

EVALUATION:

Please provide a brief description (250 characters maximum) that details how students will be assessed on the course outcomes.

Evaluation procedures will include traditional in-class examinations as well as online quizzes between exams. Collaborative group projects and presentations will be included. Take home or online assignments will be used in conjunction with online discussions and/or chat. In class exercises, assignments, debates, and discussions will also be used.

**** Complete the following only if course is seeking general education status ****

GENERAL EDUCATION Competencies and Skills*:

Please highlight in green font all Competencies/Skills from the list below that apply to this course. In the box to the right of the Competency/Skill, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 5.12) that apply.

1. Read with critical comprehension	NA
2. Speak and listen effectively	NA
3. Write clearly and coherently	NA
4. Think creatively, logically, critically, and reflectively (analyze, synthesize, apply, and evaluate)	NA
5. Demonstrate and apply literacy in its various forms: (highlight in green ALL that apply) (1. technological, 2. informational, 3. mathematical, 4. scientific, 5. cultural, 6. historical, 7. aesthetic and/or 8. environmental)	NA
6. Apply problem solving techniques to real-world experiences	NA
7. Apply methods of scientific inquiry	NA
8. Demonstrate an understanding of the physical and biological environment and how it is impacted by human beings	NA
9. Demonstrate an understanding of and appreciation for human diversities and commonalities	NA
10. Collaborate with others to achieve common goals.	NA
11. Research, synthesize and produce original work	NA
12. Practice ethical behavior	NA
13. Demonstrate self-direction and self motivation	NA
14. Assume responsibility for and understand the impact of personal behaviors on self and society	NA
15. Contribute to the welfare of the community	NA

* General Education Competencies and Skills endorsed by '05-'06 General Education Task Force

Common Course Number: EDF 4430

UNITS

Unit 1

General Outcome:

1.0 The student shall:

Conceptualize the purposes and procedures of the assessment component of teaching.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 1.1 Define assessment, measurement, test, the standardization process and other basic terms.
- 1.2 Distinguish between reliability and validity explain how they influence the use of assessment information.
- 1.3 Describe the various purposes of assessment
- 1.4 Compare and contrast the three main types of assessment and give examples of each.
- 1.5 Describe common methods of collecting assessment information.
- 1.6 Examine teacher's ethical responsibilities in collecting or using assessment information

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Unit 2

General Outcome:

2.0 The student shall:

Develop early assessment techniques and strategies in order to promote a classroom society characterized by communication, order, and learning.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 2.1 Identify features of the classroom that makes it a social setting.**
- 2.2 Explain the need for teacher early assessment**
- 2.3 Identify and describe the sources of teacher assessments at the start of school**
- 2.4 Differentiate between cognitive, affective, and psychomotor behaviors**
- 2.5 Distinguish between formal and informal observations**
- 2.6 Identify weaknesses in the validity and reliability of early assessments and suggest ways to overcome them.**
- 2.7 Synthesize potential effects of early assessments on students.**
- 2.8 Discuss early assessments for disabilities.**

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Unit 3

General Outcome:

3.0 The student shall:

Operationalize the relationship between lesson planning and assessment objectives.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 3.1 Define curriculum, instruction, achievement, ability, educational objective and other basic terms.**
- 3.2 Describe the main considerations in lesson planning.**
- 3.3 Create a lesson plan that communicates purpose, process and assessment strategy.**
- 3.4 State educational objectives, differentiate well-stated from poorly-stated objectives, and distinguish between and write higher level and lower level educational objectives.**
- 3.5 Discuss common errors in planning instruction.**
- 3.6 Compare features of assessment used for planning and delivering instruction.**
- 3.7 Suggest ways to improve the validity and reliability of assessment during instruction.**
- 3.8 Discuss accommodations for students with disabilities.**

Common Course Number: EDF 4430

Unit 4

General Outcome: .

4.0 The student shall:

Explain the implications of high-stakes statewide assessments and national imperatives such as FCAT and No Child Left Behind

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 4.1 Describe what is going on in most states with regard to statewide standards and testing.**
- 4.2 Understand and explain how statewide standards and assessments are constructed.**
- 4.3 Discuss some implications for teachers of high-stakes testing.**
- 4.4 Summarize the intention of No Child Left Behind, as well as some possible problems with it.**

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Unit 5

General Outcome:

5.0 The student shall:

Illustrate the importance of assessment during instruction and preparing students for official assessments

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 5.1 Distinguish between planning and instructional assessment.**
- 5.2 Describe what teachers do during the course of instructional assessment.**
- 5.3 Explain the use of level of tolerance and practical knowledge.**
- 5.4 Identify problems that influence validity and reliability in instructional assessment.**
- 5.5 Write or ask higher-level and lower-level questions.**
- 5.6 Write or ask convergent and divergent questions.**
- 5.7 Cite strategies for effective questioning.**
- 5.8 Accommodate students with disabilities during instruction and instructional assessment.**

Common Course Number: EDF 4430

Unit 6

General Outcome:

6.0 The student shall:

Develop a variety of assessment types, including paper-and-pencil objective tests, product assessment, performance assessments, rubrics and portfolios.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 6.1 Contrast official assessment with initial and instructional assessments.**
- 6.2 Differentiate formative and summative assessment.**
- 6.3 Explain the difference between good teaching and effective teaching.**
- 6.4 Describe the decisions needed to develop and plan an official assessment.**
- 6.5 State activities that help prepare pupils for official assessments.**
- 6.6 Define basic item-writing terms such as selection items, supply items, item stem and specific determiner.**
- 6.7 Distinguish between higher-level and lower-level test items.**
- 6.8 Develop and write correctly stated supply and selection items.**
- 6.9 Describe basic terms such as holistic scoring, analytic scoring and objectivity.**
- 6.10 State basic principles for assembling and administering tests.**
- 6.11 Recognize the unacceptability of cheating on tests and identify strategies to reduce cheating**
- 6.12 Apply methods to improve the objectivity of essay scoring**
- 6.13 Recognize strategies to identify faulty test items**
- 6.14 Contrast performance processes and performance products.**
- 6.15 Contrast performance assessment with other assessment types**
- 6.16 Write well-stated performance criteria for a given process or performance.**
- 6.17 Apply different scoring approaches for performance assessments.**

- 6.18 Construct a scoring rubric.**
- 6.19. Discuss portfolios and their use in assessment.**
- 6.20 Identify strategies to improve the reliability and validity of classroom performance assessments.**

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Unit 7

General Outcome:

7.0 The student shall:

Understand the rationale and difficulties of grading including norm-referenced and criterion-referenced grading.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 7.1 Define basic terms such as norm-referenced, criterion-referenced and grading curve.**
- 7.2 Contrast the characteristics of norm-referenced and criterion-referenced grading.**
- 7.3 Identify principles of grading and explain their importance.**
- 7.4 Describe approaches for grading cooperative learning and pupils with disabilities.**
- 7.5 State strategies for conducting effective parent-teacher conferences.**

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Unit 8

General Outcome:

8.0 The student shall:

Critique commercial tests that accompany instructional materials.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 8.1 Define terms related to standardized testing.**
- 8.2 State differences between teacher-made, commercial, and statewide tests in terms of objectives, construction and scoring.**
- 8.3 Interpret commercial achievement test results.**
- 8.4 Identify factors that influence the validity and reliability of commercial and statewide achievement tests.**