

# Common Course Outline

EDTR 250 Assessment for Secondary Teachers

3 semester hours (3 classroom hours per week)

## The Community College of Baltimore County

### Overall Course Description:

#### **Assessment for Secondary Teachers**

Focuses on the development of performance assessment tools appropriate for immediate classroom use. Tools to be used include: performance tasks, work products, portfolios, integrated projects, observation checklists, demonstrations, and learning logs/process journals. The class will explore the critical connections among curriculum, instruction, and assessment if a performance-based philosophy is to be adopted.

NOTE: This course is approved by the Maryland State Department of Education for individuals seeking certification or recertification in secondary 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. Demonstrate an understanding of performance-based teaching, learning, and assessment by:
  1. identifying the critical elements of the performance-based teaching, learning, and assessment model
  2. describing how a performance-based philosophy of education differs from current practices
  3. using new vocabulary to communicate one's ideas about assessment, and
  4. developing an instructional product which demonstrates a comprehensive understanding of the performance-based learning outcomes
    - a. expectations/student learning outcomes
    - b. performance indicators
    - c. an assessment opportunity
    - d. rubric/specific performance criteria
    - e. learning experiences
    - f. feedback among student, teacher, parents, and others, and
    - g. documentation, recordkeeping, and reporting
- B. Explore specific performance assessment tools, including performance tasks, work products, integrated projects, portfolios, demonstrations, exhibitions, observation checklists, learning logs/process journals, as alternatives to traditional forms of assessment by:
  1. describing each tool, its purpose, and most effective use

2. outlining the recommended steps in developing each tool
  3. identifying examples of classroom situations where each tool could be used; and
  4. examining the tools and identifying similarities/differences among them
- C. Evaluate one's own current instructional and assessment practices in light of the principles of performance-based education by:
1. identifying personal areas of strength and weakness relating to performance-based teaching, learning, and assessment; and
  2. developing a personal improvement plan for enhancing one's instructional and assessment strategies.

**Major Topics:**

- Appropriateness of assessment methods
- Formative and summative assessment
- Assessment of higher order thinking skills and reasoning processes
- Performance-based assessments
- Rubrics
- Learner outcomes
- Student-led conferences
- Brain-based learning
- Multiple intelligences
- Promoting self-regulation and responsibility
- Assessing affective traits
- Administration and interpretation of standardized tests
- 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.