

Myth-Busting: Debunking Multiple-Choice Misconceptions



PRESENTED BY
Tim Coates



SERIES SESSIONS

Date	Time
April 17, 2018	9:00 AM - 3:30 PM



LOCATION
**FFCA - Learning Centre - 110 - 7000
Railway St. SE**

FEE

\$50.00

QUESTIONS?

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403-291-0967

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Program

TARGET AUDIENCE: ALL GRADES 4-12 EDUCATORS, DISTRICT LEADS AND COACHES ARE ENCOURAGED TO ATTEND

One does not have to probe too deeply into educational literature to find disparaging observations regarding multiple-choice questions. To be fair the criticisms are not without foundation as there are many poor quality m-c questions in use. However there also are poor quality rubrics, performance assessments and other means of gathering assessment information. The problem is not multiple-choice questions per-se, but rather how they are constructed, and how the information they generate is used (or not used) to provide valuable instructional information. This session will identify and debunk the myths and offer participants guidance as to how to make high-quality questions and how to use the questions to provide valuable information about student understandings and misconceptions.

This learning opportunity is being offered through curriculum implementation funding from Alberta Education.

Presenters

Tim Coates

After a number of years in the classroom, Tim Coates was seconded to Alberta Education as a Diploma Examination Manager; first for Social Studies 33, and later for Social Studies 30. From 2005 until 2014 Tim was the Director of the Diploma Examination Program Branch. His final service to Alberta Education was as the coordinator of the Classroom

Assessment Capacity project.

From 2009 until 2018 Tim served as a sessional lecturer at the University of Alberta, teaching a course in classroom assessment. Tim has offered many professional development presentations throughout Alberta and on occasion in the United States. He has been featured as a keynote speaker at district professional development and conventions. Tim's educational interests and expertise focus on how to make assessments that engage students and provide meaningful information.



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