

EDUC 320 Educational Assessment**Credit Hours:** 3**Scheduled hours per week**

Lecture: 3

Lab: #

Other: #

Catalog Course Description: This course will focus on the relationship between standards, instructional objects, and assessment and assessment-influenced instruction. Diagnostic, formative, and summative assessment will be emphasized. The importance of validity and reliability will be stressed. Instrument design, administration, scoring and standards-based grading will be discussed. Ways to demonstrate effect on student learning.

Pre-requisites: Admission to Teacher Education Program

Co-requisites: None

Course Learning Outcomes:

1. Explains the role of formal and informal assessment in informing the instructional and decision making processes. (WVPTS 1E, 3E, 3F, 4C) (InTASC 1, 2, 6, 7) (ACEI 3.1, 4.0, 5.1) (PRAXIS 5622 II.B.9, II.B.10, III.A.1) (CAEP 1.1, 1.2, 1.3) (Assessment: exam, article summary)
2. Explains the distinctions among the different types of assessment such as formative, summative and diagnostic assessment and can utilize them in the appropriate manner. (WVPTS 1E, 3E, 3F) (InTASC 1, 2, 3, 6, 7) (ACEI 3.1, 4.0, 5.1) (PRAXIS 5622 II.B.9, III.A.2) (ISTE 7b) (CAEP 1.1, 1.2, 1.3) (Assessment: exam, Teacher Performance Assessment assignment)
3. Selects an appropriate assessment format to meet instructional objectives. (WVPTS 1C, 1E, 3E) (InTASC 1, 2, 6, 7) (ACEI 3.2, 4.0) (PRAXIS 5622 II.A.1, II.A.5, III.A.3) (CAEP 1.1, 1.2, 1.3, 1.4) (Assessment: Teacher Performance Assessment assignment)
4. Compares and contrasts the strengths and weaknesses of a variety of assessment tools to evaluate student performance such as rubrics, analytical checklists, scoring guides, anecdotal notes, continuums. (WVPTS 1E, 3E) (InTASC 1, 2, 6, 7) (ACEI 4.0) (PRAXIS 5622 III.A.4) (CAEP 1.1, 1.2, 1.3) (Assessment: exam)
5. Selects an assessment tool appropriate for quantifying the results of a specific assessment. (WVPTS 1E, 3E) (InTASC 1, 2, 6, 7) (ACEI 4.0) (PRAXIS 5622 III.A.4) (CAEP 1.1, 1.2, 1.3) (Assessment: Teacher Performance Assessment assignment)
6. Defines, provides uses and examples of and strengths and limitations of self and peer assessment modes. (WVPTS 1E, 2C, 3E) (InTASC 1, 2, 3, 6) (ACEI 1.0 4.0) (PRAXIS 5622 I.B.1, I.C.3, I.C.4, II.B.6, III.A.5) (ISTE 6.a) (CAEP 1.1, 1.2, 1.3) (Assessment: exam)
7. Defines, provides uses and examples of and strengths and limitations of a variety of assessment formats such as essay, selected response, portfolio, conference, observation and performance. (WVPTS 1E, 3E) (InTASC 1, 2, 6, 7, 8) (ACEI 4.0) (PRAXIS 5622 III.A.6) (CAEP 1.1, 1.2, 1.3) (Assessment: create tests, Teacher Performance Assessment assignment)
8. Explains the uses of and data provided by different types of standardized tests such as achievement, aptitude and ability tests. (WVPTS 1E, 3E) (InTASC 2, 6) (ACEI 4.0) (PRAXIS 5622 I.B.1, III.B.1) (CAEP 1.1, 1.2, 1.3) (Assessment: exam, assignment)
9. Explains the uses of norm-referenced and criterion-referenced tests and can explain data provided by both types of tests. (WVPTS 1E, 3B, 3E) (InTASC 6) (ACEI 4.0) (PRAXIS 5622 III.B.2) (CAEP 1.1, 1.2, 1.3) (Assessment: exam)
10. Defines and explains terms related to testing and scoring such as validity, reliability, raw score, scaled score, percentile, standard deviation, measures of central tendency, grade equivalent

scores and age-equivalent scores (WVPTS 1E) (InTASC 6) (ACEI 4.0) (PRAXIS 5622 III.B.3) (CAEP 1) (Assessment: exam)

11. Creates and explains the difference between holistic and analytic scoring (WVPTS 1E, 3E) (InTASC 6, 7) (ACEI 4.0) (PRAXIS 5622 III.B.4) (CAEP 1.1, 1.2, 1.3) (Assessment: exam, Teacher Performance Assessment assignment, class assignment)
12. Interprets assessment results and can communicate the meaning of those results. (WVPTS 1E, 2C, 3C, 3E, 5F) (InTASC 1, 3, 6) (ACEI 3.5, 4.0, 5.2) (PRAXIS 5622 II.B.10, II.9.3, III.B.5, IV.3, IV.6) (ISTE 7b, 7c) (CAEP 1.1, 1.2, 1.3) (Assessment: In class assignment)
13. The teacher models the ethical standards expected for the profession in the learning environment and in the community. (WVPTS 5I) (InTASC 6, 9) (ACEI 3.5, 4.0, 5.1) (PRAXIS 5622 IV.5) (ISTE 3.d, 4.d) (CAEP 1.1, 1.2, 1.3) (Assessment: exam)
14. Demonstrates the ability to track and share student performance data digitally. (WVPTS 1E, 2C, 3B, 5E) (InTASC 2, 3, 6) (ACEI 3.5, 4.0) (PRAXIS 5622 III.B.5) (ISTE 3.c, 3.d, 5a, 6a, 6b, 7b, 7c) (CAEP 1.1, 1.2, 1.3, 1.5) (Assessment: Teacher Performance Assessment assignment)

Topics to be studied:

1. Why Study Assessment?
2. What Should Be Assessed?
3. How Should It Be Assessed?
4. Reliability, Validity and Absence of Bias
5. Performance, Portfolio and Assessment
6. Assessment FOR Learning
7. Formative Assessment
8. Assessment-Based Grading
9. Teacher’s Impact on Student Learning and Teacher Performance Assessment
10. Standardized Tests and Appropriate Uses Practices

Relationship of Course to Program or Discipline Learning Outcomes:

Education 320 incorporates all facets of the philosophical framework of *Architects of the Future*. The course emphasizes the importance of the decision-making that must occur during the planning, teaching and assessment process to insure that diverse students learn. An emphasis will be placed on the interpersonal communication skills that are needed to communicate assessment results clearly and accurately to all stakeholders. The course will stress the need for teachers to be personally committed to assessing their students fairly and without bias. Assessment FOR Learning and the current state mandated standardized test will be highlighted in an effort to promote 21st century assessment methods.

| Relationship of Course to General Education Learning Outcomes: | |
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| Composition and Rhetoric Students illustrate a fundamental understanding of the best practices of communicating in English and meet the writing standards of their college or program-based communication requirements. | X |
| Science & Technology Students successfully apply systematic methods of analysis to the natural and physical world, understand scientific knowledge as empirical, and refer to data as a basis for conclusions. | X |
| Mathematics & Quantitative Skills Students effectively use quantitative techniques and the practical application of numerical, symbolic, or spatial concepts. | X |
| Society, Diversity, & Connections Students demonstrate understanding of and a logical ability to successfully analyze human behavior, societal and political organization, or communication. | X |

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| <p>Human Inquiry & the Past Students interpret historical events or philosophical perspectives by identifying patterns, applying analytical reasoning, employing methods of critical inquiry, or expanding problem-solving skills.</p> | <p>X</p> |
| <p>The Arts & Creativity Students successfully articulate and apply methods and principles of critical and creative inquiry to the production or analysis of works of art.</p> | |
| <p>5/3/2016</p> | |

Special requirements of the course:

1. Research Assessment FOR Learning.
2. Research West Virginia’s current standardized tests.
3. Complete assignments that demonstrate their effect on student learning: Tasks 2, 3, 4, and 6 of the West Virginia Teacher Performance Assessment.
4. Take the practice PRAXIS Principles of Learning and Teaching and Multi-Subject Elementary Education tests in language arts, mathematics, social studies, and science.
5. Have a current LiveText (or affiliate) subscription and use BlackBoard for course requirements.
6. Instructor will complete the Admission to Student Teaching assessment in Livetext.

Additional information:

N/A

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Updated 12/11/2017