

Common Course Outline

EDTR 240 Assessment For Elementary Teachers

3 semester hours (3 classroom hours per week)

The Community College of Baltimore County

Overall Course Description:

Assessment for Elementary Teachers

Introduces students to the principles and practices of performance-based assessment. Students will explore the study of objective measurements and evaluations in education, preparing the student for the selection, administration, interpretation and effective classroom use of standardized and informal tests and test results. Emphasis is placed on adequate diagnosis as the necessary basis for skillful educational guidance. Note: This course is approved by the Maryland State Department of Education for individuals seeking certification or recertification in elementary education. Prerequisites: (ENGL 051 or ESOL 051 or LVE 1) and (RDNG 051 or LVR 1)

Overall Course Objectives:

At the end of the course, the student will be able to:

- A. Identify the strengths and limitations of traditional forms of assessment and recognize the need for change.
- B. Examine the basic principles of psychometrics and standardized norm-referenced assessments and how they can be used as complements to performance-based assessments
- C. Analyze the theoretical elements of performance-based assessment and how it differs from traditional forms of assessment
- D. Examine the principles of outcome-based instruction and how it relates to performance-based assessment and be able to write appropriate outcomes for one's classroom
- E. Compare/contrast between types of performance-based assessments (performance tasks, portfolios, projects, etc.) and the appropriate applications of each
- F. Identify the relationships between outcomes, tasks, and scoring tools
- G. Design, implement, evaluate, revise, anchor, and score a performance assessment task and produce a validated task for distribution to colleagues
- H. Articulate a personal theory of assessment and formulate a personal action plan for change

Major Topics:

- Assessment in the process of learning: a learning culture
- Assessment that is multidimensional
- Role of assessment in teaching
- Appropriateness of assessment methods

- Pre/post instructional assessment
- Formative and summative assessment
- Assessment of higher order thinking skills and reasoning processes
- Performance-based assessments
- Assessing affective traits
- Students as active, self-assessors
- Evaluation of one's teaching efficacy

Requirements:

Grading procedures will be determined by the individual faculty member but may include quizzes, exams, and/or performance-based project.