



Activity 7.1

Recognizing the Ethical and Appropriate Use of Student Assessment

Learning Target for the Activity

- I can identify ethical and appropriate student assessment use and explain my reasoning.

Purpose

The purpose of this activity is to give school leaders an opportunity to analyze common student assessment scenarios according to whether they comply with assessment standards and principles of ethics and fairness. The activity also gives school leaders a chance to practice describing and explaining what is ethical and appropriate (or not) in a given situation in order to better prepare them for work with colleagues, teachers, students, and parents.

Time

45 minutes

Materials Needed

- Copies (paper or electronic) of the handout “Recognizing the Ethical and Appropriate Use of Student Assessment” (see Figure 7.2)

Suggested Room Setup

This is a small-group activity. Arrange chairs around a table suitable for both individual writing and group discussion.

Directions

Working in small groups, complete each step in the order below:

1. The school leader reviews the contents of this chapter, which they have read prior to this activity. The group should entertain any questions people have about the meaning or content of the chapter text. (5 minutes)
2. Individually (or in pairs if the group is larger than eight persons), consider each of the scenarios in the handout “Recognizing the Ethical and Appropriate Use of Student Assessment.” Make sure the group members know that these scenarios were constructed to raise a variety of issues described in the chapter and that some of the scenarios may invoke several issues or standards of ethics and appropriateness. For each scenario individuals should answer two questions: (a) Is this practice ethical/appropriate? and (b) Why did you make this choice? Answers to the second question should include evidence from the text of Chapter 7 (with page and paragraph numbers) as part of the explanation and support. (15–20 minutes)
3. The group reconvenes after the individuals (or pairs) have considered the scenarios. A volunteer facilitator calls on each individual (or pair) in turn to volunteer one of the scenarios for discussion. Participants should choose a scenario that was difficult for them, raised an issue they thought was especially important to discuss, and/or resonated with something in their own experience as school leaders. They should identify the scenario they would like to discuss, explain why, and ask any specific questions they have about it. (15–20 minutes)

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Closure

Participants should refer back to the learning target for this activity and also to the chapter learning goals. Each one should perform a self-evaluation: Am I closer to this learning goal now than before the activity? Participants should share out briefly what they have learned that brought them closer to their assessment literacy goal of ethical and appropriate assessment use. (5 minutes)

Some facilitators may find it useful to have an answer sheet, so we offer one here (see Figure 7.3). It should not be used to grade or score participants but only to assist in discussions where needed. It is not necessary to use this answer sheet in the activity at all, especially if discussions are lively and on point. Note that some of the scenarios are open to interpretation, and a case may be made for answers other than the authors'.