

Assessing and Reporting Student Achievement in a Concept-Based Curriculum



PRESENTED BY

Tim Coates

SERIES SESSIONS

Date	Time
May 02, 2019	9:00 AM - 3:30 PM



LOCATION

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

FEE

\$50.00

QUESTIONS?

Contact Us:

crc-register@arpc.ab.ca[403-291-0967](tel:403-291-0967)

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Program

TARGET AUDIENCE: ALL K-4 TEACHERS AND ADMINISTRATORS ARE ENCOURAGED TO ATTEND

Alberta Education is preparing to roll-out new programs of studies over the next few years. The ministry has announced that these new programs will have as a foundation a "concept-based paradigm". What does this mean for the assessment of students? Will this require a major shift in assessment practices or simply minor adjustments? How will this new paradigm affect reporting practices?

At this session the facilitator will address these and other questions related to assessment and reporting under this new paradigm. A significant portion of the day will provide time for attendees to plan and share approaches that can be applied to current programs and at the same time be suitable when new programs are rolled out.

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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