ABSTRACT
        The first chapter of this monograph sets forth the
central purpose of the reported study: "Why do teachers prefer to use
particular practices in student evaluation?" Chapter two explores the
question: "How should evaluation influence the learning of each
student?" and defines three specific issues, quotes what some
teachers say on each issue, compares how a teacher with an
"interactive" orientation would approach each issue in particular
classroom situations with practices of a teacher with a "responsive"
orientation, and summarizes those practices which best depict the
resolution teachers from both orientations would follow. Chapter
three repeats the same structure with the general issue, "What
guidelines should govern the evaluation of students?" The fourth
chapter elaborates on how the teachers with an interactive
orientation have some similarities with the teachers with a
responsive orientation on what they do and do not emphasize, but
differ on the meaning of what is central and matters most to them in
student evaluation. Chapter five proposes ways for teachers to use
this book as a catalyst for professional development in their
schools. This book is the result of analysis of responses from over
300 teachers, from which a questionnaire was developed and materials
obtained for structuring personal interviews. (JD)

More Than Marks

What Teachers Say About Student Evaluation

Dennis Thiessen

STUDENT REPORT CARD

	C
	B
Art	A⁻
English	B
French	B
Geography	C
History	C⁻
Math	A
Physical Education	C
Reading	A
Science	
Spelling	

Sara A. Hudson

...ENT REPORT CARD

	B
	A
...graphy	C
History	B⁻
Math	C
Physical Education	C
Reading	A
Science	B
Spelling	C
	B⁺

James R. Anderson

STU...

Art
English
French
Geography
History
Math
Physical Educa...
Reading
Science
Spelling

Spelling	C
	B
	C

B.J. Newman

	B⁻
	B
	A
	B⁻
	C⁻
	C⁺
	A⁻
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More Than Marks

What Teachers Say About Student Evaluation

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Preface

Student evaluation is bo'h an expectation and a phenomenon that pervades most aspects of what teachers experience in schools. Teachers adopt a wide range of student evaluation practices which both facilitate student learning and work within guidelines that promote excellence. These practices are judgments-in-action, daily judgments that teachers make as they evaluate why, what and how students learn.

This study explores these judgments-in-action from the perspective of teachers. In writing and through conversations, teachers describe the issues they *must* face and the choices they *must* make during student evaluation. It is the meaning and importance teachers give to their judgments-in-action that determine what student evaluation orientations they use to explain and to guide how and why they evaluate students.

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Biography

Dennis Thiessen is an assistant professor in Educational Studies at the University of Ottawa. He has taught courses in curriculum, evaluation, naturalistic inquiry and staff development. His publications and projects focus on the areas of assessment, teaching strategies, staff development and teacher beliefs and decision-making practices.

Chapter 1

Why Do Teachers Prefer To Use Particular Practices in Student Evaluation?

A student whispers, "I don't understand what you said." While observing a learning centre, a teacher records that two students have developed a novel way to do the task card. A teacher writes a note to parents commending the progress of their child. At the bottom of a story, a student reads a series of comments from the teacher expressing how the teacher felt about the story. A teacher confides in a student, "I like the way you included the new student in the small group activity." As the unit ends, a teacher refers to the school board curriculum guide to formulate questions for a unit test. Students review their writing folders, identifying changes in the form and content of their stories. When the test results are low, a teacher reteaches the concept. For the teachers in this study, these classroom situations are examples of student evaluation practices in their classrooms. Seemingly spontaneous actions of the moment mask the history of judgments that precede and explain the practices teachers follow in student evaluation. Their practices are judgments-in-action they use to resolve the numerous issues they experience in student evaluation. It is the meaning and importance teachers give to their judgments-in-action that this study explores.

How the study is different:

Purpose

The central purpose for the study is to discover the viewpoints teachers in the study describe in response to the question, "Why do teachers prefer to use particular practices in student evaluation?" The study surveys the concerns teachers have about student evaluation and then interviews teachers to elaborate both what their practices are and why they prefer some practices more than others. What matters most to teachers in what they do in student evaluation is the major thrust of this study.

Most researchers of studies or authors of articles or books on student evaluation provide answers either to the question, "How do teachers evaluate students?" or "How should teachers improve their approaches to student evaluation?" In the former question, some researchers describe how many teachers consider student ability, content, the classroom environment and previous instruction in their student evaluation planning. Other researchers document the complex classroom interactions which happen when teachers maintain diagnostic routines to respond quickly to student learning problems, implement remedial techniques to motivate or to improve student performance and monitor learning activities to gather information about student progress. In the latter question, many authors emphasize the ways teachers can develop their skills, enhance their techniques or improve their efficiency in student evaluation. (See the Bibliography for a sample of references which either describe the way teachers evaluate students or prescribe improvements for the way teachers evaluate students.)

Two things set this study apart from the prescriptions or descriptions that many researchers and authors in student evaluation make. First, the study emphasizes what teachers think about student evaluation experiences. Second, it searches for how their practices relate to what they value most in student evaluation.

Research approach

To discover the meaning and values the teachers hold for their practices, this study adopts an approach to research which allows the teachers to express their views on whatever aspects of student evaluation are important to them and in whatever language they feel best reveals their ideas. Over three hundred teachers from across Ontario expressed in writing their concerns about student evaluation. After an analysis of the concerns, twelve questions in four areas formed the basis for telephone interviews with thirty teachers recommended by consultants in their respective school boards. The thirty teachers selected from the twelve questions those which they felt best facilitated the explanation of student evaluation in their classroom. The combination of the written statements of concerns with the interview comments generated the findings which are presented in the next three chapters. The initial question, "Why do teachers prefer to use particular practices in student evaluation?" led to an open research approach in which what the teachers said both determined how one phase of the research approach emerged from the previous phase of the research approach and defined the reference point for the findings of the study. (See Appendix 1 for a more detailed description of the teachers and the research approach in the study.)

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The following overview of the findings acts as an advance organizer for the more thorough interpretation presented in chapters two, three and four. Three interrelated frameworks provide a structure for the findings.

Concerns as issues

The teachers express many of the student evaluations as issues they face in their classroom and schools. Formulating the issues into questions, Table 1.1 elaborates the three specific issues relevant to one general issue of how evaluation relates to the learning of each student. Table 1.2 portrays the remaining two specific issues relevant to the other general issue of how to maintain the quality of those evaluation approaches they use.

Resolutions in practice

To resolve the student evaluation issues, teachers adopt practices which are sensitive to the particular conditions of their situation and to the uniqueness of their students

Student evaluation orientations

The teachers differ according to which practices they adopt to resolve the issues. Some teachers prefer practices which emphasize student self enhancement, diagnose both their teaching and student learning, focus on the total student, build accountability from within their classroom and vary the formality of the evaluation approaches they adopt each day. These teachers use an interactive orientation to student evaluation. Other teachers prefer practices which emphasize student self-development, focus on what and how their students think, maintain accountability to their school board, the parents and the community and vary the type of formal evaluation approaches they regularly schedule for their students. This second group of teachers uses a responsive orientation to student evaluation.

Table 1.3 organizes these interrelated frameworks to summarize the general findings of the study.

First General Issue:

How should evaluation influence the learning of each student?

Specific Issues	Concerns
I How should the strategies for evaluation affect student self-worth?	1 Who should evaluate? 2 Should the teacher use self and peer evaluation strategies? 3 How does the teacher respond to the negative effects evaluation can have on students?
II How should information from evaluation determine how to change student learning?	4 Should student evaluation be used to assess teacher performance? 5 Should the purpose of evaluation be to diagnose learning needs, to change teaching strategies or to report achievement?
III How should the focus of evaluation define what and how a student learns?	6 What should the teacher evaluate — academic achievement, personal and social development or both? 7 How should the teacher evaluate different levels of thinking? 8 Should the teacher evaluate what was taught?

Table 1:1
Concerns about the relationship between evaluation and the learning of each student

Second General Issue

What guidelines should
govern how to evaluate
students

Specific Issues	Concerns
IV On what basis should the judgments in evaluation be made?	9 Should evaluation be based on individual progress and effort?
	10 What criteria should determine teacher judgments in student achievement or promotion?
	11 How should the teacher use the grade level norms and the curriculum objectives of the school, school board or province?
	12 How can consistent standards be maintained?
	13 What is the most effective way to report student achievements — marks, grades or comments?
	14 How should the teacher work with parental attitudes ranging from indifference to concern to pressure?
V What dimensions of evaluation should be varied to promote accurate judgments?	15 What evaluation approaches should the teacher emphasize — texts, exams, anecdotal records, projects or daily work?
	16 How fair, valid and reliable are the various evaluation approaches?
	17 How should the teacher relate student evaluation to specific teaching approaches?

Table 1 2
Concerns about the quality of evaluation approaches

How to read the book

The book invites the reader to consider, to reflect and to act. Chapter two takes the general issue, "How should evaluation influence the learning of each student?" and defines three specific issues, quotes what some teachers say on each issue, creates an explanation of how a teacher with an interactive orientation would approach each issue in particular classroom situations with practices that are different from a teacher with a responsive orientation and summarizes those practices which best depict the resolution teachers from both orientations would follow. Chapter three repeats the same structure with the general issue, "What guidelines should govern the evaluation of students?" Chapter four elaborates how the teachers with an interactive orientation have some similarities with the teachers with a responsive orientation on what they do and do not emphasize but differ on the meaning of what is central and matters most to them in student evaluation Chapter five proposes ways for teachers to use this book as a catalyst for professional development in their schools.

The sequence and format of the remaining chapters allows the reader to choose from alternative reading strategies For example, if the reader wants to review the major findings, then he can turn to Tables 2 1, 2 2, 3:1 and 3 2 Other possibilities include the following.

Reader Interest	Pertinent Section
Theoretical Analysis	Chapter 4
General Student Evaluation Practices	Table 4.1
Particular Issue	See Table of Contents for Desired Section
Teacher Comments	Introductory Page for Each Specific Issue
School Board Inservice Activities	Chapter 5

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Interactive Orientation	Concerns as Issues	Responsive Orientation
	How Should Evaluation Influence the Learning of Each Student?	
Enhance self-worth through experiences which build a supportive learning environment for each student.	How should the strategies for evaluation affect student self-worth?	Develop self-worth through techniques which help each student recognize and fulfil expectations of assigned learning tasks.
Collect diagnostic information which helps each student and the teacher to understand their teaching-learning relationship.	How should the information from evaluation determine how to change student learning?	Define learning objectives from information which presents a comprehensive profile of what, how, why and under what conditions each student does and does not learn.
Use holistic evaluation approaches which recognize and work with the unique and integrated qualities of each person.	How should the focus of evaluation define what and how a student learns?	Adopt teaching and evaluation approaches which emphasize what and how each student thinks.
	What Guidelines Should Govern the Evaluation of Students?	
Make judgments based on grade level expectations which emerge and continually evolve from classroom experiences the teacher has.	On what basis should the judgments in evaluation be made?	Use externally-derived and accountable grade level standards to make judgment about student performance.
Describe and judge student learning, by including information from any classroom situation or task the student experiences.	What dimensions of evaluation should be varied to promote accurate judgments?	Assign frequent formal evaluation approaches to measure and to corroborate student learning.

Table 1.3
Summary of general findings

After chapter one the reader can vary the practicality, order and intensity without affecting the understanding of the book. How to read the book, then, is a decision that each reader makes.

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For many teachers in the study, the relationship between student evaluation and the learning of each student is a general issue that must be resolved. Embedded in this general issue are the concerns about the impact that evaluation has on the student, the role evaluation plays as a catalyst to learning, the effect learning has on subsequent evaluation approaches, the range of factors that alters what the student does during evaluation and the message student evaluation gives to teacher evaluation. The following specific issues provide an organization to portray these concerns.

I   How should the strategies for evaluation affect student self-worth?
II   How should the information from evaluation determine how to change student learning?
III   How should the focus of evaluation define what and how a student learns?

In the resolution of these specific issues, teachers emphasize particular practices defined within the framework of an overriding orientation to student evaluation. The rest of this chapter introduces each specific issue, illustrates what teachers say about each issue, demonstrates how teachers from two different orientations would resolve these issues in practice and reviews how the resolution of the three issues by teachers from both orientations results in quite different resolutions of the general issue.

Issue I: How Should the Strategies for Evaluation Affect Student Self-Worth?

What Issue I means:

Self-worth is a central force in the learning and development of every student. My evaluation approaches will provide ways for each student to recognize and to change his/her strengths and weaknesses. Do I want to emphasize evaluation approaches in which each student determines what is most important to his/her own growth? (Self-enhancement) Or, do I want to emphasize evaluation approaches in which I clarify the criteria that he/she can use and the incentives I can provide to improve his/her performance? (Self-development)

What some teachers say about Issue I:

You have to teach the student, present learning experience and evaluate in such a way that all students at different times have a feeling of success and have a chance to feel good about themselves. I learn quickly what each student can do. This sets my expectations. Then the most important thing is that every student does his or her best.

• • •

The children constantly look at what they've done because we go back over their work often to make plans for tomorrow, what they need to work on, what didn't work well for them today. In peer evaluation we often talk about buddies they might want, different strengths people might have and thus people they might want to go to. Those types of comments are always being made. Build on strengths. It works!

• • •

Our school is really designed to build social and emotional stability. We try to avoid put down statements. You very rarely hear from the children, 'Oh, that's easy, I could do that' when their classmates are trying something new. We talk about what does a statement like that really say. We also talk about how a hurt inside can't really ever be mended. Outside hurts can be mended with ointments and bandaids. There may be a scar that is left but mostly those hurts go away. But with inside hurts, it does not happen. So everybody is trying to

develop a thoughtfulness and concern for others Now once you can see that these kids feel good about themselves, more learning takes place Social and emotional evaluation, like the academic areas, are interrelated and ongoing

• • •

You really have to be tuned in to the kids You have to stop and think why they are responding the way they are Sometimes I think we take answers from them without really thinking about what they are saying to us Every child's answer is sincere Each child s behaviour is the very best behaviour for the child at that moment So if one child was beating up another child, that was his best behaviour at that moment He couldn't cope with it in any other way So we have to help them to learn to cope This is part of learning and evaluation too

• • •

I observe peer interaction and conference with individual students to determine the quality of learning that has taken place — in particular the degree to which students are aware that growth has taken place, the improvement of their self image and their increased desire to proceed I have students complete a self-evaluation questionnaire to focus on their views about the unit, their enjoyment of the unit, what they felt they learned from it and what they felt they learned about themselves from it

• • •

Very often students will start out wanting to get bits of approval halfway through something They ask, Does this sound all right?" I try to get them to see that it is their piece of work and they should work on it until they feel good about it and then bring it to me to compare their perspective with my perspective Self-evaluation is a form of self-discipline It is a chance to look at what you have done, to feel a sense of achievement in what you've done and to be able to look at your own work without being defensive about it These are important attributes for kids to develop

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One situation for Issue I:

Is this what you want?" asked Allison Allison has worked on a sketch for fifteen minutes prior to bringing the sketch to me At the beginning of the lesson, I introduced the idea that any emotion can be expressed without using words Various students in the class demonstrated facial expression, body positions and movements, colours or sounds associated with such emotions as anger, fear or happiness I then asked the students to create one sketch which used body positions and colours to represent two appropriate emotions Allison chose to sketch joy and sorrow How should I help Allison evaluate her sketch?

Two orientations to resolve the situation

Interactive orientation

"Is this what you want?" indicates that Allison is both seeking a positive evaluation from me and accepting my criteria for approval as the only ones that matter If my initial response to her question is, "Yes" or "That's good!" or "Add more colour," I sustain her dependency on me for the evaluation of what she does, I maintain my exclusive right to determine the quality of her work and I limit the range of possible follow-up activities either the student or I can initiate

I do not want this dependency, absolute

Responsive orientation

"Is this what you want?" indicates that Allison does not understand the expectations I set out for the successful completion of the sketch If I restate the expectations or review her sketch to see if it is congruent with my expectations, I do not necessarily help her to understand the requirements and I keep her dependent on me for confirming whether or not she is doing a good sketch

I want Allison to understand the expectations sufficiently so that she can evaluate the quality of her sketch Consequently, I will ask Allison to define

power or closure. Consequently, I will engage Allison in a discussion about the meaning of her sketch, the ideas behind the representations, the process of her sketching and the reasons she has for using certain techniques. Allison does not have to defend her work, only explain it to me so that I can share in what she is trying to do. In the explanation, we will focus on those aspects she finds most significant. Herein lie the criteria, the values that matter most to Allison for this sketch. We can then determine together whether the sketch is "what we want," recognizing that both Allison and I have important insights into what makes a good sketch for this particular task. In addition, from this exchange I learn the degree to which Allison is able to recognize the worth of what she has done, is capable of constructively criticizing her sketch and is open to further collaboration. For Allison, the exchange verifies that her sketch and the process of sketching merit discussion, her opinions matter and her approach to me is something worth doing again. It is important for Allison to justify in her own terms why sketching is important to her learning. Enhancing Allison through a constructive discussion about what is important in both what and how she sketches places self-worth as a central and ongoing force in evaluation

my expectations for the sketch and to select aspects of the sketch that do and do not fulfil my expectations. Her response will reveal those criteria she presently uses. The criteria she uses effectively are the only strengths from which I can build. Translating the sketch expectations into checklists or guides she can use will provide her with a writing aid to remind her of things she must consider to create a successful sketch. Periodic comparisons of completed checklists and guidelines between Allison and me will keep self-evaluations realistic. In subsequent assignments, I will include, as part of the final mark, a mark she determines. This strategy will endorse the importance of why she must know how to apply my expectations. For Allison, self-evaluation begins by increasing her understanding of my expectations so that her expectations of her work are congruent with my expectations of her work. This ability to predict how I will evaluate her sketch will motivate her to adapt her work in the way that will improve the evaluation I will make. Successful achievement and a positive self-image are the rewards

Resolutions in practice:

Teacher practices
• Determine what perspective each student has about the task
• Encourage each student to identify and to negotiate with the teacher what constitutes good work

Teacher practices
• Train each student to use criteria that are congruent with teacher expectations
• On tasks evaluated for purposes of reporting, have all students use prescribed criteria to comment on or to assign a mark to their own performance. Include this comment or mark in the final evaluation of the task

Another situation for Issue I:

"What can I do now?" asked Geoff. Once again, Geoff has created an excellent story in a shorter period of time than I recommended. Prior to the writing, students discussed "pictures in their minds" they had about birthdays. Sor.   dents described opening presents and some described a surprise visit from a frie   relative. With each "picture," we listed words on the blackboard that helped to deve   a vivid image of their birthday memories. I then asked the students to develop a descriptive story about their favourite birthday memories. Geoff used a rich vocabulary and numerous metaphors to portray his memories. What should I do to enrich his present writing experience?

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Two orientations to resolve the situation:

Interactive orientation

"What can I do now?" is a reminder to me that Geoff does exemplary work and needs an environment in which he senses and works with support for his continued personal development. The classroom environment must be a place where Geoff feels comfortable with no fear of punishment and where opportunities to be successful are numerous. Everyone in the classroom shares responsibility for both the creation of the environment and the personal development of Geoff.

My responsibility begins with the perception that his story is an invitation to discuss his writing. I will engage Geoff in writing as I would engage him in conversation, exchanging anecdotes, posing questions and offering reactions. I will ask Geoff to keep a journal or diary of his ongoing feelings about classroom experiences. By responding to each journal or diary entry, I will establish a different type of dialogue to supplement the more formal communication on written assignments.

The responsibility of the students for the classroom environment and the personal development of Geoff will take many forms. Exchanging stories with peers will require Geoff to act as both an audience and a coach for the writing of others. As an audience, he will spontaneously react to the "pictures" created in the writing. As a coach, he will offer to the other students suggestions which acknowledge them as writers, challenge them to reflect on their writing and encourage them as writers, to do more. In the exchange Geoff will provide and receive coaching and audience reactions. Geoff will compare these perspectives on writing with his own perspective to enhance his personal development. Underlying these varied interactions is a belief in a caring environment. Geoff will know that these interactions demonstrate that the students and I care about him as a person. Independence and the responsibility for his own growth come from the supportive interdependence of the classroom.

Responsive orientation

"What can I do now?" illustrates that Geoff is capable of fulfilling writing tasks and needs further assignments which require a more complex application of the skills inherent in the initial task. Geoff also implies that he needs recognition of his exemplary work and an incentive or challenge to do more. I will develop a subsequent writing task which requires different forms of imagery. After I question Geoff about what motivates him to try harder or what rewards for learning he most values, I will introduce a contract which specifies a sequence of descriptive writing tasks, the criteria for writing excellence, and the reward for completion of the contract.

Exchanging stories with peers will require Geoff to act as an editor. As an editor, he will use checklists of the criteria I use and thus increase his understanding of my expectations. In the exchange, Geoff will assign and receive both editorial comments and marks based on the application of criteria. The awareness of peer evaluation will prompt Geoff to conduct a rigorous proof reading of his own writing.

What motivates Geoff to achieve is the central force that governs my actions. I take whatever personal and social inventives that most influence Geoff to improve performance and I incorporate them into the assignments he does. Geoff wants to do tasks that he feels he can do and that reward him in ways that matter to him. It is my responsibility to see that this happens.

Resolutions in practice:

Teacher practices
● Critique (orally and in writing) but do not mark the work of each student on a regular basis.
● Create situations where each student provides to and receives constructive suggestions from another student

Teacher practices
● Adjust assigned tasks to match the achievement level of each student
● Determine which personal and interpersonal incentives most influence the performance of each student

Issue II: How Should the Information from Evaluation Determine How to Change Student Lea ning?

What Issue II means:

Evaluation approaches give both the student and me information about his/her learning and my teaching. The information may reveal what the student does or does not understand, how the student reacts to a specific learning activity, how the student interacts with other students or me, which aspects of the programme that the student finds clear or confusing, or what changes the student needs for subsequent learning experiences. Do I want to emphasize evaluation approaches which diagnose and change the quality of interaction between the student and me? (Diagnosing Teaching and Learning) Or, do I want to emphasize evaluation approaches which identify the goals and strategies for impro ing student achievement. (Improving Learning)

What some teachers say about Issue II:

Evaluation of pupils should also be evaluation of curriculum. When pupils do badly on tests dealing with a particular concept, the teacher thinks it's because the kids are stupid, the last teacher didn't do a good enough job or the teacher, himself, didn't do something well enough Result. more pressure on the teacher and pupil, no pressure on the curriculum where, in some instances, it should go

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The basic purpose of evaluation is to find out what the student knows, what the student can do and, accordingly, to indicate to the teacher the direction in which he or she should be proceeding Evaluation establishes the base line for the selection of the next appropriate learning objective.

• • •

Evaluation is a means by which the teacher can assess the effectiveness of his/her teaching Assessment before teaching (diagnostic) helps us in finding a starting point for instruction. This assists both the student and teacher in setting reasonable levels of performance. Assessment during and after instruction helps to answer questions about the child's achievement, the appropriateness of materials, the teaching technique and the programme.

• • •

Before I get into different teaching approaches, I really have to focus on one of their objectives being self-discipline When the students get their work done and reach eighty per cent mastery on specific skills, then they can apply their understandings. It is at this point, that I change my teaching approaches to more individualization and grouping.

• • •

If my students do not do well on a test, I do not blame the student. Instead I look for weaknesses in my own approaches. Was the test fair? Did I test them in the same way I taught them and for the same objectives I had for the previous lessons? Were the questions clear? What happened in the lesson immediately preceding the test? If I go through these questions and conclude that I could not have set the test up in a better manner, then I go to the students and ask them why they did not do well. On the whole, the students are both perceptive and honest I will then give them a different test and either throw out the first mark or give them the higher of the two marks. I am not interested in failing students.

• • •

Before I start a unit, I often ask students to write down everything they know about a topic. Sometimes I will ask them what they know in a discussion. You can then change your plans.

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When you first start teaching you are told to have these plans written down even to the questions you will ask. I find that if you have your questions and everything written down, you get tied to your sheet and you forget the students because you want to lead them according to everything you've written down there. It doesn't work that way. Every set of students is different.

One situation for Issue II:

"Are you going to mark for spelling?" complained Allison. Allison has remembered, in previous years, she had problems in spelling. She is worried about the test she completed today and is wondering whether I will deduct marks for spelling errors on the test and on the various stories, reports and projects she will submit to me during the school year. Although, in her oral work in the various subject areas she correctly used the vocabulary for concepts recommended in the curriculum guidelines and resources, she substituted simpler and sometimes inaccurate vocabulary in her written work. When she does not use the appropriate vocabulary in such evaluation approaches as reports or tests, she limits her ability to express the knowledge she demonstrated in classroom discussions. On what aspects of this situation should I concentrate so that Allison can expand her use of the necessary vocabulary?

Interactive orientation

"Are you going to mark for spelling?" raises questions for both of us. Allison wonders how she will improve her achievement when she continues to make errors in spelling. I wonder how I can adjust my approaches in a way which recognizes the learning she has experienced and, at the same time, helps her improve her spelling and her vocabulary development. The answer to both questions begins with a search for those forces which most govern the quality of interaction between Allison and me.

The evaluation of how my teaching helps her learning or of how her learning helps my teaching evolves from a number of reflections and discussions about my interaction with Allison. Consequently, if Allison is unable to demonstrate satisfactorily her learning on the test, then I first will evaluate my teaching practices to determine whether or not the test matches both the substance and the style of what I taught. Once I feel that the match is there, then I will review the lessons leading up to the test to review how Allison participated during the learning activities. In particular, I will focus on those activities in which she showed knowledge of the ideas questioned on the test. This reflective evaluation of her learning during the lessons may indicate where she experienced difficulty in learning. For example, Allison may have worked successfully with the knowledge when she had numerous visual references but may have struggled when I gave her written material. She may have

Responsive orientation

"Are you going to mark for spelling?" indicates that Allison is sensitive about her problem as a poor speller and wants me to help her minimize the impact spelling errors will have on her mark for the test. Previous failures to include the recommended vocabulary for her grade level in her written work may be a strategy Allison uses to avoid spelling errors. The concern for spelling errors compounded by the limited written vocabulary creates a barrier to her language development. If the test confirms the presence of this barrier, I will use this result as a base for the development of a teaching strategy which will promote the expansion of her vocabulary and will resolve her anxieties about spelling. I will not mark her spelling errors. Instead I will mark Allison on her ability to recognize her spelling errors. For example, if she writes a story, during the proof-reading she must both circle any word for which she doubts the correctness of its spelling and must attempt to change mistakes for her good copy. She will only receive marks for catching spelling errors in the rough copy: she will never lose marks for uncaught errors. To stimulate a more elaborate vocabulary, I will either define vocabulary as a major criterion for marking or add bonus marks for the inclusion of a richer vocabulary. Where vocabulary development is a need of more students than Allison, I will group them for direct instruction on language development.

Informal indicators, such as the

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responded well to ideas outlined in great detail but seemed vague on ideas for which I did not provide time for practice or reinforcement. She may have completed tasks successfully when she had the opportunity to discuss the knowledge in groups but had difficulty when engaged in worksheets independently. Or she may have ignored or summarized concepts inaccurately as a reaction to her frustration with spelling. Or she may understand the concepts and the vocabulary that names the concepts but cannot spell the words she needs to use.

Alone, I cannot find the major reasons for her successes or difficulties in learning. Added to these reflections will be conversations which either ask Allison why she feels she did not do well on a test or which repeat the test questions in a more informal manner. The explanation will emerge from the way my teaching informs and is informed by her learning.

question, "Are you going to mark for spelling?" supplemented by formal evaluation strategies such as the test, clarify a learning need. A learning need becomes the reason for a change in teaching. A change in teaching then is the solution for the improvement in learning identified through the evaluation.

Resolutions in practice:

Teacher practices
- Use information from evaluations to identify strengths or necessary changes in how the teacher interacts with each student.
- Ask what explanation each student has about both successful and unsuccessful interactions with the teacher.

Teacher practices
- Organize information from evaluation to identify the learning strengths and weaknesses of each student.
- Use the information from evaluations as a base to define learning objectives for each student.

Another situation for Issue II:

"I don't know what you want me to do," whispered Geoff when I asked him how he liked the learning centre on water. Earlier in the day, I introduced the water centre to the students and described some of the things they could do at the centres. For example, there was a collection of pictures which depicted various water scenes. The students had directions to group these pictures by warm colours, cold colours, running water, still water and by any three classifications they created. Another task was to select one picture and write a story in which a description of the picture was a major aspect of the story. During the introduction, Geoff offered many ideas about water and seemed quite excited about the tasks. However, now he did not know how to do the tasks. What actions should I take to help Geoff do the activities at the learning centre?

Two orientations to resolve the situation:

Interactive orientation
"I don't know what you want me to do," reveals that Geoff does not understand what he can do and that my oral introduction of the centre and my written instructions on task cards at the centre are insufficient for Geoff to proceed. It is neither his problem nor my problem, it is our problem. The solution to the problem

Responsive orientation
"I don't know what you want me to do," indicates that Geoff has a problem. The problem is his inability to understand the instructions for the water centre. Geoff recognizes the he must find a solution and thus approaches me to help him solve his problem. Geoff is the problem-detector and I am the problem-solver. As the

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then will not come from pinpointing who bears the most responsibility for the problem but from mutually determining which actions we will both support to overcome the problem. For example, I may initiate and direct most of the actions but we must both agree that this is the best solution to try. Specifically, I may re-explain the centre, do one of the task cards, or present the task card instructions in a different mode. Or Geoff may decide to complete the task card he most understands, submit it for my comment and then review with me the requirements of the centre and the specific concerns he has about the tasks. Or we may go through some of the tasks and change them so they match the complexity I feel he needs to that which he feels he wants. The initiative, control and definition of the action can come from either Geoff or me.

Whatever actions are taken must emerge from a decision in which Geoff and I share and support. In this way, it is our solution to our problem. When the quality of interaction between the student and me is the focus for deciding what to do with information from evaluation, my teaching and his learning remain interrelated with and not separate from evaluation.

problem-solver, I will begin by an immediate recall of what I know about Geoff. At what level is Geoff working? What progress has Geoff made at this level? Is the statement, "I don't know what you want me to do," a typical statement for Geoff? How has Geoff responded to other learning centres with similar instructions? Answers to these questions will suggest possible antecedents to and reasons for the present problem. Within the parameters of his progress at his level of performance, I will compare the present problem to previous situations in which Geoff has either used a similar statement or experienced a similar learning centre. The comparison will produce a profile of previous reasons identified and solutions tried for problems comparable to the present one. From this profile, I will select which steps to take. For example, I may feel that another student will be a better problem-solver and, consequently, send Geoff to work on the tasks with a student partner. Or I may provide more direct instructions for each task, select the sequence in which Geoff can complete his tasks or define prerequisite tasks for the centre.

Detecting problems by informal or formal evaluation is the responsibility of either Geoff or me. Solving the problems is my responsibility. What I do to or for the student to improve learning is defined by past and present information from evaluation.

Resolutions in practice:

Teacher practices
- When problems are identified from evaluation, share with each student the responsibility for determining which actions to take for the resolution of the problems.

- Gather information from evaluation which focuses on changes in the quality of interaction between the teacher and each student.

Teacher practices
- As information arises from evaluation, differentiate responsibility for problem detection and problem solution. Each student or teacher can detect problems but only the teacher solves problems.

- Compare past and present information from evaluation which focuses on reasons and solutions for learning problems.

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Issue III: How Should the Focus of Evaluation Define What and How a Student Learns?

As the activities in my classroom diversify, I discover the many ways each activity relates to each of my students. I develop an appreciation of how each student is unique. My evaluation approaches focus on how and what he/she thinks, what he/she believes and how and what he/she does individually or with others. Do I want to emphasize evaluation approaches which focus on all aspects that are significant to the growth of each student? (Person Focus) Or, do I want to emphasize evaluation approaches which focus on what each student knows and how each student processes what she knows? (Thinking Focus)

What some teachers say about Issue III:

Evaluation is a tool for determining intellectual potential. It is not a device designed to protect you from the scrutiny of administrators. The purpose of education must be defined before we can determine techniques of evaluation. If education is to provide a forum in which children can learn how to think, then we must evaluate the skill of thinking. You do not evaluate the skill of thinking by seeing if children can memorize facts. The ability to think, to be critical and discerning and to develop skills which will equip children for their complex futures should be the goals of education. The system should be turning out thinkers with sensitivity and sensibilities. The future will challenge peoples' abilities to think and problem solve. This should be the mandate of education.

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Student evaluation is evaluating not only a student's academic performance but also his social, self-esteem, physical and emotional improvement. He must be taken as a whole individual who is passing through your life just once.

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Evaluation tends to be unrelated to reality. We tend to place upon students the need to produce, for production makes it easier for us to evaluate. Many aspects of growth and development in a maturing student cannot be measured in "production" terms. More emphasis needs to be put on evaluation of attitude and attitudinal change, for the skills taught and evaluated remain without use if they are without the proper development of "life skills."

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Every child grows mentally, physically, socially and spiritually. In fact, whenever you have a conflict in life, it falls in one or more of these growth categories. It is impossible to isolate evaluation from teaching the person. You have to understand this whole process — the kid's needs, his maturity, the conflicts in his life and the skills necessary to handle the information the board of education is giving me to teach successfully and for them to master successfully.

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When we work with the children, where there is a problem in the classroom, the approach is not, "I as the adult, have decided that because those blocks are spread all over the room we're not going to use them anymore." The approach is, "we've got a problem. These blocks are all over the room. They're getting thrown in the garbage when the caretaker comes in. We're losing them. What are we going to do about it?" The group then works out a solution to the problem. We help the children not by giving them the answer but by trying to ask the kinds of questions that will lead them to find the answer themselves, by reasoning it out themselves. We sit back and watch what happens, to see their thinking in action. We also analyze their stories to see the development in their thinking skills.

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As I work with kids, I discover that stages of development and thinking skills are important to growth but not necessarily in the sequence that either theories or guidelines advocate. What I think is necessary in a lock-step programme is so much extra baggage to some children. Some children can jump through three or four steps at a time.

One situation for Issue III:

"Do I have to work in a group?" asked Geoff and Allison. Both argued that they could find a better answer to the problem-solving task if they could work alone. After a brief review of the Arctic conditions that the Netsilik Eskimos faced prior to the arrival of European explorers, I posed the following problem: "Pretend you are a group of Netsilik Eskimos. You need a sled to carry your possessions. Winter is near. The only materials available to you are a tent, sinew, antlers, caribou bones, fish and moss. Design a sled using only these materials. Create a diagram which illustrates how you use each material." I told the students to form into groups of three. As a group they were to discuss the problem, brainstorm alternative uses of the materials, reach a consensus on the design of the sled, create one diagram that represented the group consensus and submit the diagram to me. It was at that point that Geoff and Allison came to me separately and asked if they had to work in a group. What should I do to evaluate their approaches to this problem-solving task?

Two orientations to resolve the situation:

Interactive orientation

"Do I have to work in a group?" from Allison, represents her frustration with group assignments. Groups do not always recognize the value of her suggestions. She feels that the quality of her work suffers from the inefficient and compromising practices of groups. From Geoff, the question demonstrates his uneasiness in social situations where disagreements must be resolved. Groups do not always tolerate the mistakes he sometimes makes or the confusions he sometimes displays. He feels that the quality of his work declines when dominant students control the decisions of the group.

I will not permit either Allison or Geoff to work alone. It is important for Allison and Geoff to work in a group. Their personal and social development is interrelated with their academic development. I cannot ignore or separate these developments for my evaluating.

Over an extended period of time, I will organize my evaluation approaches to monitor how their personal or social changes relate to academic changes. The information I gain from this monitoring will influence how I adapt my teaching approaches. For example, with Allison, I may group her with students who will express their appreciation for the perceptive ideas Allison has. In other

Responsive orientation

"Do I have to work in a group?" from both students, means they are unable to do their best work when they are in groups. Allison feels she produces better results in a shorter period of time than any single product she helps to develop in a group. Geoff feels group products represent the perspective of whatever student won the debate in the group. Consequently, Geoff objects to an evaluation based on a product that does not include his perspective.

For both students, the group task limits my understanding of how either Allison or Geoff specifically think through the sled design problem. I do not know in what way they contributed to the analysis of the structure-function relationship of the materials, conceptualized environmental adaptation, or synthesized alternative hypotheses to create one sled design. Although group tasks hide the ways individuals think through the problem, the group interaction does provide a forum for the exchange of ideas. Geoff, in particular, may broaden his perspective on the task through the exposure to suggestions from other students. Allison may improve specific components or her design ideas if she builds on the most useful contributions of other students. The potential exists for both Allison and Geoff to gain from a group task.

situatior s, I may pair her with a student who needs assistance on a specific skill.

With Geoff, I may appoint him as group leader for assignments in which I know Geoff will excel. Or, for more difficult group tasks, I may work with Geoff prior to the formation of the groups to build his confidence in his ability to contribute to the subsequent group task by developing further the prerequisite knowledge or skills he will need for the task.

It is critical for both students to feel good about the quality of their work and about their interaction with others. For Allison, I organize positive social experiences to enhance her social development and to provide a foundation for her academic development. What is personal and social for Allison develops in concert with what is academic. For Geoff, I either build from or establish academic strengths to facilitate his personal and social development. Academic development for Geoff precedes and then interacts with his personal and social development. I focus my evalua.' n approaches on the complex web of qualities that makes each student a unique person.

The question for me becomes how will I adapt the group task both to improve their thinking and to give me more direct access to the quality of their thinking. I may require that each student first design a sled alone and then form into groups for a second design by consensus. I may form groups first and stipulate that the group discussion is a brainstorming phase to generate ideas. Each of the students will use the ideas from the brainstorming phase as a source for the design of their own sled. Or, as a follow-up to the original group task, I may distribute cloth, string, sticks, rubber tubing and crushed stones and ask each student to make a carrying case for his,   .hool books. With each alternative, I   ad conditions which use group work as either a source or comparison for individual work and which allows me to evaluate the thinking of each student. The social dimensions of group work enrich the ideas of Allison and remediate or supplement the ideas of Geoff. I focus my evaluation approaches on those factors which stimulate the development of thinking in each student.

Resolutions in practice:

Teacher practices
- Develop evaluation approaches which focus on the relationship among the personal, social and academic qualities of each student.

- Formulate evaluation approaches which initially use or develop either a strong personal, social or academic quality and then build towards an integration with the other two qualities.

Teacher practices
- Develop evaluation approaches which focus on the development of what and how each student thinks.

- Adapt the personal or social dimensions or evaluation approaches to enrich or to remediate the development of student thinking.

Resolutions in practice

Interactive orientation	Responsive orientation

Issue I

Self-Enhancement	**Self-Development**
• Determine what perspective each student has about the task.	• Train each student to use criteria that are congruent with teacher expectations.
• Encourage each student to identify and to negotiate with the teacher what constitutes good work.	• On tasks evaluated for purposes of reporting, have all students use prescribed criteria to comment on or to assign a mark to their own performance. Include this comment or mark in the final evaluation of the task.
• Critique (orally or in writing) but do not mark the work of each student on a regular basis.	• Adjust assigned tasks to match the achievement level of each student.
• Create situations where constructive suggestions are provided to and received from each student.	• Determine which personal and interpersonal incentives most influence the performance of each student.

Diagnosing teaching and learning	**Improving learning**
• Use information from evaluation to identify strengths or necessary changes in how the teacher interacts with each student.	• Organize information from evaluation to identify the learning strengths and weaknesses of each student.
• Ask what explanation each student has about both successful and unsuccessful interactions with the teacher.	• Use the information from evaluation as a base to define learning objectives for each student.
• When problems are identified from evaluation, share with each student the responsibility for determining which actions to take for the resolution of the problems.	• As information arises from evaluation, differentiate responsibility for problem-detection and problem-solution. Each student or teacher can detect problems but only the teacher solves problems.
• Gather information from evaluation which focuses on changes in the quality of instruction between the teacher and each student.	• Compare past and present information about evaluation which focuses on reasons and solutions for learning problems.

Issue III

Person focus	**Thinking focus**
• Develop evaluation approaches which focus on the relationship among the personal, social and academic qualities of each student.	• Develop evaluation approaches which focus on the development of what and how each student thinks.
• Formulate evaluation approaches which initially use or develop either a strong personal, social or academic quality and then build towards an integration with the other two qualities.	• Adapt the personal or social dimensions of evaluation approaches to enrich or to remediate the development of student thinking.

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Teachers with an interactive orientation emphasize those student evaluation practices which enhance the self-worth of each student, include information about the teaching and learning relationship and focus on the complex web of qualities that makes each student a unique person. Evaluation should influence the learning of each student through approaches which acknowledge and work with the multiple interactions that make up the learning environment each student experiences. Resolving this general issue with the above practices are the teachers who value subjectivity, diversity and a reciprocal sense of respect and responsibility between teacher and student.

Teachers with a responsive orientation emphasize those student evaluation practices which direct each student to apply criteria significant to successful academic development and achievement, collect information to identify strategies to improve learning and focus on the many forms of thinking each student uses. Evaluation should influence the learning of each student through individualized systems which provide learning profiles of each student and strategies to stimulate the further development of student learning. Implementing this resolution to the general issue are the teachers who value congruency, individuality and efficiency.

Another general issue that teachers in this study feel they must resolve is the degree and form of control they use to direct the evaluation of students. With this general issue comes the different ways students respond to alternative formal and informal evaluation approaches, the demand communicating with or reporting to parents brings, the questions the community raises about standards, the consequences standardized tests introduce to the classroom and the debate among teachers that occurs when they compare the different approaches to evaluation they use. The following specific issues outline an organization to portray these concerns:

IV   On what basis should the judgments in evaluation be made?
V   What dimensions of evaluation should be varied to promote accurate judgments?

Replicating the structure of chapter 2, this chapter defines the specific issues, quotes some teachers who comment about the issues, creates responses to situations which differentia e the resolutions of teachers with an interactive orientation from the resolutions of teachers with a responsive orientation and summarizes how teachers from both orientations combine their resolutions for the two specific issues to answer the general issue.

Issue IV: On What Basis Should the Judgments in Evaluation Be Made?

What Issue IV means:

Parents, students and I need to understand on what basis and why judgments are made. When I evaluate, I place greater importance on some aspects of learning than on others. The meaning of successful student progress or successful student achievement may be derived from comparisons with previous work, prescribed criteria or the performance of others. Do I want to emphasize evaluation approaches which use the experiences and progress of my students as the basis for evaluation and reporting? (Accountability from Inside) Or, do I want to emphasize evaluation approaches which apply age, grade or programme norms as the basis for evaluation and reporting? (Accountability to Outside)

What some teachers say:

Although objective data are certainly required in evaluating student achievement, unfortunately "professional judgment" or "subjective evaluation" has declined. This is understandable in light of the increase in emphasis on "accountability" but makes the whole process less humane to the detriment of us all.

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Students who have very little understanding of a year's work should not be promoted to the same level as those who have demonstrated a clear understanding. The danger is that those who do, and can, will decrease their effort realizing that others who don't, and can't, end up with the same "reward" — which they actually do! Further, those who don't, but can, have little incentive to "do" if they tend to be promoted anyway! Summarily, the issue concerns the matter of standards which we educators are allowing to slip downwards.

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I'm very concerned about the currently fashionable proliferation of "accountability — behavioural objectives — criterion-referenced testing — management systems ..." This checklist approach to instruction and learning is one of the most insidious and

counterproductive perspectives. It focuses on the products or outcomes of learning that are assumed to have taken place. It distorts and often overlooks the critical importance of the "process" of learning. I'm not very much impressed with what an individual can do; the radical behaviouralists, à la Skinner, can demonstrate an impressive list of conditioning outcomes. The short route is back to rote learning. The long, but infinitely more complex and ultimately satisfying, route is to understand and facilitate the "how" or the manner in which a learner goes about constructing plausible hypotheses, testing them on his/her environment, re-evaluating the results, adjusting, refining and discovering insights and novel relationships. I don't see my role as a teacher being one where I am primarily concerned with eliciting "the correct answer" for my students. There is no single, unitary "right response." There is a broad continuum of possible acceptable answers in any given context. Even erroneous answers can provide rich insights for both teacher and the student. I categorically reject the image of the teacher as one who sits in judgment of students. This is a patently bankrupt conception of the art of teaching.

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I use previous work as a thermometer. My fundamental goal is to see growth for each child. If the growth slows down, I have to diagnose "why." I rely on talking with the students and reviewing student writing and records. I rarely test unless I feel the child is not coping. Then I will seek help. The board does have guidelines that we work towards. I don't believe we should pigeon-hole children or have a standard up there and try to pull all children up to that standard. We have to take children from where we find them and bring them up as much as we can during the year.

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I find it hard to understand people who would look at grade-one-age children and expect them all to be at the same level, because at that stage of their physical development they are all different. To expect a six-year-old boy and a six-year-girl to develop at the same rate, doing the same things, is totally unrealistic in the light of medical evidence. When children enter the grade, they range from six years, nine months to five years, nine months, a difference of a whole year, or a fifth of their life. When you take off a fifth of someone's life and expect him/her to be at the same stage as the person who is 20% older — that doesn't make any sense to me. It would make more sense to have evaluation occur at the end of each division — grade three and grade six — to give each child a chance to grow.

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I would take a look at the subject itself and then decide whether or not there can be such a thing as norm. In mathematics, there is a body of knowledge that says, according to the Ministry, this is what grade six is all about. Then I will evaluate against that body of knowledge. So, if students can perform that body of knowledge to a satisfactory degree, then I consider that the norm. When it comes to other things, I have what I call an internal set of expectations which will vary with different children. My expectations are that they improve — that's my standard rule: there will be improvement. That does not come against class norms but against individual norms. I expect a lot of improvement. I set goals for individual students. As they improve, they gain good feelings about themselves.

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We put our whole heart and a great deal of our physical effort into making these kids believe they are confident, that if you work as hard as you can that is all anyone can expect. Then, to come along and dash all those hopes with standardized tests is pretty close to being archaic.

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The only norm as far as I'm concerned is my own class, which makes the kind of criteria that I set out almost like a series of teacher-made criterion-referenced tests. I try to make each thing specific. Either they have it or they don't. In the school board documents, objectives are stated on each page. The students are evaluated on whether they are able to master these objectives.

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"Is Allison doing grade 4 work?" asked Allison's parents when they received her report card. They noted that in the language arts section of the report card, I gave Allison an "A" for achievement, ticked that her effort was "Good," and checked that she was working "Below grade level." They thought an "A" meant that Allison was successful with the grade 4 level work, fulfilled requirements set out for this curriculum area, and attained a level of achievement that was higher than most of the students in her class and was comparable to the other grade 4 students anywhere. A "Good effort" sent them the double message that Allison tried hard and that the mark "A" was commensurate with her past and present work and ability. But "Below grade level" upset them. This conveyed that whatever Allison produced was the best she could do, was worthy of an "A" because it matched this effort, but was really not up to any acceptable standard for a grade 4 student. They did not know whether they should praise her, help her or push her to do better. How should I explain the meaning of the evaluation to her parents?

Two orientations to
resolve the situation:

Interactive orientation

"Is Allison doing grade 4 work?" indicates that her parents do not know whether doing well and trying hard on work that is below the norm for her age and grade level is better than doing poorly and trying hard on work that is at the norm for her age and grade level. I have two things to explain. First, I will explain my meaning of "working at grade level." Second, I will explain how using the progress Allison makes in relation to her previous work as the main reference for evaluation will facilitate the eventual grade level achievement they want for Allison.

For any student in my classroom, "working at grade level" means working according to the grade level expectations I have learned and defined from previous classroom experiences and continue to learn and define from present classroom experiences. Over the years, I learn what to expect by observing how students respond to certain types of tasks. I learn how students change when I alter a familiar task or introduce a new one. I learn by comparing what textbook, curriculum guides and standardized tests expect from students at this grade level to what students actually do with textbook assignments, curriculum guide activities and test questions. I learn by relating tasks or concepts from research findings or developmental theories to what students do with such tasks or concepts in my classroom. I learn by working with other teachers to develop a sense of how students change their approaches to tasks in grade levels before, during, and after my grade level; a common position of what teachers mean by specific criteria for evaluation; and a mutual understanding of how teachers translate evaluation criteria into grades or marks. I learn by relating

Responsive orientation

"Is Allison doing grade 4 work?" points to the confusion created by the achievement, effort and grade level columns of the report card. Her parents feel that Allison is behind the other students in achievement and may fall further behind if she does not have to struggle with the demands of grade 4 work. First, I will clarify how I know Allison is not working at a grade 4 level. I will elaborate on how I use external grade level expectations as the main reference points to guide her development. Allison is not doing grade 4 work in language arts. Performance profiles from curriculum guides and norms from standardized county, provincial and national testing programmes provide objective reference points to compare what Allison does with what the grade 3 and 4 level expectations are. When I asked her to try a language task from the grade 4 curriculum guide, she came to me repeatedly for assistance. Although she tried her best to complete the task, she was unable to understand whatever concept or skill was central to the task. Various diagnostic and standardized tests have identified that Allison does not read or write at a grade 4 level.

My classroom experiences with Allison generated numerous examples to illustrate and to confirm that Allison is not ready for grade 4 tasks. I placed her in a reading group with both grade 3 and grade 4 students. She both increased the number of books she read and showed a greater interest in discussing the books with me. Additional review of writing approaches introduced to Allison when she was in grade 3 led to a significant change in the quality of her writing. She is working on tasks that are presented at a grade three level and that are evaluated by grade three standards. But she is doing well on the

how parents understand their children to how I understand their children. From all of these classroom experiences, no one source of learning is more important than another for the formulation of my grade level expectations. I value any source that makes my students the focus of importance. My grade level expectations derive only from my experience with my students.

Knowing that "working at grade level" refers to my grade level expectations and not to grade level expectations set by external sources is important to both Allison and her parents. They are both parties to the experience from which I derive my expectations and thus influence both what my expectations are and how my expectations evolve. They make a difference to what is most important to the achievement of Allison.

Once her parents understand my source of grade level expectations, I will next explain how using the progress Allison makes in relation to her previous work is the only reference point for evaluation I can possibly adopt. It is the only reference point that allows Allison to build from what she can do. Reference points, such as mastery criteria in curriculum guides or performance norms from school board testing programmes, when used as guidelines for all the students in my classroom, impose standards of evaluation from outside my classroom. They also exclude both Allison and her parents from any influence on grade level expectations and establish targets and areas of learning which disregard what Allison can do. If these outside sources become the dominant reference points, they create a gap between the external grade level expectations and the grade level expectations I have learned in my classroom experiences. This gap makes the utility of my teaching and evaluation approaches for the attainment of external grade level expectations a constant issue and it requires Allison to concentrate on those external expectations she cannot meet. I do not ignore criteria and norms, but use them in a particular way. My criteria and norms come from the evolution of my grade level expectations and thus are compatible with my classroom experiences They are not reference points for evaluation, but aids for the description of student progress. For example, my criteria and norms help me to describe what is a typical performance in language arts for Allison. What I describe as a typical performance in language arts now may have been what I described as a best

tasks and deserves that "A". I interpret the evaluation a success at her grade 3 level of performance rather than failure at her grade 4 level of placement. The objectivity of external grade level expectations justifies the placement in the grade 3 language arts programme, verifies the judgment of success for her achievement and minimizes the problem of subjectivity in my evaluation. But it does not explain why I assign Allison grade 3 tasks when she is a grade 4 student.

Her parents imply she will only reach grade 4 level expectations if she is challenged with grade 4 tasks and standards. I, too, want Allison to reach grade 4 level expectations. However, if I translate the external grade 4 level expectations into specific criteria to evaluate Allison, the evaluation will reveal more about what Allison cannot do than what she can do. Her readiness to move through each phase towards the grade 4 level expectations will depend on the continued emphasis on evaluating what she can do. Success with grade 3 tasks will support her efforts to do well when I increase the difficulty of subsequent tasks. Where external grade 3 and later grade 4 level expectations are divided into criteria of varying degrees of difficulty, I will select the criteria to create tasks that match the level of difficulty Allison needs. Monitoring the rate, effort and success of her progress will determine when and how I change the criteria. In this way, my evaluation uses the progress Allison makes on tasks developed from sequential grade level criteria to identify her position on the continuum between grade 3 and grade 4 level expectations. The knowledge that grade 3 and grade 4 level expectations provide reference points to classify what Allison can do in a grade 3 level of performance will help to map the path along which her progress must travel. External grade level expectations remain the controlling framework to assure a consistent and efficient improvement in Allison's performance.

performance for Allison two months ago. My criteria and norms provide the means to describe her progress. Her progress provides the reference point to make judgments about the quality of her learning in relation to my grade level expectations.

After I complete my explanation of my grade level expectations and of the importance of student progress as the reference point for evaluation, I will then elaborate the meaning of the report card to her parents. With student progress as the accepted reference point, the "A", "good effort," and "below grade level" mean that the progress Allison has made is greater and more energetic than what I expected. Contrary to my grade level expectations, she combined what I thought were separate stages of development for certain language concepts and skills. Although she is not, at present, working according to my grade level expectations, her rate of progress is moving quickly towards them. Simultaneously, her conceptual and skill progress is challenging me to redefine some of my expectations. The evaluation of Allison using her progress as the reference point facilitates her development, encourages her effort, praises her achievement and furthers the development of my grade level expectations.

Teacher practices	Teacher practices
• Define grade level expectations according to what the teacher learns from previous and present classroom experiences with students. • Adopt how the student progresses in relation to his/her previous work as the reference point for evaluation. Use classroom-based criteria and norms as aids to describe student progress.	• Use norms for grade level expectations from such standardized sources as curriculum guides or established tests to govern diagnostic, placement and programme decisions for students. • Elaborate grade level expectations by specifying the sequence of and criteria for those concepts or skills students must master.

Another situation for Issue IV:

"Is this the best programme for Geoff?" was the question Geoff's parents raised during a parent-teacher interview night when I suggested that Geoff should change to an independent contract system. I felt Geoff was capable of working with a more diverse and challenging programme, at a faster pace, in greater depth and on his own I proposed a contract whereby Geoff would meet with me on a regular but not daily basis for instruction, programme directions and evaluation and would continue some subjects or projects with the other students. Every six weeks, Geoff, his parents and I would review the independent system to confirm, adapt or terminate its continuation. His parents wanted to know how this programme was better for Geoff than other programme alternatives. How should I justify the change in his programme?

Interactive orientation
"Is this the best programme for Geoff?" is an invitation to discuss further the

Responsive orientation
"Is this the best programme for Geoff?" challenges me to defend my proposal to

responsibility for the nature of, and the probable outcome of, the change I proposed. It is my responsibility to inform, educate and work with his parents about decisions which affect the learning of Geoff In this instance, I am responsible for initiating the change. Consequently, I will review with his parents what classroom experiences with Geoff I feel demonstrate his capabilities and need for independence; how the contract system in the context of my classroom gives more opportunities to diversify his programme than do other programme changes I can make; and how conditions and norms within the school endorse the nature and support the probable effectiveness of the change I propose. Discussing these points with his parents acknowledges their right to know the history and basis for my proposal and reflects the way the school and I coordinate our responsibility for the decisions that emerge from the evaluation made about Geoff's progress.

If Geoff and his parents agree to the independent contract system, then the responsibility for what follows will be shared among Geoff, his parents, the school and myself. His parents will become insiders, partners in the classroom experience. Combining both formal and informal methods of communication, I will discuss regularly with them the programme as it develops, the expectations they can monitor, the way they can work with Geoff and the perspective they form as the change progresses. By sharing the responsibility, I expand the change to include his parents. Including his parents in the change involves them in the judgments I make during the evaluation of Geoff's progress. It is my responsibility to develop a relationship with his parents which maintains or preferably improves the judgments I make. My responsibilities are increased through the sharing, not decreased. What began as a formal response to an accountability question from outside my classroom is now transformed to an accountability answer from inside my classroom.

place Geoff on an independent contract system. It is my obligation to inform his parents about the reason for and details of the change. I will describe how his performances on standardized tests and prescribed curriculum tasks demonstrate his readiness for a programme change, how the requirements of the contract system extend the external grade level expectations for Geoff and what probability of success exists for the change. His parents have a right to expect a thorough evaluation of his performance and future grade level expectations before any proposed change in his programme is recommended. I will follow the school norms and regulations to fulfil these parental expectations.

Unless his parents oppose the independent contract system, I will proceed to implement the programme change for Geoff. Maintaining contact with his parents will keep them informed and involved in the change. Besides the formal six-week review required by the contract system, I will outline weekly, in a note, a summary of his programme, provide a checklist to guide what assistance they can and cannot give to Geoff and send home his assignments for them to sign. Together, these strategies will sustain the awareness necessary for them to understand the judgments I make. If my evaluation approaches meet parental expectations and keep parents informed, I retain the right to make judgments about Geoff's programme and performance. Accountability to expectations outside the classroom facilitates the recognition of my professional autonomy inside the classroom.

Teacher practices
- Work with parents formally and informally to inform them about, to share responsibility for and to improve the evaluation of student progress.
- In the school, deliberate with other teachers to coordinate evaluation of student progress.

Teacher practices
- Institute formal procedures to inform parents regularly about student performance.
- Establish school policies which regulate when and how teachers make and report evaluation decisions.

Issue V: What Dimensions of Evaluation Should Be Varied to Promote Accurate Judgments?

Whatever knowledge I develop about student abilities and qualities comes from evaluation approaches which vary the experiences I observe, the records I review, the conversations I have with the students or those people significant to the student and the student assignments I analyse. The accuracy of this knowledge relates to the consistency and credibility of the evaluation approaches I use. Do I want to emphasize evaluation approaches which monitor what students do as part of their ongoing classroom experiences? (Daily, Formal and Informal) Or, do I want to emphasize evaluation approaches which organize a schedule of observations, assignments or tests to provide knowledge about the students? (Regular and Formal)

What some teachers say about Issue V:

Continuous evaluation and interpretation of what a child has learned should be an integral part of the teaching learning process. Evaluation should be constructive and should include a variety of techniques which are appropriate to the task, the kind of learning and the stage of development. Evaluation should go beyond the cognitive and psychomotor areas to an exploration of interests, values and attitudes. This process should ensure that long term and immediate aims usually are achieved. Evaluation must include both the self and others for the purpose of learning more about achievements, abilities, interests, aspirations and weaknesses.

• • •

At present, it seems that too much emphasis is placed on the passing and failing of tests rather than on continuous assessment. The marks from these tests are used to compare students, but only daily progress is a fair check on their total abilities. It is time that evaluation was made more realistic and designed to show the whole range of the student.

• • •

I don't have exams. Every day is a test. Then everything the student tries to do should be evaluated either by himself, a peer or myself. Putting it all together you have a better idea about what the student knows c. can do than by a silly exam at the end of a unit.

• • •

Evaluation is never ever a final thing. It's only, "What do you need to work on to go to the next step?" and "How can we help you?" When evaluation is not a final judgment, it frees me as a teacher. I don't mind saying to a child, "You really need help with basic spelling patterns, let's settle down and get this done," because the student knows I'm going to be right there working with him or her. Evaluation takes place in either individual conferences or during my time with small groups or at learning centres. Evaluation is taking place all the time; you're always looking for ways you can help them to improve.

• • •

I do not use formal evaluation methods. To judge the quality of learning I rely on two things mainly, one is observation of the children working and the other is the conference, having the child talk about what he or she is doing, in order to talk about their learning. I try to put them into problem-solving situations where they have to apply what they have learned I'm not convinced that they all have understanding or that they all have learning unless I have each child talk about it. If they can tell me in their own language what it is they are doing, how they are going about their task and what it is they've learned, then they've learned.

• • •

You can over-evaluate and over-recordkeep. A lot of us have gone through this stage I believe in "no time consumed" when it comes to recordkeeping and evaluation, because I figure if it takes a lot of time you don't do it. I think I need to be doing evaluation a lot of every single day I can do this by observing, keeping the children's work and doing the occasional checklist. It has to be quick, easy and useful. With the amount of conferencing I do, I know more about those children than any classroom I've had in the last twenty years. Once you look at the children as individuals, teach them and talk to them as individuals, you know those children very well. And you can predict how they will respond, what will happen By observing, say for half an hour, it adds to my knowledge of my children, but it doesn't mean I have to run away and write it all down every time.

One situation for Issue V:

"How can I improve my mark?" pleaded Geoff. I gave him a "C" on a test he had at the end of the eight-week unit on transportation. Geoff was upset. He had never received such a low mark. When I had explained further why I considered some of his answers on the test either insufficient or incorrect, Geoff accepted what I said, stated he really knew the correct answers and offered to do another test or to complete whatever supplementary assignment I defined. His work during the unit was significantly better than this "C" test result. Frequently, other students went to Geoff for assistance, particularly for those ideas he did not answer adequately on the test. In conversations I had with Geoff, he demonstrated a clear understanding of all skills and concepts of the unit. Telephone contacts with his parents confirmed my impression that Geoff was both enjoying and grasping the ideas. I gave him an "A" on the project he submitted three weeks ago. On his weekly review tests, he received five "As" and two "Bs" This "C" on the test was inconsistent with his previous efforts. What should I do to address the concern Geoff has?

Two orientations to resolve the situation:

Interactive orientation

How can I improve my mark?" is a request for me to confirm my belief in his ability. Although his test result is something important for me to understand, it is no more important for me to understand than the worksheets he did or the comments he made in small groups during the unit. They give me different vantage points from which to evaluate the knowledge Geoff has about transportation, the test or worksheets from a formal perspective, and the comments from an informal perspective. Formal perspectives help me to determine what Geoff knows on points and tasks I define for evaluation. Informal perspectives help me to discover the ongoing activities of my classroom. Varying the perspectives of evaluation creates a cross-check between perspectives and eventually builds an image of what Geoff knows and how he develops what he knows.

In response to his question, I will confirm my belief in his ability, point out the quality of his previous work in the unit, seek his evaluation of his progress in the unit and probe why he feels that the test result was inconsistent with his other work. The reasons he outlines for the lower test result will form the basis for any supplementary assignment. Whether or not Geoff does a supplementary assignment depends more on whether the "C"

Responsive orientation

"How can I improve my mark?" represents an acknowledgement by Geoff that he did not do well on the test. Geoff accepts the validity of the "C" but wants another chance to erase this exception to his previous performances. From his weekly test results, the checklists I keep to record his daily progress and the comments he made during the review for the test, I predicted Geoff was ready to do all aspects of the test successfully. Instead, he was unable to fulfil the requirements for certain questions worded in a particular way and presented under test conditions.

I operate with a system of continuous evaluation. At regular intervals in a unit of study, I assign a project or give a test which I mark and record for reporting purposes. Students are aware of the requirements, criteria and weighting of each assignment and test. An end-of-unit test normally receives a higher weighting in the final mark for the unit than do weekly tests. However, the weight of any one project or test is not significantly higher than another. I maintain a balanced weighting among projects and tests to stimulate a sustained effort for all assignments.

Between tests or projects, I monitor student progress on the major concepts or skills of the unit. Although I do use unobtrusive checklists to guide my

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reveals something further Geoff should learn or whether he should prove himself with a higher mark. His lower test result will not alter my judgment that Geoff does understand both the ideas inherent in the test questions he missed and the ideas of the unit in general. His other unit work and results substantiate this judgment. But the test result may reveal an idea for which he will need additional work or a new area which my future teaching and evaluation will need to address. I will turn to other perspectives to corroborate the need for follow-up. For example, I may discuss with Geoff previous tasks he did which included the ideas from the test. I may observe Geoff in future classroom ac. vities looking for the way he responds to similar ideas or tasks. Or I may ask other teachers if Geoff demonstrates the same difficulty in their classrooms as he had on the test.

In each action, I use alternate perspectives, monitored and defined daily and elaborated over a period of time, to make what is important, the knowledge that Geoff has and develops, understandable. The continuous comparison of formal and informal perspectives guides my understanding of what and how a student learns.

observations, frequently, I announce to the students what I am looking for during that particular lesson. For example, when students were instructed to draw a map of the major transportation routes on land, I announced that I would come around to analyse how the students selected and used map symbols. Information about student progress determines when and in what way I define the next project or test. Whatever project or test I assign is congruent with the type of learning activity that preceded it. As I vary the type of learning activity, I also vary the type of project or test I give. Varying the evaluation technique in a system of continuous evaluation means that students have numerous opportunities and numerous ways to demonstrate what they know.

To help Geoff improve his mark, I will recommend the option of a supplementary test which parallels the test conditions of the end of the unit test, focuses on questions similar to those on which he did not do well and which modifies but does not replace his "C". Before Geoff chooses to take the option of a supplementary test, I will examine why Geoff did not do well on certain questions and what the effects of this poor performance might be. I may review previous tests to determine if he has had difficulty with other end-of-unit tests on these types of questions before. Or I may discuss with Geoff if he had problems in the preparation for, interpretation or completion of, the test. If this search for causes and consequences suggests a problem that is unrelated to the test itself, I will revise the form of the supplementary assignment.

Whatever occurs is a remedial extension of the system of continuous evaluation for the unit. I take what is important to the unit and make it measurable by formally creating a project or test which matches both what and how Geoff has just learned. The series of formal assignments cumulatively measures what and how students learn.

Teacher practices
- Combine information from formal and informal perspectives of evaluation to make judgments about student learning.
- Develop an understanding of student learning by varying the formality of the evaluation approaches used each day.

Teacher practices
- Structure regular, varied and numerous formal projects and tests to measure student learning
- Design formal evaluation approaches which use the content and style of the learning activities students experience.

What Guidelines Should Govern the Evaluation of Students?

Resolutions in practice

Interactive orientation	*Responsive orientation*
Accountability from Inside • Define grade level expectation according to what the teacher learns from previous and present classroom experiences with students. • Adopt how the student progresses in relation to his/her previous work as the reference point for evaluation. Use classroom-based criteria and norms as aids to describe student progress. • Work with parents formally and informally to inform them about, to share responsibility for and to improve the evaluation of student progress. • In the school, deliberate with other teachers to coordinate the evaluation of student progress.	**Accountability to Outside** • Use norms from such standardized sources as curriculum guides or established tests to govern diagnostic, placement and programme decisions for students. • Elaborate grade level expectations by specifying the sequence of and criteria for those concepts or skills students must master. • Institute formal procedures to inform parents regularly about student performance. • Establish school policies which regulate when and how teachers make and report evaluation decisions.
Daily, Formal and Informal • Combine information from formal and informal perspectives of evaluation to make judgments about student learning. • Develop an understanding of student learning by varying the formality of the evaluation approaches used each day.	**Regular and Formal** • Structure regular, varied and numerous formal projects and tests to measure student learning. • Design formal evaluation approaches which use the content and style of the learning activities students experience.

Issue IV
On a part basis should the student evaluation ...

Table 3:1
Interactive resolutions to govern student evaluation guidelines

Table 3:2
Responsive resolutions to govern student evaluation guidelines

Teachers with an interactive orientation emphasize those student evaluation practices which define expectations in the context of immediate and historical classroom interactions which support deliberations about and share responsibility for student progress, and which include information from whatever classroom experiences each student has. The guidelines which govern how to evaluate students should engage teachers in a continuous review of those classroom conditions which most influence student progress. Accepting this resolution to the general issue are teachers who value adaptation, growth and a sense of community with other educators, parents and students.

Teachers with a responsive orientation emphasize those student evaluation practices which adhere to standardized sources and norms, include structured forms of communication to parents and vary the design of formal approaches. The guidelines which govern how to evaluate students should regulate the quality of approaches teachers administer. Following this resolution to the general issue are teachers who value standards, convergency and objectivity.

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Chapter 4

What Are the Major Comparisons Between Student Evaluation Orientations?

As teachers face and resolve the major issues that confront them in student evaluation, they evolve orientations to explain and to guide how they evaluate student learning In this study, most teachers use either an interactive or a responsive orientation to describe their concerns or to justify their practices for student evaluation. The two orientations are neither mutually exclusive nor at opposite ends of a continuum of orientations.
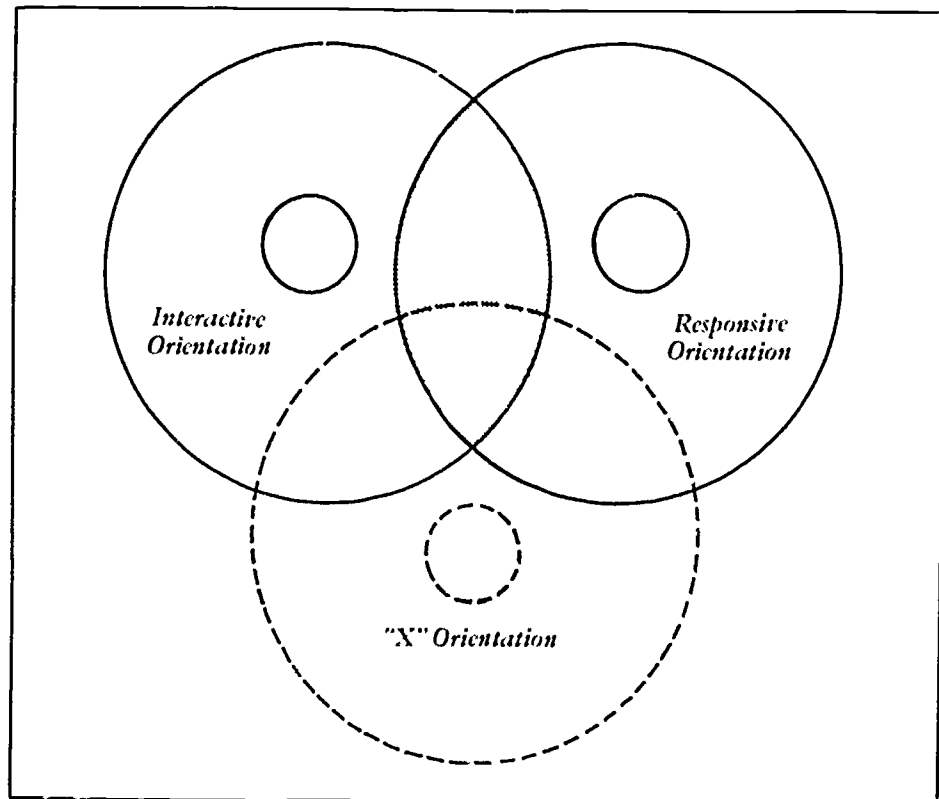

Figure 4:1
Relationship among student evaluation orientations

Figure 4-1 illustrates the relationship among student orientations. The shaded area in the figure shows how the teachers with different orientations have many commonalities. The teachers with an interactive orientation may have a similar concern, practice or resolution to an issue as do the teachers with a responsive orientation. The inner circles symbolize how orientations differ What is central and matters most to student evaluation for the teachers with an interactive orientation differs from what is central and matters most to student evaluation for the teachers with a responsive orientation. These central priorities are relatively stable, superordinate forces for the teachers. In the short term, neither a change in students nor a change in classrooms or schools will alter significantly these central priorities. They may evolve over time as repeated classroom experience raises new challenges to the student evaluation issues the teachers meet. The broken circle represents those teachers who are developing a third orientation. These are the teachers who believe their priorities for student evaluation support both the interactive and the responsive orientations. They are teachers in transition. The resolution of this dilemma may create a new student evaluation orientation or may result in a choice between interactive and responsive orientation. But when are differences in orientation really similarities, or similarities really differences? What sounds like a similar belief or a similar practice between two teachers may come from quite different orientations and result in quite different experiences or consequences for the students the teachers evaluate. Tables 2.1, 2.2, 3:1 and 3:2 describe how the teachers with an interactive orientation differ from the

teachers with a responsive orientation when they follow particular practices to resolve the issues they confront in student evaluation Their respective orientations give particular meaning to their practices. The following sections compare the things teachers emphasize for each orientation. To know the central emphases which both differentiate and unite teachers with interactive or responsive orientations increase the understanding of the student evaluation judgments the teachers make. To identify those areas that teachers of either orientation do not emphasize suggests directions for other student evaluation orientations teachers either have or may develop.

How the orientations are different:

Interactive orientation

For the teachers with an interactive orientation, student evaluation is forming descriptions of, making judgments about and sharing responsibility for the experiences of and progress in learning which are unique and important to each student. Both teaching and evaluation work together to expand what the teachers know about students, what experiences students have and what learning students develop.
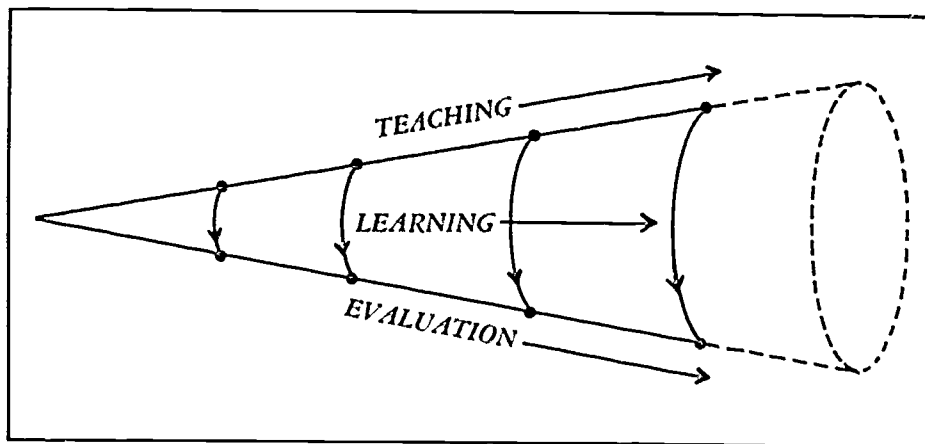

Figure 4:2
Interactive orientation Relationship among teaching, learning and evaluating

Figure 4:2 uses a cone to represent the relationship among teaching, learning and evaluating supported by the teachers with interactive orientations. The spiralling, expanding, three-dimensional figure emphasizes the ongoing depth and breadth of development that happens when learning, teaching and evaluating work and grow simultaneously The dots on the rings of the cone are judgment points where information about student learning from previous (earlier points and sections of the cone) and present judgments in teaching and student evaluation reveal the quality of student progress and suggest interrelated and future directions for learning, evaluating and teaching to take When student evaluation and student learning inform and are informed by each other, educational growth continues.

Another distinction that permeates the interactive orientation is the importance of experience to the quality of judgments the teachers make in student evaluation. Daily experiences with the student provide the teachers with the best information to describe student progress. Varied experiences with teachers, parents and students of a particular grade level and numerous uses of resources for that same grade level accumulate over a period of time to develop the grade level expectations the teachers use to evaluate student progress. The grade level expectations continue to change through experience as the teachers interact with new students, explore the applicability of current theories with the situations students face in their classrooms and compare the norms of curriculum guides or standardized tests with what their students do in the classroom. The teachers act like researchers engaged in a longitudinal study adding to and redefining their knowledge about student learning and grade level expectations. Expectations only have meaning and value if they derive and evolve from the experiences of the people for whom the expectations are intended.

The final emphasis that differentiates the interactive from the responsive orientation is the reflexive perspective that guides the student evaluation decisions the teachers make. Those values that govern how and why the teachers evaluate students also govern how and why teachers evaluate themselves For example, when the teachers advocate peer

evaluation for students, then they also advocate peer evaluation for themselves Or, when the teachers defend the importance of their own interpretations of classroom situations as a base from which to make judgments about teaching and evaluation, then they also defend the importance of how students view tasks, activities or ideas as a base for students to make judgments about learning and evaluation. Guided by the same standards or policies they use with students, the teachers from an interactive orientation work together with their students to develop approaches to student evaluation which encourage student progress.

To summarize, the teachers with an interactive orientation:

1 build understanding about student progress through the interrelated experiences of teaching and evaluation;
2 make judgments about student learning by comparing the daily experiences and progress of each student to the synthesis of all previous classroom experiences which together define the grade level expectations they have;
3 involve their students in the continued evolution of grade level expectations, in the identification of those things unique and important to each student and in the formulation of teaching and evaluation judgments; and
4 evaluate themselves by the same value principles which govern their practices in student evaluation.

Responsive orientation

For the teachers with a responsive orientation, student evaluation is the systematic collection of information both to maximize what and how students learn and to make judgments about the quality and the level of student achievement. Teaching and evaluation are separate but equally important in a continuous cycle in which students strive to reach the accepted level of achievement or the expectations of their grade
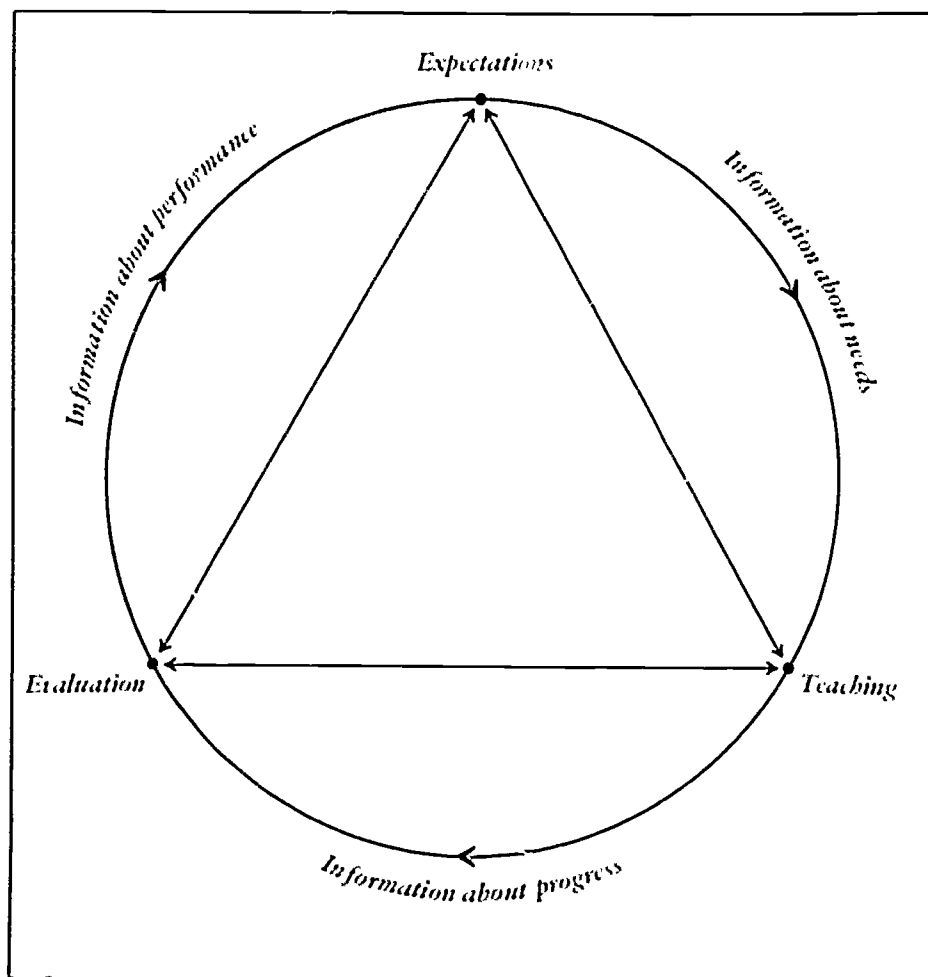

Figure 4 3
Responsive orientation Decision making cycle

Figure 4:3 illustrates the decision-making cycle the teachers with a responsive orientation follow. The dots on the circle are decision points where sufficient information is available for the teachers to make a decision. At the expectation decision point, the teachers use the norms from curriculum guides and standardized sources to define what students will learn about a particular topic or unit of study and how they will learn it. Between the expectation decision point and the teaching decision point, the teachers collect information about student knowledge and styles of learning in relation to the grade level expectations. The gap between the expectations and what students know or how students learn reveals what each student needs. At the teaching decision point, the teachers use the information about student needs to develop teaching approaches which move the students towards the expectation. The teachers will individualize instruction to the degree justified by the information about needs. Between the teaching decision point and the evaluation point, the teachers implement such techniques as observation schedules to collect information about student progress to determine the readiness of students for a formal evaluation. If the students are ready, the teachers assign a formal evaluation approach which is compatible with the progress students have shown. Between the evaluation decision point and the next expectation point, the teachers analyze what students produced to compare their performance on the evaluation approach with the expectations. At the next expectation decision point, the teachers review the cycle to judge the acceptability of student achievement. The arrows on the circle indicate that the cycle is continuous. If students reach the expectation, they move on to either a new or an enrichment expectation cycle. If students do not meet the expectation, the teachers redefine the expectation to begin a remedial cycle for students. Student evaluation provides the information for decisions and, when linked to expectations, is the basis for placement and programme decisions.

The central force, which controls the efficiency and effectiveness of student evaluation, is the norm established by curriculum guides, standardized tests or stages of development. Norms are endorsed by society — parents, trustees, community, government, theorists, researchers — as the benchmarks for the grade by grade attainment of the goals society supports for education. The teachers with a responsive orientation take these sequential benchmarks to measure the success and direct the improvement of student learning. To fulfil this norm reference obligation, the teachers adopt a matchmaker strategy, matching learning needs or styles to teaching approaches, teaching approaches to both formal and monitoring evaluation techniques and all these points in the decision-making cycle to norms. Although norms act as universal targets for student achievement, the teachers are more than protectors of the norms. As decision-makers, they act in ways to make all students the benefactors of the norms for evaluation.

The last distinguishing emphasis of those teachers with a responsive orientation is the way in which they regulate their evaluation decisions. The teachers search objectively for the best answers to the question: "What strategies and incentives will most influence which students for what norm referenced effect under the conditions of this classroom and school?" To answer the question repeatedly is the only systematic route the teachers can take to find what stimulates the greatest achievement gains for each student or group of students. In the process, the teachers distance themselves through the use of varied, formal evaluation techniques to minimize teacher biases and to gather the most reliable information for their decisions. They balance and compare alternative sources for information. The standards the teachers apply to their own decisions make the movement through the benchmarks an attainable goal for students.

In summary, the teachers with responsive orientation:

1 develop a database of information about what and how students learn. The database informs the decisions the teachers make;

2 maintain accountability to both society and students by using standardized norms to make judgments about student achievement;

3 determine the best way to improve student learning by matching resources, strategies and learning styles in teaching and evaluation, the teachers evaluate what and how they teach; and

4 assure the quality of their decisions through the valid, reliable and objective use of varied, formal evaluation techniques

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Regardless of orientation, the teachers use many similar practices and present many similar rationales in student evaluation. The degree of similarity between teachers with different orientations depends on the meaning they intend for the various practices and rationales. From this study, four areas of similarity are evident.

First, the teachers with both an interactive and a responsive orientation focus student evaluation on the development of what and how each student learns. Both acknowledge the personal, social and academic dimensions of learning and consequently oppose such limited evaluation approaches as testing for the content students can recall. Limited evaluation approaches reduce student evaluation to those techniques which make the measurable important, rather than those which make the important measurable or understandable. The interactive orientation tends to personalize student evaluation by integrating the dimensions of learning into a total person emphasis while the responsive orientation tends to individualize student evaluation by compartmentalizing the dimensions of learning and emphasizing student thinking. Personal or social dimensions, then, act as incentives for academic learning.

Second, the teachers from both orientations recognize the critical role that monitoring daily student progress, in the context of those conditions particular to each classroom, plays in student evaluation. Within this commonality, the interactive orientation emphasizes the comparable significance between what students do daily with teachers or by themselves and what students produce on formal projects or tests. For the responsive orientation, daily student progress reveals changes teachers can make to or for student learning, so that students will be successful on the subsequent and more important formal assignments. Monitoring daily student progress, in the responsive orientation, becomes instrumental to student achievement.

A third area of similarity for the teachers from both orientations, begins with the knowledge that their actions or decisions make a difference to the learning of their students. With this acknowledged impact on student learning, the teachers assume the responsibility to make most of the judgments that relate to the interpretation of evaluation results, to the selection of frequent information collection methods and to the design of learning activities that either precede or follow formal evaluation approaches. Concomitant with this assumed responsibility is the requirement for the teachers to assure the quality of their judgments. Responsibility for making judgments correlates with the sense of professionalism that the teachers feel. To minimize their responsibility for making judgments is to "teacher-proof" student evaluation and to deprofessionalize teachers. The orientations differ according to how standardized norms influence the judgments the teachers make to fulfil their responsibilities. The teachers with an interactive orientation use standardized norms to guide their student evaluation judgments to the extent that the standardized norms are compatible with the expectations the teachers have developed through their classroom experiences. Standardized norms, for the teachers with responsive orientation, set the standards for student evaluation judgments, giving direction to how student evaluation occurs and suggesting strategies to maintain the validity, reliability and objectivity of the judgments the teachers make.

A fourth area of similarity for teachers from both orientations is the relationship between student evaluation and teacher evaluation. In the responsibilities they assume for making judgments, the teachers discover information from student evaluation that indicates the appropriateness of the learning activities they design for each student. As a source for the planning of teaching strategies or the development of materials, projects and tests, student evaluation gives the teachers an important reference for their own continuous self-evaluation. For example, the teachers may find out that some students cannot do an assigned task because the directions the teachers gave were too complex. The teachers may evaluate their own directions in relation to what they know about these students and change the directions so that these students can complete the task. Student evaluation becomes teacher self-evaluation when it serves the purpose of continued growth or improvement of student learning. However, the teachers are against the use of marks, achievement results or standardized test scores for students as the sole reference point in the reporting, rating or ranking of teachers. Teacher evaluation is as complex as student evaluation. To determine the evaluation of teachers from formal student performance outcomes distorts the reality of what teachers do, makes the evaluation inaccurate through a disproportionate emphasis on one source of information and limits the student learning to those areas of growth or improvement represented by the student performance outcomes. With the interactive orientation, the teachers engage in self-evaluation as part of their emphasis on information which focuses on changes in the quality of teacher to student relationships. With the

responsive orientation, the teachers equate their self-evaluation with their responsibility to solve problems in student learning detected during student evaluation

To summarize, the areas of similarity between the teachers with an interactive and responsive orientation emerge from approaches to student evaluation which

1 include the personal, social and academic dimensions of learning,
2 monitor daily student progress to facilitate learning,
3 make judgments which require interpretations and actions the professional right and responsibility of the teachers; and
4 generate information which links teacher self-evaluation to the continued growth or improvement of student learning.

What the orientations
do not emphasize:

Knowing those areas that the teachers from either orientation do not emphasize both clarifies the meaning of each orientation, and points to issues for the teachers to accommodate further The introduction of areas not considered challenges the teachers to expand how and why they have particular orientations and may direct the teachers to new orientations.

Mentioned but not elaborated are a range of specific technical and conceptual issues. For examp le, some teachers debate the merits of letter versus anecdotal methods of formal reporting. Some teachers describe the dilemmas they face when they try to determine which evaluation technique is best for which purpose. Other teachers note the importance of resolving what is meant by evaluation, of differentiating between psychological and educational measurement, or of defining the distinction and relationship among evaluation, assessment and appraisal. Further discussion on these issues will extend the meaning and relevance they have for the teachers from both orientations.

Although implied in the reflexive perspective of the interactive orientation and in the teacher self-evaluation of both orientations, evaluating their own approaches to student evaluation is an issue that the teachers more assume than address. The teachers occasionally note but do not debate the practicality of the information they gather, the necessity of reporting the same type of information to parents as they report to students, the ethical obligation they have to protect the rights of students in evaluation, or the adequacy, in terms of quantity and quality, of the information they use to make and sometimes defend their judgments Resolving these issues will help the teachers know when they have a good system of student evaluation. Furthermore, these resolutions will provide a more comprehensive foundation to justify what the teachers from both orientations value most in student evaluation.

One area neglected by the teachers is the long-range consequences of student evaluation. For the students, themselves, the teachers do worry about such short-term consequences as the impact of low grades on student self-esteem, the peer reactions to those students who either have problems or fail or the changes in the classroom environment when students compete for the reward of marks. But, beyond these immediate concerns, the teachers do not extend their orientations to encompass the wider social and political implications that these immediate concerns may represent for student evaluation. Various political consequences can arise For example, consequences may arise if the relationship between student evaluation and equality means different things in different classrooms and schools. If student evaluation supports equality of educational opportunity, then student evaluation may become a selecting and certifying process that perpetuates the existing hierarchical order in society Expressions such as "working at his own level of achievement" may represent institutional patronization to legitimize the inevitability of inequality. The sorting and labelling that can occur in student evaluation may lead to stereotypes from which a student cannot escape.

Alternatively, if student evaluation supports equality of educational outcome, then student evaluation may act as an instrument to combat inequalities in society. Concerted efforts to achieve minimum skill levels or to complete the requirements of a core curriculum may realize equivalent successes for all students. However, this form of equality may use student evaluation as a conserving mechanism to maintain order and stability by controlling the diversity in student learning.

Confronting the long range social and political consequences of student evaluation will lead the teachers from the interactive and responsive orientations to face the paradoxical demand of how student evaluation will bring about changes in society yet hold to the traditions that society endorses. Ultimately, this demand will broaden the scope the teachers use to determine their fundamental purpose for student evaluation.

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In summary, the teachers from both an interactive and a responsive orientation do not emphasize those areas of student evaluation which:

1. probe the meaning of the numerous technical and conceptual questions inherent in the issues that matter most to them;
2. develop expectations or standards to guide the evaluation of the judgments they make in student evaluation;
3. and examine the short and long range consequences of particular practices to determine the fundamental purpose that equality in student evaluation serves.

A description of what the teachers do in student evaluation reveals many similarities. Most teachers evaluate daily work, provide oral or written feedback, give tests, consult textbooks, follow curriculum guides, refer to standardized norms, or report to parents. However, when the teachers state the reasons for why they do what they do as resolutions in practice to student evaluation issues they face, then they reveal fundamental differences in the meaning and importance their practices have for the learning and evaluation of students in their classrooms. From their explanations of what matters most in student evaluation emerge two distinct orientations. the interactive and the responsive. The teachers with an interactive orientation create an adaptive classroom community where student evaluation is a personally unique and ongoing learning experience for each student. The teachers with a responsive orientation develop an organized classroom environment where student evaluation is an efficient and individualized measure of the performance of each student. Table 4.1 illustrates how similar practices have different meaning and importance for teachers with both orientations. What differentiates or unites one teacher from or with another is not so much their student evaluation practices but the student evaluation orientations that explain and guide their practices.

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TEACHERS WITH AN INTERACTIVE ORIENTATION ...	STUDENT EVALUATION THROUGH ...	TEACHERS WITH A RESPONSIVE ORIENTATION ...
...use tests and assignments as part of a number of formal and informal evaluation approaches. Tests and assignments have similar status to daily and more informal approaches. The results of tests and assignments act as reference points to compare with other evaluation experiences.	... TESTING AND ASSIGNING • Variety of testing formats (open book, observation, oral, standardized, essay, multiple choice). • Pre- and Post-Tests. • Alternative assignment formats (worksheets, projects, essay, notebook, problems to solve, creative expression).	.. use tests and assignments as benchmarks of achievement. Tests or assignments have high status because they are the most important reference points for reporting to parents, determining group placements or identifying remedial strategies. Changes in student learning are measured by accumulating and comparing the results of numerous formal tests and assignments that students do or produce.
... describe how and what students learn. Interactive teachers use recording strategies to outline how students relate to their learning environment. The analysis of the records is shared with students and parents to develop an understanding of why students learn and how their learning can be facilitated further.	... RECORDING • Tables and charts (measures and evaluations, skill and knowledge areas, task descriptions, summaries of teaching strategies and effectiveness). • Folder of student work. • Teacher log book of student comments and actions.	... document systematically how and what students do and do not learn. Objectives and criteria for student learning are specified and used as a framework for recording. The analysis and tabulation of records provide a mechanism to identify learning problems, to direct the way students complete the evaluation approaches and to measure student performance.
... adopt approaches to observation that are open and unstructured. Through the use of exploratory, reflective strategies, interactive teachers portray what happens in their classrooms. The observations are compared to the student observations, to other evaluation information, and to previous situations to determine the significance of what was found	... OBSERVING • Checklists developed from different sources and perspectives (developmental theories, growth schema, curriculum guidelines, mastery learning criteria, learning styles and modalities, behavioural norms, task analysis interpersonal patterns). • Focused monitoring under particular conditions (learning centres, pairs, groups, alone) or specific guidelines (task card, prescribed sequence of instructions, use of recommended approach or technique). • Reflective strategies (audiotape, videotape, outside observer, participant observer, anecdotes).	...structure the substance of and technique for observation according to the priorities of curriculum. Responsive teachers prefer concrete, behavioural checklists so they can distance themselves from students to watch objectively for indicators of the desired learning component(s) they expect students to demonstrate. Precise observation techniques produce information to evaluate the degree of student learning and to recommend what the student needs next.
... converse with students individually or in groups to understand the meaning and importance students have for their learning. Interactive teachers support a dialogue with students where perspectives are exchanged about personal, social, and academic dimensions of learning. Varied and ongoing conversations establish an important process to help both teachers and students make sense of evaluation and engage in learning experiences which emerge from this sense-making exchange.	... TALKING • Conference with individual students (writing, reading, comprehension, remediation, motivation, report cards). • Written communication (constructive suggestions, reactions to student ideas and writing, correspondence through diaries or journals, notes about progress). • Small and large group structures for specific purposes or objectives (remediation of a common problem, coaching or peer helping, newsletter to parents, criteria for assignments, decision-making for social issues, group skills).	... speak directly with students individually or in groups about their achievement. Listening to students talk about their learning enables responsive teachers to define their learning strengths and needs. Talk, then becomes the vehicle of instruction to recommend directions for improvement, to demonstrate what students must learn next, and to guide students through subsequent learning requirements.

Table 4:1
Student evaluation practices and orientations

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Chapter 5: How Can You Use This Book as a Resource for Inservice Teacher Education?

The study is a description of what and why teachers prescribe particular practices in student evaluation. It is not a prescription for what teachers who read this book should do. Instead, the practices, issues and orientations from this study represent questions or hypotheses for comparison with your practices, issues and orientations. The book is an invitation first to consider and to reflect, then to accept, to adapt or to reject the findings of the study. Descriptions become prescriptions when you deliberate about and personalize the ideas in your own classrooms and schools. To act on this invitation is to make the book a resource for inservice teacher education.

Effective inservice teacher education is facilitated by conditions which:

1 require interaction between those educators who experience and those educators who are responsible for inservice teacher education;
2 support efforts to change whatever classroom and school practices are significant to the participants;
3 provide people and resources which explicitly support the priorities of the participants and programmes;
4 integrate the specific inservice teacher education experience into the ongoing professional growth of the individual; and
5 promote a comprehensive approach to planning, implementing and evaluating of inservice teacher education.

The remainder of this chapter assumes that this book meets Condition 3 above and uses all five conditions to suggest a variety of inservice experiences you can begin by yourself or in concert with other teachers in your school. Each inservice activity must be adapted and expanded in the context of your school.

What you can do:

Teacher as researcher

Teachers in the study portray themselves as researchers who reflect on and in practice. To replicate the way the teachers elaborate their practices, describe your two or three most significant practices in student evaluation. Then ask yourself the following questions.

1 What are the positive and negative consequences of these practices for the students and for you?
2 What makes these practices important for student evaluation?
3 Why are the reasons you give in (2) important for the students?

Your answers to Question (1) suggest the assumptions embedded in your student evaluation practices. Expressing your reasons for your practices in Question (2) and your "reason for your reasons" required in Question (3) elaborate the values you hold and the student evaluation orientation you have. Summarize your orientation. Your discovery of your orientation to student evaluation establishes a foundation for your ongoing professional growth.

Expanding practice

Few teachers in the study discuss the practices as resolutions to all five issues listed in Tables 2:1, 2:2, 3:1 and 3:2. They emphasize those practices as resolutions that are most indicative of their approaches to student evaluation on some issues only. Review the charts cited above. Identify those issues and practices which are most compatible with your student evaluation practices. Set up an action research project which tries one or both of the following changes in your classroom:

1 From those sections of the charts that you identify as compatible with your practices, expand what you do by adding those points you did not identify. For example, on Table 2.1, if on issue one you do "determine what perspective each student has about the task" but do not do "create situations where each student provides to and receives constructive suggestions from another student," then add the latter point to your practices. Monitor what happens and evaluate its consequences in relation to the fundamental directions of the orientation you have.

2 Focus on an issue in a chart that you did not identify but is relevant to your practices. Expand what you do by supplementing your practices with those points listed underneath the issue you chose. For example, on Table 3.2, if you identify issue four but not issue five, then add the practical points under "Regular and Formal" to what you do Monitor what happens and evaluate its impact in relation to the fundamental directions of the orientation you have.

Both action research projects allow you to initiate changes you decide in a way you prefer.

What you can do with another teacher:

Partners for change

The teachers in the study often mention the importance of working with other teachers to compare perspectives on student programmes and evaluation approaches. They value the professional exchanges and, in some cases, the partnerships that result. Select a student evaluation practice in which there is a difference between what you feel you should be doing and what you actually do. Contact a teacher who can be a regular observer in your classroom. Negotiate an observation strategy which responds to the following questions.

1 How and what will your partner observe?
2 How will your partner share information about the differences between what you should be doing and what you are doing?
3 How will your partner discover alternative ways you can change your student evaluation practice?

As a colleague, your partner becomes an observer who supports, informs and coaches you on a priority you define.

Mutual strength building

Although many teachers in the study introduce similar student evaluation practices, probing the meaning and importance of those practices in the classroom often reveals the quite different orientations that the teachers have for how the practices relate to student learning. Review the practices as resolutions to specific issues listed in Tables 2.1, 2.2, 3.1 and 3.2. Select one issue which has the practices as resolutions that are most important for your evaluation of students. Discuss this issue at some length with other teachers in your school to determine which teacher resolves this issue in the classroom with student evaluation practices that are similar to your practices and orientation. Once you establish this commonality with another teacher, develop a plan of action which answers the following questions:

- What aspects of your commonality will be further developed?
- How will you help each other to build on the strengths of your commonality?
- How will you evaluate your progress?

Going beyond the rhetoric to find a teacher who resolves a specific issue in the same way you do gives you a reciprocal situation in which you build together from a positive and a similar foundation.

What the educators in your school can do:

Establishing a school orientation to student evaluation

Some teachers in the study comment on the difficulty, complexity and necessity of working out what should govern student evaluation practices in the school. When the educators in your school decide what values, principles and directions will guide their student evaluation judgments in practice, in effect, they establish a school orientation to student evaluation. Use the following issues in this study as a framework for the educators in your school to discuss student evaluation.

How should the evaluation influence the learning of each student?

- How should the strategies of evaluation affect student self-worth?
- How should the information from evaluation determine how to change student learning?
- How should the focus of evaluation define what and how a student learns?

What guidelines should govern the evaluation of students?

- On what basis should the judgments in evaluation be made?
- What dimensions of evaluation should be varied to promote accurate judgments?

As you deliberate about these issues, also address the following questions:

1 Will the resolutions be formulated into a formal school policy or be presented as an orientation for the educators to try and to review on an ongoing basis?
2 What resolutions will be common for all classrooms, grade levels or subject areas? Or, conversely, how will different resolutions in each classroom, grade level or subject area be supported?
3 How will you implement and evaluate the resolutions in your school?

To engage in establishing a school orientation to student evaluation brings teachers and administrators together to exchange views and to develop a comprehensive resolution to a concern everyone shares in your school.

The above suggestions outline inservice activities which are consistent with what the teachers in this study emphasize. How you relate to the ideas and structure of this book, like the teachers in the study, will depend on the meaning and importance your student evaluation practices have in your classroom and school.

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Appendix

The research approach:

General

The central purpose of the study is to discover the meaning of and reasons for the judgments and practices teachers use in student evaluation. It is a search for how teachers see the complexities of student evaluation. Summarized below are the significant phases of the study. Each phase both influenced the nature of subsequent phases and expanded the interpretation of previous phases. The continuous comparisons between what teachers said in different phases, between the perspectives each researcher evolved and between the viewpoints the Curriculum & Research Committee members expressed provided necessary screens to monitor the trustworthiness of the findings. Every phase was screened by one or more of the above comparisons.

In contrast, many researchers structure studies in student evaluation according to traditional scientific method. They review the existing knowledge about student evaluation to define hypotheses to be tested. To prove or disprove the hypotheses, the researchers find or develop techniques for data collection. The techniques control the answers or responses teachers make to isolate data which relates directly to the hypotheses. Standardized analysis procedures produce trend or impact measures to assess whether or not the researchers can confirm or reject the original hypotheses. Conclusions link the analysis results to the existing knowledge about student evaluation and recommend future directions for research. The rigorous conformity to the standardized scientific method is a persuasive force for the conclusions researchers make.

For this study, rigor comes from an emergent research approach which minimizes the imposition of any preconceived research design, which controls the language and substance of what the teachers express and which maximizes the opportunities for teachers to choose how and what they say about student evaluation. The study discovers those ideas that are important to teachers by invitation and conversation and not by intervention and regulation.

Formulating the study:

- Literature reviewed to determine the substance, perspective and style of documents and studies of student evaluation.
- Proposal submitted to and accepted by the Curriculum & Research Committee.
- Parameters of the study elaborated and modified in consultation with the Curriculum & Research Committee.

Searching for student evaluation concerns:

- Open-ended question sheet developed for distribution to teachers. The question asked teachers to describe their concerns about student evaluation.

Survey questions: Concerns about student evaluation
When you think about Student Evaluation, what are you concerned about?
We neither hold any one definition nor emphasize any one aspect of student evaluation. Please think of student evaluation in terms meaningful to you. Describe what concerns you most (and not what you believe concerns others). Be frank. Explain in detail why you have whatever concern(s) you describe.

- Open-ended question sheet sent to 450 OPSTF representatives who were selected by choosing every fifth representative from a master list. The representative was asked to make the open-ended question sheet available to any teacher in the school who wanted to reply.

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Profile of those who expressed concerns		
Total number of replies: 313 from 60 school boards		
Distribution by Region:	Central: 140 Midnorthern: 23 Northwestern: 12	Eastern: 51 Northwestern: 19 Western: 64
Distribution by Position:	K — 3/4: 56 7 — 8: 70 Principal/Vice Principal: 38	4 — 6/7: 88 Spec. Ed.: 39 Consultant: 7
Distribution by Years of Experience:	0 — 5: 19 11 — 15: 92 20+: 72	6 — 10: 60 16 — 20: 68 Not noted: 2
Distribution by Sex:	Male: 222 Not noted: 7	Female: 83

- Replies sorted and categorized by two researchers independently. The two researchers met each week, reviewed the replies, compared the categories defined for each reply, reached agreement on any discrepancies in categorization of replies and added, dropped, or modified categories as new concerns or perspectives were expressed.
- After 4 weeks, 17 categories jointly defined by the two researchers. 90% of the eventual total number of replies were received. Replies were reread and regrouped according to the new categories by each researcher. The two researchers met to compare the regrouping and to resolve any differences in the regrouping. 17 categories were transformed into 17 questions for the next phase of the research.

Exploring how teachers
resolve concerns
in practice:

- 17 questions from categories revised into 12 questions in four areas after consultation with the Curriculum & Research Committee. The revised questions became the basis for the interviews in this phase.

Questions for the interview
1 How do you use student evaluation to: (a) change your teaching approaches? (b) identify and facilitate individual progress? (c) form a final judgment on the quality of the learning a student has demonstrated? 2 In your approaches to student evaluation, how do you use: (a) previous student work, assignments or tests? (b) performance criteria for work, assignments or tests? (c) present classroom norms? (d) grade or age level standards from board, provincial, national or international re~ or tests? 3 To vary your approaches to student evaluation, how do you use: (a) self, peer or teacher approaches? (b) academic or affective achievement and development? (c) a content or thinking skills emphasis? 4 To communicate with parents or students, how do you: (a) help them to understand your approaches to and expectations for student evaluation? (b) use strategies which both explain to them about student progress and achievement and are in addition to your required reporting procedures?

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- Elementary school consultants were asked to nominate teachers who:
  - (a) implement exemplary approaches to student evaluation in their classrooms, and
  - (b) can offer insights into why they do what they do.
- Nominated teachers were contacted to request their participation in a telephone interview for the student evaluation study.
- Teachers agreed to receive 12 questions in advance so they could select those questions which they wanted to discuss, to have the interview tape recorded and to permit the use of their comments in the final publication of the study.

Profile of the interviewed teachers		
Total Number of Interviews. 30 interviews with teachers in 10 school boards		
Distribution by Region:	Central: 8 Midnorthern: 4 Northwestern: 3	Eastern: 0 Northeastern: 4 Western: 11
Distribution by Position:	K — 3/4: 9 7/8: 9 Principal: 1	4 — 6/7: 10 Spec. Ed.: 1
Distribution by Years of Experience:	0 — 5: 1 11 — 15: 13 20+: 7	6 — 10: 3 16 — 20: 4 Not noted: 2
Distribution by Sex:	Male: 16	Female: 14

- Interviews conducted by the same interviewer. The interviews lasted from 45 minutes to one hour 20 minutes.
- 44 resource sheets, files or reports sent by 11 teachers to illustrate the ideas they described during the interviews.
- 3 teachers visited to discuss and to observe the ideas they described during the interviews.

Translating the findings for publication:

- Taped interviews were reviewed and summarized by question.
- Ideas from taped interviews were placed on individual cards and sorted by common issue/theme. 5 issues/themes were identified.
- Ideas from the 313 open-ended question sheets were placed on individual cards and placed with one of the 5 issues/themes identified from the above interview card sorting.
- Combined interview and question sheet cards in each of the 5 issues/themes were analysed to determine range of situations, practices and the reasons for the practices used in particular situations. Two orientations for each issue/theme were identified. Numerous practices in a variety of the situations were evident for each orientation.
- Reviewed alternative formats for presenting the issues/themes and orientations. The following conditions were formulated to support the use of this book as a resource for inservice teacher education:
  - Translate practices into a range of general and specific alternatives. Provide teachers with suggestions which may be used, adapted or rejected. Teachers must be able to come up with their own solutions and not only those described in the book.
  - Link practices, issues and orientations to the context in which teachers work. Teachers must be able to predict personally acceptable paths for the practices or orientations they prefer.
  - Use language that teachers use to describe their classroom, school, practices and judgments. Teachers must be able to grasp the meaning of the practices, issues and orientations in terms which reflect their language norms.
  - Offer advice (do not exhort, advocate, mandate or enjoin) which emanates from the intentions and beliefs of teachers. Teachers must be able to identify the orientation that is most compatible with their practices.
- Situations were created from the interviews to illustrate each issue and to provide a way to demonstrate how teachers with different student evaluation orientations might resolve the issue in practice.

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