

students, parents, and others in the education system (summative assessment). Informed, reasoned discussion by researchers, practitioners, and policy-makers is a must. If this chapter offers us a direction for becoming more assessment literate, then it has done its job.

Endnotes

- ¹ Joseph M. Kirman, *Elementary Social Studies* (Scarborough, ON: Prentice Hall, 1991), 11.
- ² Overviews of this expanded role can be seen in Kieran Egan, "Testing What for What?" *Educational Leadership* 61, no. 3 (2003): 27–30; and Steve Alsop and Larry Bencze, "A Tale of Two Scientists: Professional Scientist/Citizen Scientist," *Orbit* 31, no. 3 (2000): 21–24.
- ³ Three collections of articles illustrating recent assessment reform can be found in *Orbit* 30, no. 4, (2000); *Canadian Social Studies* 34, no. 1 (1999); and Roland Case and Penney Clark, eds., *The Canadian Anthology of Social Studies: Issues and Strategies for Teachers* (Vancouver: Pacific Education Press, 1997).
- ⁴ Charles Ungerleider, *Failing Our Kids: How We Are Ruining Our Public Schools* (Toronto: McClelland & Stewart, 2003), 252–253 provides an overview (already out of date) of the changing provincial testing scene in Canada.
- ⁵ Ruth Childs, "The EQAO Tests and the OTQT: Critical Consumers Needed" (keynote address, OISE/UT Preservice Assessment and Evaluation conference, Toronto, February 11, 2004).
- ⁶ This section is an adaptation of two earlier publications by John Myers and Fiorella Finelli: *Canadian History: Patterns and Transformations, Teachers' Resource Guide* (Toronto: Irwin, 2003); and "Assessment and Evaluation", in *Civics Today: Teachers' Resource Guide*, ed. Jennifer Watt, et al. (Toronto: Irwin, 2000), 18–32.
- ⁷ Robert J. Marzano, Debra J. Pickering, and Jane E. Pollock, *Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement* (Alexandria, VA: Association for Supervision and Curriculum Development, 2001).
- ⁸ Alberta Learning, *Social Studies Kindergarten to Grade 12 Validation Draft* (Edmonton: Author, May 2003), 9.
- ⁹ Samuel S. Wineburg, "Historical Problem Solving: A Study of the Cognitive Processes Used for the Evaluation of Documentary and Pictorial Evidence," *Journal of Educational Psychology* 83, no. 1 (1991): 75–87.
- ¹⁰ See, for example, Canadian Council for Geographic Education, *Canadian National Standards for Geography: A Standards-based Guide to K–12 Geography* (Ottawa: Royal Canadian Geographic Society, 2001), for the range of learnings to be assessed in just one component of social studies.
- ¹¹ Daniel Gardner, *Youth and History: Policy Paper and Survey Results* (Toronto: Dominion Institute, 1997) was the first of a series of results based on national quizzes of Canadian students' knowledge of Canadian history and citizenship.
- ¹² Grant Wiggins and Jay McTighe, *Understanding by Design* (Alexandria, VA: Association for Supervision and Curriculum Development, 1998).
- ¹³ Richard J. Stiggins, *Student-involved Classroom Assessment*, 3rd ed. (Upper Saddle River, NJ: Merrill Prentice Hall, 2001).
- ¹⁴ John Myers et al., "Doin' the DBQ: A Project in Designing Useful Assessments" (in progress, Toronto, OISE/UT; first phase finished in 2003). This project, carried out with the assistance of fifty-eight student teachers, has demonstrated, among other things, both the importance and the challenge of designing useful multiple-choice questions.
- ¹⁵ The literature on the role of talk in small groups is vast. See, for example, the International Association for the Study of Cooperation in Education website, www.iasce.net, and its links.
- ¹⁶ See, for example, the essay questions in the Begbie Canadian History Contest, <http://www.begbiecontestsociety.org/>, which held its first contest in British Columbia in 1994 and is now a national contest.
- ¹⁷ R.J. Cornfield et al., *Making the Grade: Evaluating Student Progress* (Toronto: Prentice Hall, Canada, 1987).
- ¹⁸ The Begbie Canadian History Contest, <http://www.begbiecontestsociety.org/>.
- ¹⁹ Adapted from Walter C. Parker, *Renewing the Social Studies Curriculum* (Alexandria, VA: Association for Supervision and Curriculum Development, 1991).
- ²⁰ Bert Bower, Jim Lobdell, and Lee Swenson, *History Alive! Engaging All Learners in the Diverse Classroom*, 2nd ed. (Palo Alto, CA: Teachers' Curriculum Institute, 1999).
- ²¹ Art L. Costa and Bena Kallick, *Habits of Mind: A Developmental Series* (Alexandria, VA: Association for Supervision and Curriculum Development, 2000).
- ²² See Ken O'Connor, "Grading—An Exercise in Professional Judgment," *Orbit* 30, no. 4 (2000): 40–42.