

**Provincial Assessment Sector, Student Learning Standards Division**  
**Workshops/Sessions/Presentations**  
**2016-2017 School Year**

Please note that for many of the sessions the duration can be adjusted to fit differing time-lines, to make the session more suitable for conferences and conventions. To find out about the possibility of providing sessions in English or French, please contact **Italo Berrios** at [Italo.Berrios-Pozzuoli@gov.ab.ca](mailto:Italo.Berrios-Pozzuoli@gov.ab.ca) or 780-638-3951.

<b>Workshop Title: (1)</b>	<b>Interpreting Achievement Test Results</b>
<b>Grade Level:</b>	<b>Elementary – Junior High</b>
<b>Description:</b>	<p>This interactive session focuses on the interpretation of the results that participants provide of their school or school authority reports. Participants will be provided with background information about the design and scoring of achievement tests to enhance their understanding of the reports that detail achievement test results. Working with a team member from Student Learning Standards, Provincial Assessment Sector, participants will learn to interpret and use the achievement test results to improve student learning by working through the following process:</p> <ul style="list-style-type: none"> <li>• Outline of provincial assessment programs.</li> <li>• The standards and phases of exam development.</li> <li>• Opportunities for teacher involvement.</li> <li>• Elements of our accountability structure.</li> <li>• Analyzing and interpreting results.</li> <li>• Reflection and exchange of ideas.</li> </ul>
<b>Duration:</b>	Full Day
<b>Notes:</b>	<p>Participants are expected to bring the following items to the workshop:</p> <ul style="list-style-type: none"> <li>• a calculator</li> <li>• school or school authority reports</li> </ul>

<b>Workshop Title: (2)</b>	<b>Using Alberta Education Achievement Testing Scoring Guides and Writing Exemplars</b>
<b>Grade Level:</b>	<b>Elementary – Junior High</b>
<b>Description:</b>	<p>Working with a team member from Student Learning Standards, Provincial Assessment Sector, participants will have the opportunity to review pertinent documents that support the Alberta Grade 6 and Grade 9 English Language Arts Provincial Achievement Tests. As well, participants will have the opportunity to review representative samples of student work that demonstrate the standards related to the scoring guides and the exemplars. Samples of student writing will be assessed and an opportunity will be provided for reflection and exchange of best practices in the field.</p>
<b>Duration:</b>	Full Day or half day.
<b>Notes:</b>	

<b>Workshop Title: (3)</b>	<b>Quest A+ – Administering Digital Format Provincial Assessments</b>
<b>Grade Level:</b>	<b>Elementary – Senior High (3-12)</b>
<b>Description:</b>	<p>This session will provide the audience with an update, or perhaps a first glimpse, of the online testing application Quest A+ used to administer provincial assessment and some field tests in an online environment in Alberta.</p>
<b>Duration:</b>	Half Day
<b>Notes:</b>	Computer lab and LCD projector required

<b>Workshop Title: (4)</b>	<b>Writing Effective Machine-Scored Questions for High School Math and/or Science</b>
Grade Level:	<b>Junior – Senior High (7-12)</b>
Description:	This workshop focuses on showing teachers how to construct effective multiple-choice and numerical-response questions for high school math and science. Common issues, errors and misconceptions in item development will be shown, as well as ways to improve the quality of machine-scored items. Hands-on materials and a handbook on item writing will be provided. Participants should bring a copy of a current test that they wish to “polish”, as well as resources to write new machine-scored questions at this workshop. The full-day session will allow participants time to practice the skills described in the session and will explore the concept of blueprinting assessments based on provincial standards established by Alberta Education and teachers from across Alberta.
Duration:	Half Day or Full Day
Notes:	Workshop participants are requested to bring current questions/examinations to work on as a part of the day, along with the related Program of Studies. Participants are also requested to bring contexts from which to build context-related questions.

<b>Workshop Title: (5)</b>	<b>Comment apprivoiser les questions à choix multiple?</b>
Grade Level:	<b>9e à 12e année</b>
Description:	Notre but ultime est d'améliorer nos pratiques d'évaluation en salle de classe comme moyen d'appui pour l'apprentissage de nos élèves. Cet atelier vous aidera à mieux composer des questions à choix multiple qui sont justes et équitables, donc votre participation vous aidera à découvrir des outils qui aideront à apprendre à reconnaître et construire des questions de qualité. Une introduction au site web Quest A+ et comment ce site pourrait mieux préparer nos élèves pour un examen standardisé sera aussi présenté.
Duration:	½ journée
Notes:	Pour les cours de langue (français, anglais) ou études sociales

<b>Workshop Title: (6)</b>	<b>Projet pour responsabiliser l'élève dans son apprentissage d'une langue seconde</b>
Grade Level:	<b>11e à 12e année</b>
Description:	Voici un atelier où vous découvrirez un projet concret et réaliste pour responsabiliser vos élèves dans leur apprentissage en exploitant entre autres; un sujet controversé, le plan de travail pour un texte argumentatif, des exemples d'erreurs fossilisées, le transfert des connaissances et une grille pour l'autocorrection. Ce projet a comme but d'approfondir la nature, la raison et la démarche du fonctionnement de la langue aussi que de transférer des connaissances antérieures et acquises durant ce projet vers une meilleure application de la langue française. Finalement, quoi de mieux que d'avoir l'opportunité de rencontrer des collègues de partout en ce glorieux pays qui partagent les mêmes défis!
Duration:	½ journée
Notes:	Pour les enseignants d'études sociales et de français

<b>Workshop Title: (7)</b>	<b>Interpreting Diploma Examination Results</b>
<b>Grade Level:</b>	<b>Senior High (10-12)</b>
<b>Description:</b>	<p>This workshop focuses on how to best use the results provided following the administration of diploma examinations, to advise modifications to instructional and administrative practices with the goal of improving results. Participants will be provided with background information about the design and scoring of diploma examination to enhance their understanding of the reports that detail diploma examination results. Working with team members from the Diploma Examination program of the Provincial Assessment Sector, participants will learn to interpret and use these results to improve student learning through the following process:</p> <ul style="list-style-type: none"> <li>• Considering factors that affect examination results.</li> <li>• Learning about the provincial diploma examination programs.</li> <li>• Understanding exam standards and the phases of exam development.</li> <li>• Learning about examination equating.</li> <li>• Reviewing the information provided in each report table.</li> <li>• Examining case-studies of school results.</li> <li>• Analyzing your own results.</li> <li>• Reflecting on the day and exchanging ideas.</li> <li>• Discovering what opportunities there are for teacher involvement in the examination process.</li> </ul>
<b>Duration:</b>	Full Day (1/2 day version is possible)
<b>Notes:</b>	<p>Participants are expected to bring the following items to the workshop:</p> <ul style="list-style-type: none"> <li>• A calculator</li> <li>• The most recently available instructional group, school, or school authority reports</li> <li>• The most recently available multi-year reports</li> </ul>

<b>Workshop Title: (8)</b>	<b>Maintaining Consistent Standards over Time (Diploma Examination Equating Explained)</b>
<b>Grade Level:</b>	<b>Senior High (10-12)</b>
<b>Description:</b>	<p>This workshop provides teachers, administrators and central office staff with information regarding the how and why of diploma examination equating. The presentation is particularly useful in providing participants with the answers to the questions regarding equating they may receive from students, parents, or members of the general public. Common misperceptions regarding equating are also discussed.</p>
<b>Duration:</b>	1.5 to 2 hours
<b>Notes:</b>	

<b>Workshop Title: (9)</b>	<b>Moving from Cookbook to Open-Ended Lab Investigations in Physics 20 and 30</b>
<b>Grade Level:</b>	<b>Senior High (10-12)</b>
<b>Description:</b>	<p>This session will help participants plan a full course of investigations in which students will be able to engage in the full cognitive expectations of the <i>Physics 20-30, 2007 Program of Studies</i>. In the half-day session only the theory will be explored, in a full day session, participants will be expected to complete at least one of the investigations.</p>
<b>Duration:</b>	Half Day or Full Day
<b>Notes:</b>	<p>This session needs to be held in a location that has space for the participants to be actively engaged in data collection. Minimal physics equipment will be needed, too.</p>

Workshop Title: <b>(10)</b>	<b>The Relationship between Investigations in the Physics 30 Program of Studies and the Diploma Examination</b>
Grade Level:	<b>Senior High (10-12)</b>
Description:	This session will explore how skills mandated by the program of studies in both Physics 20 and Physics 30 can be assessed on a paper-and-pencil examination. If the session is longer than 50 minutes, it will include a hands-on activity and a related diploma style question.
Duration:	1 Hour to Half Day

Workshop Title: <b>(11)</b>	<b>Developing Formative Assessment for Physics 20 &amp; 30</b>
Grade Level:	<b>Senior High (10-12)</b>
Description:	This session will explore the use of written-response questions for formative assessment to assist students in experience success in learning the higher cognitive content mandated in the Physics 20-30 Program of Study.
Duration:	Half Day or Full Day

Workshop Title: <b>(12)</b>	<b>Helping Your Students Reach the Standard of Excellence in Physics 20 and 30</b>
Grade Level:	<b>Senior High (10-12)</b>
Description:	This session will explore the use of written-response or project based prompts for formative assessment to assist students in experience success in learning the higher cognitive content mandated in the Physics 20-30 Program of Study. Items for both Physics 20 and Physics 30 will be presented.
Duration:	Half Day or Full Day
Notes:	Participants should bring a calculator, a copy of the <i>Physics 20-30, 2007, Program of Studies</i> , and a willingness to try something new.

Workshop Title: <b>(13)</b>	<b>Diploma Examinations: Marking Processes and Standards</b>
Subjects:	<b>Social Studies 30-1 and/or Social Studies 30-2 and/or ELA 30-1 and/or ELA 30-2</b>
Grade Level:	<b>Senior High (10-12)</b>
Description:	This workshop focuses on the outcomes of the marking and standards for Social Studies and/or ELA diploma examinations. Participants will be given the opportunity to train with the scoring rubrics, standards, and procedures as well as examine and mark examples of student work, better preparing for the Grade 12 Diploma Exams.
Duration:	Full Day (1/2 day for each course)

Workshop Title: <b>(14)</b>	<b>Principles of Effective Item Development – Senior High ELA</b>
Grade Level:	<b>Senior High (10-12)</b>
Description:	This workshop focuses on showing teachers how to use the English Language Arts Program of Studies to construct effective multiple-choice questions for English Language Arts. The emphasis of this session is on the application of item development principles to formative and summative assessment activities in the classroom. Participants will receive supplementary materials including a quick-reference summary of effective item building principles.
Duration:	Full Day
Notes:	Participants should bring a copy of a current assessment tool that they wish to “polish”, as well as any additional texts they would like to develop for use in their classrooms.

<b>Workshop Title: (15)</b>	<b>Understanding ELA 30-1 and 30-2 Written Response Standards</b>
<b>Grade Level:</b>	<b>Senior High (10-12)</b>
<b>Description:</b>	<p>This workshop will provide an opportunity for teachers to build a shared understanding of the standards as illustrated in sample student responses from a recent large administration of the ELA 30-1 and 30-2 Diploma Examinations. The workshop will consist of two concurrent sessions, one for ELA 30-1 and one for ELA 30-2.</p> <p>The ELA 30-1 group will read and discuss illustrative problematic written responses, as well as those that demonstrate the declination between levels of performance in order to clarify the language of the examination rubric. In keeping with Wiggins and McTighe’s <i>Understanding by Design</i>, participants will discuss scaffolding text study and the importance of metacognition as illustrated by the choices students make when responding to both ELA 30-1 Part A assignments. In addition, participants will have a better understanding of the process of standards confirmation and marking procedures such as reliability reviews.</p> <p>The ELA 30-2 group will read and discuss examples of student writing on all three assignments at the various levels of performance. In addition, participants will discuss the common features of effective approaches to the assignments. Teachers will be given the opportunity to train with the scoring rubrics and will examine and mark examples of student work. The emphasis of this session will be on supporting teachers’ assessments of the outcomes of the English Language Arts Program of Studies.</p>
<b>Duration:</b>	Full Day

<b>Workshop Title: (16)</b>	<b>Provincial Assessment for Mathematics 30-1 and Mathematics 30-2</b>
<b>Grade Level:</b>	<b>Senior High (10-12)</b>
<b>Description:</b>	<p>This session will provide teachers and administrators with an overview of the Mathematics 30-1 and Mathematics 30-2 Provincial Assessment. Sector Staff will provide an update to the assessment standards for each course, the field testing processes, and implications for teaching and future exam development. Participants will also have the opportunity to ask questions to clarify their understandings of the diploma examination assessment process in mathematics.</p>
<b>Duration:</b>	1.5 – 2 hours
<b>Notes</b>	Participants may wish to bring the <i>Assessment Standards &amp; Exemplars</i> to reference during the presentation.

<b>Workshop Title: (17)</b>	<b>Teaching a Math-Science Diploma Examination Subject for the First Time? Advice for Preparing Your Students</b>
<b>Subject/Grade Level:</b>	<b>Senior High (10-12)</b>
<b>Description:</b>	<p>Teaching a diploma examination subject for the first time can be daunting. The purpose of this session is to acquaint teachers with the design of the Grade 12 assessment, to distinguish between school-awarded and examination marks, to assist teachers in assigning valid school-awarded marks, and to provide teachers with tools for the appropriate and effective preparation for their students in the diploma examination.</p>
<b>Duration:</b>	Half Day
<b>NOTE:</b>	This session is most suitable for the <b>beginning</b> of a term for teachers who are teaching a diploma course for the first time.

Workshop Title: <b>(18)</b>	<b>Provincial Assessment for Mathematics 30-1 and Mathematics 30-2 and Writing Effective Items</b>
Grade Level:	<b>Senior High (10-12)</b>
Description:	This session will provide teachers and administrators with an overview of the diploma examination results to date for Mathematics 30-1 and Mathematics 30-2. Changes to the Assessment Standards document will also be shared, and implications for teaching and for future exam development will also be discussed. Participants will have the opportunity to ask questions and to clarify their understanding of the diploma examination assessment process in mathematics. Participants will also be given the opportunity to develop some machine-scored items for their classrooms. Common issues, errors and misconceptions of item development will be discussed, as well as ways to improve the quality of machine-scored items. Electronic item-writing forms will be provided for those who want to bring laptops.
Duration:	Full Day
Notes:	Participants should bring the <i>Assessment Standards &amp; Exemplars</i> as well as current questions/examinations to work on. Participants are also requested to bring contexts from which to build context-related questions.

Workshop Title: <b>(19)</b>	<b>Mathematics 30-2: Diploma Examination and Research Project Information Session</b>
Grade Level:	<b>Senior High (10-12)</b>
Description:	Participants will have the opportunity to gain a deeper understanding of the assessment standards in the <i>Mathematics 30-2 Assessment Standards and Exemplars</i> and their connection to the diploma examination. This session will also explore ideas for how to incorporate the research project into classroom assessment. The research project is a mandated outcome that cannot easily be assessed on a paper-and-pencil test. The value of teacher-based provincial standards and rubric development will also be discussed.
Duration:	Half day
Notes:	Participants should bring a copy of the <i>Mathematics 30-2 Assessment Standards and Exemplars</i> as well as any applicable resources related to the research project. Please note that the portion of the day related to the research project will be a sharing and brainstorming session.

Workshop Title: <b>(20)</b>	<b>Blueprinting and Developing High-School Math-Science Assessments</b>
Grade Level:	<b>Senior High (10-12)</b>
Description:	This session is based on the provincially established performance standards published by Alberta Education in subject specific information bulletins. A blueprint that reflects the standards will be developed by the participants for whichever course they are instructing. Then any of the activities, projects, tests, questions, etc., that the participants are using will be mapped onto the blueprint. The full-day session will expand the participants' activities to blueprinting a full unit of classroom time to ensure coverage of all the mandated outcomes.
Duration:	Half Day or Full Day
Notes:	Participants should bring a copy of the program of studies for a course that they are currently instructing, several classroom assessments that they are willing to analyze, and a calendar of instructional days for the full-days session.

Workshop Title: <b>(21)</b>	<b>Provincial Assessment Information Sessions</b>
Grade Level:	<b>Elementary, Junior High and Senior High</b>
Description:	This session will give participants information on processes for the administration of Student Learner Assessments, Provincial Achievement Tests and Diploma Exams. Exam administration guidelines and expectations will be discussed - signing up for field tests, registering students for provincial assessments, accommodations, exemptions, etc. Relevant updates on using technology, upcoming diploma exam schedules, etc., will also be provided.
Duration:	1.5 to 2 h
Notes:	