedded within the vision of integrating assessment with instruction are many of the criteria on educational measurement: access, fairness, consequential or systemic validity, cognitive significance, content quality, self-assessment, and socially situated assessment (Frederiksen & Collins, 1989; Gardner, 1992; Linn, Baker, & Dunbar, 1991; Wiggins, 1989). In this vision of the future, testing is seen as being less about sorting and selecting, and more about offering information on which students and teachers can build.

As teachers bring students into the assessment equation, thus demystifying the meaning of success in the classroom, they acknowledge that students use assessment results to make decisions that ultimately will determine if schools do or do not work for them. The classroom assessment challenge is to ensure that students have the information they need, in a form they understand, and in time to use it effectively.

The close ties between assessment and instruction imply that the nature of the performances to be assessed and the

criteria for judging these performances will become more obvious to students. These criteria can motivate and direct the process of learning. Occasions for self-assessment will enable students to set incremental standards by which they can judge their own achievement and develop self-direction for attaining higher performance tasks.

In conclusion a reference may be made to Darling-Hammond (1994) who argues that educators should pay close attention to the ways that alternative assessment methods are used since some reform strategies use assessment reform as a lever for external control of schools. She supports policies that ensure top-down support for bottom-up reform, where assessment is used to provide opportunities for school communities to engage in a recursive process of self-reflection, self-critique, and self-renewal. Thus the equitable use of performance assessments depends on how well the assessment practices are interwoven with the goals of authentic school reform and effective teaching.

5.5. Recommendations

This section of the final chapter of the study is subdivided into two sections. The first part is intended to provide directions to those involved in the decision making process pertaining to the evaluation of students and the second section suggests recommendations for future research.

5.5.1. Recommendations for Practice

There is a link between assessment methods and cultural inequities in the school system. Bernhard (1990) contends that inequities result because tests are based on a defective

concept, that of a culture-free intellectual ability. As such there is a need for educators to identify a diversity of mental abilities and skills, as well as acknowledge their relationship to cultural context. Dynamic strategies for assessment and pedagogy must take into account diversity. A powerful, culture-bound approach, along with an overall social advancement of minority students and of their families, will help attain equitable educational outcomes and nurture optimal personal development. Gradually many projects based on alternative models of empowerment pedagogy and community are being developed and their results warrant further investigation. The goals of these projects are to alleviate the educational difficulties of minority students by taking advantage of the intellectual and cultural resources within the community.

Educational leaders need to wage an incessant campaign to ensure that each learner has the opportunity for access to an equal education, a vision that sees public schooling as an essential institution for reconstructing a democratic and just culture (Giroux, 1992). The instructional leadership role of the principal is an important factor in a conceptual framework that appreciates the relevance of the school's social context in determining student achievement (Heck, Larsen, & Marcoulides, 1990). Instructional leadership is a multidimensional construct which plays a key role in shaping the learning experiences and achievement of students.

Present day pressures for clearer accountability and the implementation of evaluation strategies could lead us to premature conclusions. Hausman (1994) notes that the demand for early consensus can lead to generalization with little

consequences in schools. Identifying standards and designing assessments are intricately matched. They should draw upon the learners' interests, values and concerns. Perhaps what is required is less emphasis on accountability to achieve a reform and greater consideration to resources given to teaching and learning, particularly to students from diverse social, economic, cultural and language backgrounds (Shavelson, Baxter, & Pine, 1992).

Although adaptations to incorporate diversity could be made in the text, problems of copyright and printing often make changes prohibitive. According to McAlpine (1992), a favourable strategy is to provide supplementary information and modified instructional approaches for use with the basic materials. In such cases, it is essential to clarify the inappropriateness of the examples to the learners.

Policy makers must devise educational policies that ensure student competence. As well, assessment experts must not only be sources of data for decision makers but also provide knowledge about sound assessment and its relationship to instruction.

5.5.2. Recommendations for Future Research

As stated within the introductory chapter, this study began with a perceived need for the appropriate assessment methods in a multicultural society. Consequently, a framework, namely, student-centred assessment was developed, administered and evaluated to determine the value of classroom assessment while keeping in mind the needs of students. On the basis of findings and conclusions reached, several areas of research are suggested.

First, the assumption must not be made that the visions of the achievement targets are final. Like so many aspects of any educational enterprise, these targets represent works in progress. Further research is needed to promote a clearer understanding of the meaning of academic success.

It is also suggested that if education policy directs actions, several policy arenas that influence assessment practice need further research. Stiggins (1994) states, "assessment, evaluation, and grading policies can be reviewed to be sure they acknowledge the full range of roles of assessment in instruction, the acceptability of many forms of assessment, and a commitment to quality at all levels" (p. 434).

Further research is also required in the area of technical quality and feasibility; for such aspects of reliability scores as score stability over time, stability across different rater groups or pairs, and the effect of task or 'context' (Winters & Herman, 1994). More important to resolve are the validity of inferences about individual performances and a range of equity issues.

Although educators seem to think that student-centred assessment has encouraged them to change their instructional practices, the quality of change and the efficacy of the new practices must be subjected to inquiry.

5.6. Conclusion

This study has provided a structural analysis of a framework for student-centred assessment. This has been done in response to the needs of students in the Canadian educational system. According to Worthen and Spandel (1991), perhaps the solution to the problem of appropriate assessment of students lies in the amalgamation of standardized and student-centred assessment. The findings of this study have revealed that alternative assessment technologies, based on students' performance of substantial tasks, capture not only the correct answer but also the rationality of the method employed to solve the problem.

On the basis of these findings, conclusions were drawn that purposeful assessments enable students to feel that they are in control of their own destiny. The challenge of a student-centred assessment is to provide students with the information they need and in time to use it effectively thus demystifying the meaning of success in school.

Students from diverse ethnic groups possess unique cultural characteristics that are taken into consideration by student-centred assessments. Such learners share social, emotional, and educational needs common to those of the dominant culture but they also have an additional set of requirements that is due to a cultural transition.

Collins and Sandell (1992) state that an effective approach to multiculturalism involves integrationist, separatist, and pluralist orientations. An integrationist approach is meant to allow students to imbibe the positive aspects of the dominant culture. A separatist orientation enables learners to include what is unique of their own

culture as a point of reference in their appraisal of the main culture. A pluralist orientation provides the background for the adaptation of integrationist and separatist agendas. Without the political activism supplied by integrationist and separatist orientations, pluralist multiculturalism will degenerate into a politically ineffective if intellectually respectable academic position.

The interaction between the teacher, the student, the methodology and the environment should be a positively dynamic one, for this determines whether students will be empowered or disempowered in their performance. In order for the students in multicultural settings to become empowered, they must feel that teachers appreciate their language and respect their culture. They should feel accepted and know that they are affirmed language-users and learners.

References

- Anderson, G. (1990). Toward a critical constructivist approach to school administration: Invisibility, legitimation, and the study of non-events. *Educational Administration Quarterly*, 26(01), 38-59.
- Anderson, G. (1990). *Fundamentals of educational research*. London: Falmer Press.
- Anderson, C., & Fullen, B. (1984). *Policy implementation issues: For multicultural education at the school and board level*. Toronto: The Ontario Institute for Studies in Education Press.
- Antiracism and Ethnocultural Equity in School Boards: Guidelines for policy development and implementation*. (1993). Ontario Ministry of Education and Training.
- Bacon, A. (1995). Test-driven system unfair to students: CTF speaks out on National Testing. *Sentinel*, 11(2), 6-7.
- Banks, J. (1981). *Multiethnic education: Theory and practice*. Boston: Allyn & Bacon.
- Bennett, R. E., & Ward, W. C. (Eds.). (1993). *Construction versus choice in cognitive measurement: Issues in constructive response, performance testing, and portfolio assessment*. Hillsdale, NJ: Erlbaum.
- Bernhard, J. K. (1990). Cultural bias in standard tests of mental abilities. *Multiculturalism*, 13(01), 53-55.
- Brossell, G. C. (1977). Developing power and expressiveness in the language learning process. In J. Squire (Ed.), *The teaching of English*, 76 Yearbook of the National Society for the Study of Education (pp. 39-65).
- Brown, A. L., Campione, J. C., Webber, L. S., & McGilly, K. (1992). Interactive learning environments: A new look at assessment and instruction. In B. R. Gifford & M. C. O'Conner (Eds.), *Changing assessments: Alternative views of aptitude, achievement and instruction* (pp. 121-211). Boston: Kluwer.
- Brown, A. L., & Ferrara, R. A. (1985). Diagnosing zones of proximal development. In J. Wersh (Ed.), *Culture, communication, and cognition: Vygotskian perspectives*. Cambridge, MA: Cambridge University Press.

- Budoff, M. (1987). Measures of assessing learning potential. In C. S. Lidz, (Ed.), *Dynamic assessment* (pp. 173-95). New York: Guilford Press.
- Collins, G., & Sandell, R. (1992). The politics of multicultural art education. *Art Education*, 45(6), 8-13.
- Covington, M. V., & Omelich, C. L. (1987a). "I knew it cold before the exam." A test of the anxiety-blockage hypothesis. *Journal of Educational Psychology*, 4, 393-400.
- Covington, M. V., & Omelich, C. L. (1987b). Item difficulty and test performance among high-anxious and low-anxious students. In R. Schwarzer, H. M. van der Ploeg, & C. F. D. Spielberger (Eds.), *Advances in test anxiety*, 5. Hillsdale, NJ: Lawrence Erlbaum.
- Craig, C. (1988). Stumbling blocks to the future of multicultural education. *Multiculturalism*, 40(2), 18-22.
- Cronbach, L. J. (1970). Review of: On the theory of achievement test items. *Psychometrika*, 35, 509-511.
- Cummins, J. (1984). *Bilingual and special education: Issues in assessment and pedagogy*. San Diego, CA: College-Hill Press.
- Cummins, J. (1986). Empowering minority students: A framework for intervention. *Harvard Educational Review*, 56(1), 18-36.
- Darder, A. (1991). *Culture and power in the classroom*. Toronto: The Ontario Institute for Studies in Education.
- Darling-Hammond, L. (1991). The implications of testing policy for quality and equality. *Phi Delta Kappan*, 73(3), 220-225.
- Darling-Hammond, L. (1994). Performance-based assessment and educational equity. *Harvard Educational Review*, 64(1), 5-30.
- Davis, A., & Smith, M. L. (1984). The history and politics of an evaluation: The Colorado Learning Disability Study. *Educational Evaluation and Policy Analysis*, 6, 27-37.

- DiLella, C. A. (1990). *Popcorn story frames from a multicultural perspective*. Paper presented at The Twenty-eighth Annual Fall Conference of the Orange County Reading Association. Fountain Valley, CA.
- Elliott, R. (1987). *Litigating intelligence*. Dover, MA: Auburn House.
- Feuerstein, R. (1979). *The dynamic assessment of retarded performers: the learning potential assessment device, theory, instruments and techniques*. Baltimore, MD: University Park Press.
- Frederiksen, J. R., & Collins, A. (1989). A system's approach to educational testing. *Educational Researcher*, 18(9), 27-32.
- Gamlin, P. J. (1990). Promoting the generalization of knowledge: A developmental approach to teaching metamorphical testing. *Canadian Journal of Special Education*, 23, 101-13.
- Garcia, G. E., & Pearson, P. D. (1994). Assessment and diversity. In L. Darling-Hammond (Ed.), *Review of Research in Education*, 20, 337-391. Washington, DC: American Educational Research Association.
- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.
- Gardner, H. (1990). The difficulties with school: Probable causes, possible cures. *Daedalus: Journal of the American Academy of Arts and Sciences*, 119, 85-113.
- Gardner, H. (1992). Assessment in context: The alternative to standardized testing. In B. R. Gifford & M. C. O'Conner (Eds.), *Future assessments: Changing views of aptitude, achievement, and instruction* (pp. 77-119). Boston: Kluwer.
- Gartner, A., & Lipsky, D. K. (1987). Beyond special education: Toward a quality system for all students. *Harvard Educational Review*, 57, 367-395.
- Ghosh, R. (1991). L'éducation des maîtres pour société multiculturelle [The education of teachers for a multicultural society]. In F. Ouellet & M. Page (Eds.), *Construire un espace commun [Building a Common Space]* (pp. 207-229). Montreal, Qc: Institut Quebecois de Recherche sur le culture.

- Ghosh, R. (1993). *Stages in multicultural theory and practice: A case study from Canada*. Paper presented at the Annual Meeting of CIES Kingston, Jamaica.
- Ghosh, R., & Tarrow, N. (1993). Multiculturalism and teacher education: Views from Canada and the USA. *Comparative Education*, 29(1), 81-92.
- Giroux, H. A. (1992). Educational leadership and the crisis of democratic government. *Educational Researcher*, 21(4), 4-11.
- Glaser, R. (1977). *Adaptive education: Individual diversity and learning*. New York: Holt, Rinehart & Winston.
- Glaser, R., & Silver, E. (1994). Assessment, testing and instruction: Retrospect and prospect. In L. Darling-Hammond (Ed.), *Review of Research in Education*, 20, 393-419. Washington, DC: American Educational Research Association.
- Golas, K. (1983). Formative evaluation: Effectiveness and cost. *Performance and Instruction Journal*, 22(5), 17-19.
- Graves, D. H. (1986). *In Breaking ground: Teachers relate reading and writing in the elementary school*. Portsmouth, NH: Heinemann Educational.
- Guba, E. (1984). The effects of definitions of policy on the nature and outcomes of policy analysis. *Educational Leadership*, 42(2), 63-70.
- Guilford, J. P. (1985). The structure of intellect model. In B. B. Wolman, (Ed.), *Handbook of intelligence: Theories, measurements, and applications*. New York: John Wiley.
- Hausman, J. (1994). Standards and assessment - New initiatives and continuing dilemmas. *Art Education*, 47(2), 9-13.
- Heck, R. H., Larsen, T. J., & Marcoulides, G. A. (1990). Instructional leadership and school achievement: Validation of a causal model. *Educational Administration Quarterly*, 26(02), 94-125.
- Hill, K. T. (1980). Motivation, evaluation, and testing policy. In L. J. Fryans, Jr. (Ed.), *Achievement motivation: Recent trends in theory and research*. New York: Plenum.
- Hillocks, G. Jr. (1986) *Research on written composition: New directions for teaching*. Urbana, IL: ERIC Clearinghouse on Reading and Communications Skills.

- Horn, J. L., & Cattell, R. B. (1967). Age differences in fluid and crystallized intelligence. *Acta Psychologica*, 26, 107-29.
- Jensen, A. R. (1980). *Bias in mental testing*. New York: The Free Press.
- Jones, T. (1990). *Multiculturalism and teacher training in Montreal English Universities*. Thesis. McGill University, Montreal.
- Kehoe, J. (1984). *A handbook for enhancing the multicultural climate of the school*. Faculty of Education, University of British Columbia: Western Educational Development Group.
- Kirk, J., & Miller, M. L. (1986). *Reliability and validity in qualitative research*. Beverly Hills, CA: Sage.
- Krippendorff, K. (1980). *Content analysis: An introduction to its methodology*. Beverly Hill, CA: Sage
- Linn, R. L., Baker, E. L., & Dunbar, S. B. (1991). Complex, performance-based assessment: Expectations and validation criteria. *Educational Researcher*, 20(8), 15-21.
- Lynch, J. (1983). *The multicultural curriculum*. London: Batsford Academic and Educational Ltd.
- MacIver, D. (1991). *Enhancing students' motivation to learn by altering assessment, reward, and recognition structures: An evaluation of the incentives for improvement program*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Mackay, R., & Myles, L. (1989). *Native student dropouts in Ontario*. Toronto: Ministry of Education.
- Maehr, M. L., Midgley, C., & Urdan, T. (1992). School leader as motivator. *Educational Administration Quarterly*, 28(3), 410-429.
- Majchrzak, A. (1984). *Methods for policy research. Applied Social Research Methods Series, 3*. Beverly Hills, CA: Sage.
- Marshall, C. (1992). School administrators' values: A focus on atypicals. *Educational Administration Quarterly*, 28(3), 368-386.

- Marzano, R. J. (1991). *Cultivating thinking in English and the language arts*. Urbane, IL: National Council of Teachers of English.
- McAlpine, L. (1992). Cross-cultural instructional design: Using the cultural expert to formatively evaluate process and product. *Educational & Training Technology International*, 29(04), 310-315.
- McClelland, D. C. (1976). Testing for Competence rather than for intelligence. In N. J. Block & G. Dworkin (Eds.), *The IQ controversy*. New York: Pantheon Books.
- McLean, B., & Young, J. N. (1988). *Multicultural anti-racist education: A manual for primary schools*. London: Longman Group.
- Medway, P. (1980). *Finding a language: Autonomy and learning in school*. London: Chameleon Books.
- Merriam, S. B. (1988). *Case study research: A qualitative approach*. London: Jossey-Bass.
- Messick, S. (1989). Validity. In R. L. Linn (Ed.), *Educational Measurement* (3rd ed., pp. 13-103). New York: American Council on Education.
- Mislevy, R. J., Yamamoto, K., & Anacker, S. (1992). Toward a test theory for assessing student understanding. In R. A. Lesh & S. Lamon (Eds.), *Assessments of authentic performance on school mathematics* (pp. 293-318). Washington, DC: American Association for the Advancement of Science.
- Newman, F. H. (1981). Reducing student alienation in high schools: Implications of theory. *Harvard Educational Review*, 51(4), 546-564.
- Murphy, S., & Smith, M. A. (1991). *Writing portfolios: A bridge from teaching to assessment*. Markham, Ontario, Canada: Pippin.
- Newmann, F. (1984). Student engagement and school reform. *Educational Leadership*, 46(5), 34-36.
- Oakes, J. (1990). *Multiplying inequalities: The effects of race, social class, and tracking on opportunities to learn mathematics and science*. Santa Monica, CA: Rand.

- Oakes, J., & Lipton, M. (1990). Tracking and ability grouping: A structural barrier to access and achievement. In J. Goodlad & P. Keating (Eds.), *Access to knowledge: An agenda for our nation's schools* (pp. 187-204). New York: College Entrance Examination Board.
- Pai, Y., & Morris, V. (1978). The concept of culture: Is transcultural education possible? In *Curriculum and instruction: Cultural issues in education. A book of readings*. Pomona: California State Polytechnic University, National Multilingual Multicultural Materials Development Centre.
- Payne, A. (1992). *Measuring and Evaluating Educational Outcomes*. New York: MacMillan.
- Prasse, D. P., & Reschly, D. J. (1986). Larry P.: A case of segregation, testing, or program efficacy? *Exceptional Children*, 52, 333-346.
- Radwansky, G. (1988) *Ontario study of relevance of education and the issue of dropouts*. Toronto: Ministry of Education.
- Ravid, R. (1994). *Practical statistics for educators*. New York: University Press of America.
- Resnick, L. B., & Resnick, D. P. (1992). Assessing the thinking curriculum: New tools for educational reform. In B. R. Gifford & M. C. O'Conner (Eds.), *Changing assessments: Alternative views of aptitude, achievement and instruction* (pp. 37-75). Boston: Kluwer.
- Robinson, M. R. (1993). The Challenge of Change. *Instructor*, 102(4), 34-41.
- Rosenbaum, J. (1980). Social implications of educational grouping. In D.C. Berliner (Ed.), *In Review of Research in Education*, 8, 361-401. Washington, DC: American Educational Research Association.
- Samuda, R. J. (1984). Assessing the abilities of minority students within a multiethnic milieu. In R. J. Samuda, J. W. Berry & M. Laferriere (Eds.), *Multiculturalism in Canada* (pp. 353-367). Toronto: Allyn & Bacon.
- Shavelson, R. J., Baxter, G. P., & Pine, J. (1992). Performance assessments: Political rhetoric and measurement reality. *Educational Researcher*, 21(04), 22-31.

- Schlessman, F. A. (1991). A democratic model and some policy recommendations: Multicultural educational evaluation. In E. Y. M. Orteza (Ed.), *Teaching, schools and society*. (pp.87-94). New York: Falmer Press.
- Schwartz, J., & Viator, K. (Eds.). (1990). *The prices of secrecy: The social, intellectual, and psychological costs of current assessment practice*. Cambridge, MA: Educational Technology Centre.
- Serafini, S. (1991). Multiculturalism in the schools of Canada: Presentation to the fourth conference of CCMIE. *Multiculturalism*, 14(1), 12-14.
- Shapiro, P., Lukasevich, A., & Shapiro, B. (1986). Student evaluation: A change of focus needed. *Education Canada*, 20(2), 26-29.
- Shaughnessy, M. (1977). *Errors and expectations: A guide for the teacher of basic writing*. Oxford University Press.
- Shavelson, R. J., & Stern, P. (1981). Research on teachers' pedagogical thoughts, judgements, decisions and behaviour. *Review of Educational Research*, 41(4), 455-498.
- Shepard, L. A. (1992). What policy makers who mandate tests should know about the psychology of intellectual ability and learning. In B. R. Gifford & M. C. O'Connor (Eds.). *Changing assessments: Alternative views of aptitude, achievement and instruction* (pp. 301-328). Boston: Kluwer.
- Silver, E. A., & Lane, S. (1993). Assessment in the context of mathematics instructions reform: The design of assessment in the QUASAR project. In M. Niss (Ed.), *Assessment in mathematics education and its effects* (pp. 59-70). London: Kluwer.
- Simmons, W., & Resnick, L. (1993). Assessment as the catalyst of school reform. *Educational Leadership*, 50(5), 11-15.
- Sleeter, C. E. (1994). Multicultural education and empowerment. In C. E. Sleeter (Ed.), *Empowerment through multicultural education*. (pp. 1-23). Albany, NY: State University of New York.
- Spearman, C. (1959). *The Abilities of Man*. New York: MacMillan.
- Sperling, D. R. (Oct. 1994). Assessment and reporting: A natural pair. *Educational Leadership*, 10-13.

- Stiggins, R. J. (1993). *Reinventing assessment: Commentary on changing times in school testing*. Washington, OR: Assessment Training Institute
- Stiggins, R. J. (1994). *Student-centred classroom assessment*. New York: Macmillan College.
- Stiggins, R. J., & Conklin, N. F. (1992). *In teacher's hands: Investigating the practices of classroom assessment*. Albany, NY: State University of New York Press.
- Stolovitch, H. D. (1982). Applications of the intermediate technology of learner verification and revision (LVR) for adapting international instructional resources to meet local needs. *Performance and Instructional Journal*, 21(7), 16-22.
- Tator, C., & Henry, F. (1991). *Multicultural education: Translating policy into practice*. Toronto: Equal Opportunity Consultants.
- Terman, L. M., & Oden, M. H. (1959). *The gifted group at mid-life*. Stanford, CA: Stanford University Press.
- Thorndike, E. L. (1927). *The Measurement of intelligence*. New York: Bureau of Publications, Teachers' College, Columbia University.
- Thornhill, E. (1984). Fight racism starting with the schools. *Currents: Readings in Race Relations*, 2(3), 34-39.
- Thornton, G. (1986). *Language, ignorance and education*. London, U.K.: Edward Arnold.
- Troper, H. (1979). An uncertain past: Reflections on the history of multiculturalism. *TESL*, 10.
- Turnbull, H. R., III. (1986). *Free appropriate public education: The law and children with disabilities*. Denver, CO: Love Publishing.
- Valencia, S. W., & Pearson, P. D. (1987). Reading assessment: Time for a change. *The Reading Teacher*, 40(8), 726-32.
- Vygotsky, L. S. (1962). *Thought and Language*. Cambridge, MA: MIT Press.
- Webster's New Collegiate Dictionary. (1981). Springfield, MA: G.C. Merriam.

- Webster's Encyclopedic Dictionary of the English language* (1988). New York: Lexicon. (Canadian edition).
- Weiss, C. H. (1977). Research for policy's sake: The enlightenment function of social research. *Policy Analysis*, 3, 531-545.
- Wiggins, G. (1989). A true test: Toward more authentic and equitable assessment. *Phi Delta Kappan*, 70, 703-713.
- Wilkinson, J. (1994). *Wide Range Achievement Test3*. Wilmington, DE: Wide Range.
- Winters, L., & Herman, J. L. (Oct. 1994). Portfolio research: A slim collection. *Educational Leadership*, 48-55.
- Wood, F. H., Johnson, J. L., & Jenkins, J. R. (1986). The Lora case: Nonbiased referral, assessment, and placement procedures. *Exceptional Children*, 52, 323-331.
- Wolf, D., Bixby, J., III, & Gardner, H. (1991). To use their minds well: Investigating new forms of student assessment. In G. Grant (Ed.), *Review of Research in Education*, 17, 31-74. Washington, DC: American Educational Research Association.
- Wolf, D. P., LeMahieu, P. G., & Eresh, J. (1992). Good measure: Assessment as a tool for educational reform. *Educational Leadership*, 49(8), 8-13.
- Worthen B. R., & Spandel, V. (1991). Putting the standardized test debate in perspective. *Educational Leadership*, 48(5), 65-69.
- Wright, E. N., & Tsuji, G. K. (1984). *The grade nine student survey: Fall 1983*. Toronto: Toronto Board of Education.
- Yeakey, C. C. (1983). Emerging policy research in educational research and decision making. *Review of Research in Education*, 10, 255-301.
- Yin, R. K. (1984). *Case study research: Design and methods*. Beverly Hills, CA: Sage.

Appendix A
WRAT3 Sample Test

THE FOLLOWING MATERIAL HAS BEEN REMOVED DUE TO COPYRIGHT
RESTRICTIONS.

PLEASE CONTACT THE UNIVERSITY LIBRARY.

LE MATERIEL SUIVANT A ETE ENLEVE DUE AU DROIT D'AUTEUR.

S.V.P. CONTACTER LA BIBLIOTHEQUE DE L'UNIVERSITE.

NATIONAL LIBRARY OF CANADA
CANADIAN THESES SERVICE

BIBLIOTHEQUE NATIONALE DU CANADA
LE SERVICE DES THESES CANADIENNES

Appendix A WRAT3 WIDE RANGE ACHIEVEMENT TEST REVISION 3

PLEASE CONTACT:

JASTAK ASSOCIATES
A DIVISION OF WIDE RANGE, INC.
15 ASHLEY PLACE, SUITE 1A
WILMINGTON, DE
19804-1314

Appendix B
Consent Form for Parents

Consent form for parents

Dear Parent/Guardian,

As a graduate student at McGill University, I am doing a study of assessment methods for evaluating students. The purpose of the research is to identify and test principles for the development of effective assessment methods. To do this I need volunteers from grade 3 students [school X]. The school principal and teachers have agreed to my approaching you for permission to include your child in the sample from which I will choose several boys and girls.

Your child's involvement will entail the minimum of disruption in his/her working day. This work is regarded by the teacher as relevant to the regular curriculum. I shall observe the student and interview him/her. I would like to audiotape the interview. However, the child's identity will remain confidential. Your child will be informed that he/she can withdraw from participation at any time.

I hope that your son/daughter will find the experience interesting but not difficult. Data relating to individual students will remain strictly confidential. It is my hope that the results will help me to propose improved guidelines for the design of student-centred assessment methods.

Thank you for your attention and help.

If you have any question please feel free to contact me at
[Telephone number]

[Signature]

[Researcher's name & affiliation]

(Please complete and return this portion to [school X])

I give my consent _____

I do not give my consent _____

for _____ to take part in the Student-Centred
Assessment

Parent's signature _____

Appendix C
Consent Form for School Personnel

Consent form for school personnel

I am asking you to participate in a study investigating assessment methods used for evaluating students. The purpose of the research is to identify and test principles for the development of effective assessment methods. A summary of the proposal is available for your consideration.

If you decide to participate you will be interviewed on your observations and opinions on the effect of assessment methods on the content, organization, and presentation of student projects and students' retrieval strategies. I will be audiotaping the interview.

You are free at any time to withdraw from the study. Your participation is not related in any way to the evaluation of your work. No record of your personal identity will be preserved in subsequent reports of the study.

I understand the above description of the research and agree to participate.

Signature

Appendix D
Interview Protocol for School Personnel

Interview protocol for School Personnel

- (1) Has the instructional services department of your school board prepared any guidelines for the assessment of students. Describe them please.
- (2) Is there a policy on evaluation within the school/schools with which you are affiliated? What is it?
- (3) The accountability movement argues that educators must be held accountable for student attainment of specific academic outcomes. What is your opinion about it?
- (4) Should the assessment roles and responsibilities of those involved in the educational process change? What changes do you see as valuable towards the enhancement of achievement of the students?
- (5) How can we define the assessment process? What is an appropriate method of conducting it?
- (6) Is there a demand for appropriate assessment methods in an elementary school? If so, what is it?
- (7) Do you consider the needs of the minority students while establishing assessment methods? What adaptations, if any, are made?
- (8) Are you aware of any support systems for helping students achieve better results? (If the answer is in the affirmative ask the following question).
- (9) Do you see any relationship between appropriate assessment methods and the resources?
Elaborate.
- (10) What are some of the areas in which these assessment methods may be the source of empowering students?

APPENDIX E
Data Analysis Tables

Table E.1.
Country of Origin

Country	No. of Students	Percentage of Sample
		(N = 20)
Bangladesh	1	0.25
Britain	2	0.50
Canada	1	0.25
Germany	2	0.50
Greece	1	0.25
Holland	1	0.25
India	3	0.75
Indonesia	1	0.25
Iran	2	0.50
Italy	3	0.75
Morocco	1	0.25
Peru	1	0.25
West Indies	1	0.25

Table E.2.
Cultural Identity Patterns

Culture	No. of students	Percentage of sample
		(N=20)
Single Word Description		
Canadian	5	1.25
Two-Word Description		
Canadian-Bangladeshi	1	0.25
Canadian-Greek	1	0.25
Canadian-Indonesian	1	0.25
Canadian-Moroccan	1	0.25
German-Canadian	2	0.50
Indian-Canadian	3	0.75
Iranian-Canadian	2	0.50
Italian-Canadian	3	0.75
West Indian-Canadian	1	0.25

Table E.3.
Languages Spoken at Home

Language	No. of Students	Percentage of Sample
		(N = 20)
English Only	4	1
English and Another Language		
Arabic	1	0.25
Bangla	1	0.25
Dutch	1	0.25
French	1	0.25
German	2	0.50
Greek	1	0.25
Gujrati	2	0.50
Indonesian	1	0.25
Italian	2	0.50
Persian	2	0.50
Punjabi	1	0.25
Spanish	1	0.25

Table E.4.
Variance for Experimental and Control Groups.

Student	Raw Score	Deviation Score	Squared Deviation	Student	Raw Score	Deviation Score	Squared Deviation
A	2.5	-1.9	3.61	K	3	- 0.6	0.36
B	6.0	1.6	2.56	L	4	0.4	0.16
C	6.0	1.6	2.56	M	2	-1.6	2.56
D	4.0	-0.4	0.16	N	6.5	2.9	8.41
E	6.0	1.6	2.56	O	3	-0.6	0.36
F	4.5	0.1	0.01	P	2	-1.6	2.56
G	6.5	2.1	4.41	Q	2.5	-1.1	1.21
H	5.0	0.6	0.36	R	2.5	-1.1	1.21
I	1.0	-3.4	11.56	S	4.5	0.9	0.81
J	2.5	-1.9	3.61	T	6	2.4	5.76
TOTAL	44.0	0.0	31.40	TOTAL	36	0	23.4

Experimental Group= \bar{X}

$$\bar{X} = \frac{44}{10} = 4.4$$

Control Group = \bar{X}

$$\bar{X} = \frac{36}{10} = 3.6$$

Formula for sample variance S^2 is $S^2 = \frac{\sum (X - \bar{X})^2}{n - 1}$

Experimental Group:

$$S^2 = \frac{31.4}{10 - 1} = \frac{31.4}{9} = 3.49$$

Control Group:

$$S^2 = \frac{23.4}{10 - 1} = \frac{23.4}{9} = 2.6$$

Note. Table E.4 is derived from Table E.3 and is the basis for Table E.5.

Table E.5.

T test of Control and Experimental Groups.*T* test formula:

$$t = \frac{\bar{x} - \bar{x}_c}{\sqrt{\frac{s^2}{n} + \frac{s_c^2}{n_c}}}$$

$$= \frac{4.4 - 3.6}{\sqrt{\frac{3.49}{10} + \frac{2.6}{10}}}$$

$$= \frac{0.8}{\sqrt{0.349 + 0.26}}$$

$$= \frac{0.8}{\sqrt{0.609}}$$

$$= \frac{0.8}{0.78}$$

$$= 1.026$$

df 18

t ... 1.734

Note. Table E.5 is based on Table E.4.

Table E.6.

*Inter-Scorer Reliability of Assessment Done by the Grade
Three and the Resource Teachers*

Student	Score X	Score Y	X ²	Y ²	xy
A	2.25	2.50	5.0625	6.2500	5.6250
B	1.50	1.00	2.2500	1.0000	1.5000
C	1.50	2.00	2.2500	4.0000	3.0000
D	2.00	2.25	4.0000	5.0625	4.5000
E	1.25	1.00	1.5625	1.0000	1.2500
F	1.25	2.25	1.5625	5.0625	2.8125
G	1.25	1.00	1.5625	1.0000	1.2500
H	1.25	1.50	1.5625	2.2500	1.8750
I	2.50	3.00	6.2500	9.0000	7.5000
J	2.00	2.50	4.0000	6.2500	5.0000
Total	16.75	19	30.05	40.87	34.31

$$r = \frac{N \sum xy - (\sum X)(\sum Y)}{\sqrt{N \sum X^2 - (\sum X)^2} \sqrt{N \sum Y^2 - (\sum Y)^2}}$$

$$= \frac{10(34.31) - (16.75)(19)}{\sqrt{10(30.05) - (16.75)^2} \sqrt{10(40.87) - (19)^2}}$$

$$= \frac{343.1 - 318.25}{\sqrt{300.5 - 280.56} \sqrt{408.7 - 361}}$$

$$= \frac{24.85}{\sqrt{19.94} \sqrt{47.7}}$$

$$= \frac{24.85}{30.89}$$

$$= 0.80$$

Note. Based on Table E.7, $r=.80$ is a substantial to high correlation, determined by Table E.6.

Table E.7.
An Interpretation of Correlation Coefficients

Correlation	Interpretation
.00 - .30	negligible to low
.20 - .50	low to moderate
.40 - .70	moderate
.60 - .90	substantial
.80 - 1.00	high to very high

Source. "Practical Statistics for Educators," by R. Ravid, 1994.

Table E.8.

Mean Scores of Experimental and Control Groups to Determine the Variance of Each Group

Experimental		Control	
Student	Score	Student	Score
A	2	K	3
B	1	L	1
C	2	M	4
D	2	N	2
E	1	O	4
F	2	P	4
G	1	Q	4
H	1	R	4
I	3	S	3
J	2	T	1
Total	17	Total	30
Experimental Group = \bar{x}		Control Group = \bar{x}	
$\bar{x} = \frac{17}{10} = 1.70$		$\bar{x} = \frac{30}{10} = 3.0$	

Note. Table E.8 is the basis for Table E.9.

Scale used:

- 1 = Surpasses the expected abilities.
- 2 = Applies the expected abilities.
- 3 = Is beginning to apply the expected abilities.
- 4 = Has yet to apply the expected abilities.

Table E.9.

Variance of Experimental and Control Groups to Determine the T Test.

Student	Raw Score	Deviation Score	Squared Deviation	Student	Raw Score	Deviation Score	Squared Deviation
A	2	0.3	0.09	K	3	0	0
B	1	-0.7	0.49	L	1	-2	4
C	2	0.3	0.09	M	4	1	1
D	2	0.3	0.09	N	2	-1	1
E	1	-0.7	0.49	O	4	1	1
F	2	0.3	0.09	P	4	1	1
G	1	-0.7	0.49	Q	4	1	1
H	1	-0.7	0.49	R	4	1	1
I	3	1.3	1.69	S	3	0	0
J	2	0.3	0.09	T	1	-2	4
TOTAL	17	0	8.51	TOTAL	30	0	14

Formula for sample variance is $S = \frac{\sum (X - \bar{X})^2}{n - 1}$

Experimental Group: $S = \frac{\sum (X - \bar{X})^2}{n - 1}$
 $\frac{8.51}{9}$
0.946
0.95

Control Group: $S = \frac{14}{9}$
1.556
1.56

Note. Table E.9 is the basis for Table E.10.

Table E.10.

T test for Control and Experimental Groups

<i>T</i> test formula:	t	$\frac{X_1 - X_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$
		$\frac{1.70 - 3}{\sqrt{0.95 + 1.56}}$
		$\frac{-1.3}{\sqrt{0.10 + 1.0}}$
		$\frac{-1.3}{\sqrt{0.095 + 0.156}}$
		$\frac{-1.3}{\sqrt{0.251}}$
		$\frac{-1.3}{2.595}$
	df	18
	$t_{(0.05, 18)}$	1.734

Note. Table E.10 is based on Table E.9.

Appendix F
Handout for Educators:
A Framework of Student-Centred Assessment

A Framework of Student-Centred Assessment

The framework for student-centred classroom assessment designed by Stiggins (1994), is based on the notion that day-to-day classroom assessment procedures are the driving force behind both teaching and learning in schools. Figure 1 is a conceptual framework of such an assessment.

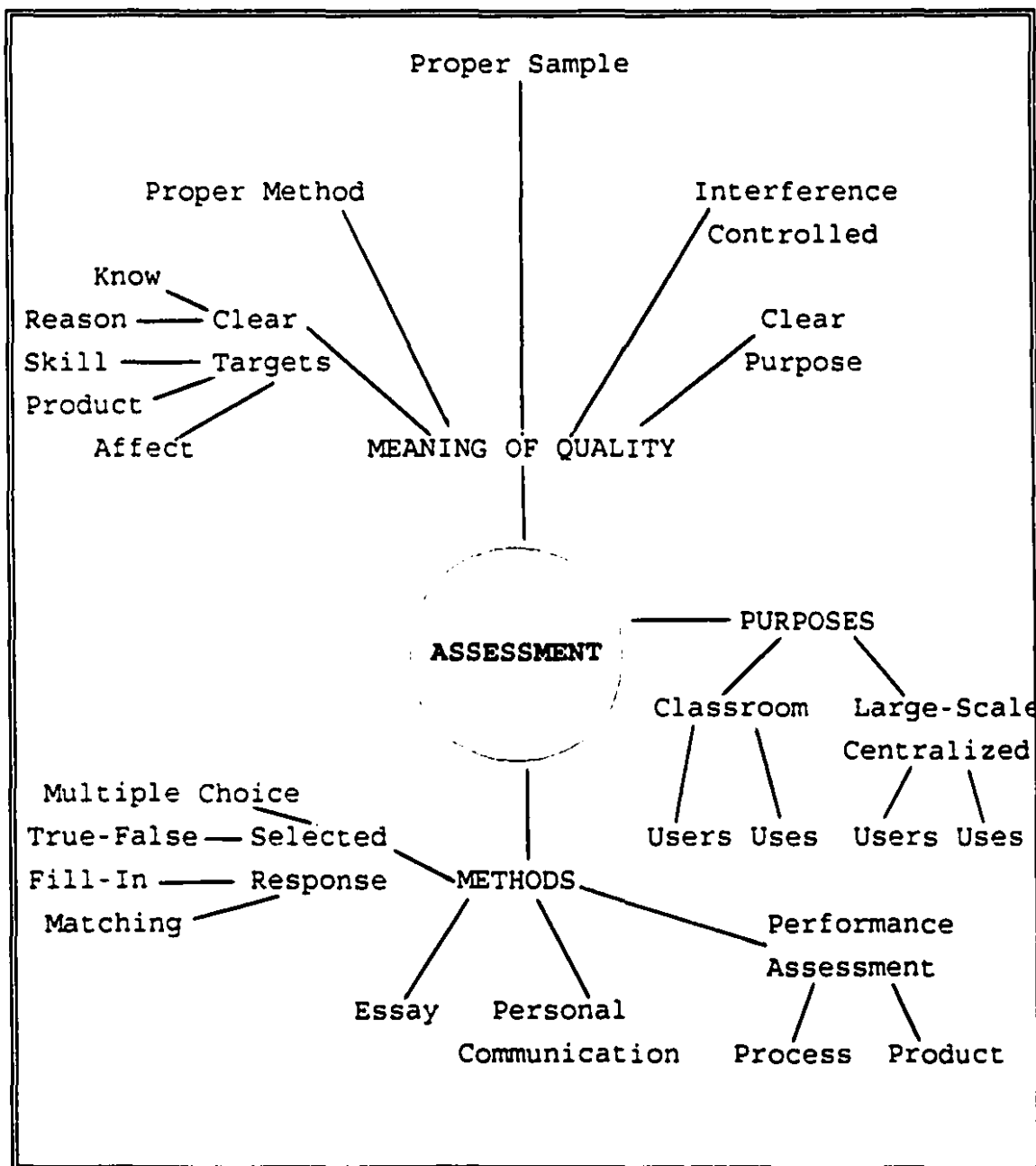


Figure 1. A conceptual framework of student-centred classroom assessment.

Adapted from, "Student-Centred Classroom Assessment," by R. J. Stiggins, 1994.

There are seven principles that contribute to its positive constructive assessment context:

- (1) Clear thinking and effective communication and not just the quantification of achievement - is an important principle of sound assessment.
- (2) Teachers are the coordinators of the assessment systems that determine the effectiveness of schools.
- (3) Students are the valuable users of assessment results. They estimate the probability of success based on performance on previous classroom assessment experience. No single decision or combination of decisions made by any other source exerts greater influence on student success.
- (4) Clarity and appropriateness of the definition of the achievement target to be assessed determine the quality of assessment.
- (5) Sound assessments satisfy five quality standards: (a) explicit achievement targets; (b) the developer takes into account user needs; (c) assessment methods indicate the relevant objective; (d) the assessment collects a representative sample that is large enough to yield inferences about how the respondent would have done on a large-scale assessment; and (5) all sources of bias that can make the results devoid of clear meaning have been avoided.
- (6) Assessment is a dynamic interpersonal activity that is accompanied by personal antecedents and personal consequences. Assessments bind students to their perpetually emanating academic and personal self-concepts.
- (7) Students can be made full partners in the assessment process. Students who internalize valued achievement targets so thoroughly as to be able to competently evaluate their own and each other's work, almost automatically become better performers.

These seven principles blend together to form the basis of a sound student-centred assessment. It treats the assessment process as a blend of two critical ingredients: clearly articulated achievement targets and appropriate assessment methods. As shown in Figure 2, the challenge for the educators is to match the purpose, target, and method for a successful assessment technique in any given situation. Students have to be encouraged to be critical thinkers by providing them with an understanding of their reasoning processes, a vocabulary with which to communicate about these processes, and the tools to evaluate their own reasoning.

The strategies for linking assessments to outcomes consist of pairing four assessment methods with five types of outcomes. This provides twenty effective assessment options as is apparent in Figure 2.

	Selected Response	Essay	Performance Assessment	Personal Communication
Know				
Reason				
Skill				
Product				
Affect				

Figure 2. A plan for matching assessments with achievement targets.

Source: "Student-Centred Classroom Assessment," by R. J. Stiggins, (1994).

Each of the four methods of assessments namely, selected response assessments, essay assessments, performance assessments, and assessments that depend on direct communication with the learner, demonstrates student competence. The achievement targets are hierarchically related, each establishing itself on those preceding it. Thus knowledge is the foundation, problem solving involves application of knowledge, skills represent knowledge and problem solving at work, and quality products are produced by utilizing knowledge, thinking, as well as skills. These indicators are visible manifestations that can be evaluated, however, the affective target is an important one as well which can be assessed by calling upon the students to express their feelings on a specific subject. Thus the foundation for the selection of a method is a refined vision of the achievement target to be assessed.

A strong conclusion to be drawn is that the sound assessment of the complete range of important school outcomes requires an application of all of the assessment tools : selected response paper and pencil tests, essay exercises, performance assessments, and direct personal communication with students. A single method is not sufficient to serve various assessment needs.

Appendix G
Samples of Assessment Tools

NAME

TITLE:

DATE:

AUTHOR

ABC

1

DEF

2

GHI

3

JKL

MNO

PQR

4

STU

5

VWX

6

IMPORTANT MESSAGE:

COLOUR:

PAGES:

TITLE:

DATE:

AUTHOR

ABC

1

DEF

2

GHI

3

JKL

MNO

PQR

4

STU

5

VWX

6

IMPORTANT MESSAGE:

COLOUR:

PAGES:

TITLE:

DATE:

AUTHOR

ABC

1

DEF

2

GHI

3

JKL

MNO

PQR

4

STU

5

VWX

6

IMPORTANT MESSAGE:

COLOUR:

PAGES:

STUDENT ASSESSMENT

TERM

NAME

LANGUAGE ARTS

LISTENING & RESPONDING

TALKING

READING CONFERENCES (SEE CARD)

LOG

To books () p. ☐

To books () p. ☐

To books () p. ☐

To books () p. ☐

To books () p. ☐

To books () p. ☐

To books () p. ☐

To books () p. ☐

To books () p. ☐

JOURNAL

STORYWRITING

PUNCTUATION

SPELLING

CURSIVE WRITING

NAME:

DATE

EVALUATION OF WRITING From _____ to _____

What does one have to do in order to be a good writer?

What are your two best pieces of writing during this period of time?

What makes each best?

How did you go about writing each piece?

How did you come up with the idea?

As you wrote, what are some things you changed from one draft to the next?

TITLE #1 _____

TITLE #2 _____

How have you changed or grown as a writer?

What have you discovered about yourself as a writer?

What have you discovered about your writing?

What has helped you most with your writing?

What do you want to do next as a writer?

READING CONFERENCE CARD

[illegible]

MY WRITING RECORD

[illegible]

Appendix H
Samples of Students' Work

NAME:

EVALUATION OF WRITING From 1994 to 1995

What does one have to do in order to be a good writer?

he/she has to be sarcastic &
ununderstanding

What are your two best pieces of writing during this period of time?

What makes each best?

How did you go about writing each piece?

How did you come up with the idea?

As you wrote, what are some things you changed from one draft to the next?

TITLE #1 The dream. I am writing it
now. I think its real imagination
funny. Its about a huge McDonalds
that is being taken over by
the evil Dr McDonald & Superbug
is trying to save McDonalds..

TITLE #2 THE NEW SPIDERMAN!

I got the idea from the new Spiderman.
Why I find it the best is because I like the TV show.
I started writing it because of the TV show

How have you changed or grown as a writer?

I write more than ever!

What have you discovered about yourself as a writer?

My stories are usually amusing.

What have you discovered about your writing?

What has helped you most with your writing?

My toys give me funny things
to write about.

What do you want to do next as a writer?

I want to be author of the
week! So I can write my
journal story on computer!

NAME:

EVALUATION OF WRITING From September 94 to June 95

What does one have to do in order to be a good writer?

Check your writing after your finished. take your
time. make periods.

What are your two best pieces of writing during this period of time?

What makes each best?

How did you go about writing each piece?

How did you come up with the idea?

As you wrote, what are some things you changed from one draft to the next?

TITLE #1 The fear in my house

I wrote two pages to me it was an adventure
reading it out loud it was true. I changed
I put more and more as I thought

TITLE #2 my trip to m.f.l.d.

I wrote about it because every body asked
me to I went there I really don't
want to but after I thought ok it
could be fun

How have you changed or grown as a writer?

from grade 1, 2, 3, I began I got to be
a better writer

What have you discovered about yourself as a writer?

What have you discovered about your writing?

I write with more addtional & I was
taught cursive last year. I wrote over 10
pages of writing on summer vacation

What has helped you most with your writing?

(writing alot) (doing cursive) my books
computer

What do you want to do next as a writer?

(Write ^{maybe} biography) I'll write a book
about health a medical book, maybe
about how I grew up, every day I
come home I do my homework and go
to work come home wash my sister
eat wash my sister that how my
life goes, when my mom's ill I try
to help her and wash my sister
I'm proud of what I do to help

Some times its hard my brother
is in the army, I'll watch my sister -
for the rest of my life I'm happy
with that!!! 😊

NAME:

EVALUATION OF WRITING From September 94 to June 95

What does one have to do in order to be a good writer?

You have to write very good and know words
to spell.

What are your two best pieces of writing during this period of time?

What makes each best?

How did you go about writing each piece?

How did you come up with the idea?

As you wrote, what are some things you changed from one draft to the next?

TITLE #1 My favorite Adventure is "Tom and Jerry" why I use:

- Because it is for kids and it is very exciting

- The story is very exciting.

Each piece is from my mind

I think about it

I want the story more complete.

TITLE #2 I wrote about a mouse and a cat

Because it is exciting.

It is exciting and fun

I thought about it

How have you changed or grown as a writer?

I could be a writer by knowing words and letters and to have ideas.

What have you discovered about yourself as a writer?

I have to learn the words to spell and I have to read more stories.

What have you discovered about your writing?

I have to know things and not to write bad words and not to forget to put end of the sentence of a period.

What has helped you most with your writing?

My mother and my sister helped.

What do you want to do next as a writer?

To do a newspaper and making stories.

EVALUATION OF WRITING From September 94 to June 95

What does one have to do in order to be a good writer?

check your work after you finish your work.

What are your two best pieces of writing during this period of time?

What makes each best?

How did you go about writing each piece?

How did you come up with the idea?

As you wrote, what are some things you changed from one draft to the next?

TITLE #1 I wrote an interview of my family
It was long it was fun and
I learned alot of new things

At first I did not want to do
it but after a while I got the
hang of it
I just felt like it so I did an
interview.

TITLE #2 my poem.

It was alot of fun at first I
was bored so I wrote a poem.

I felt like it so I wrote

How have you changed or grown as a writer?

yes I have read many books
and that how I grew.

What have you discovered about yourself as a writer?

I'm a ~~good~~ sound writer.

What have you discovered about your writing?

I'm improving my writing and
I'm writing smaller

What has helped you most with your writing?

Reading a lot of books its
fun to read books.

What do you want to do next as a writer?

Write a big story on speed
and get an education from
mcgill.