

EDTR 250

Assessment for Secondary Teachers

3 Credits

Community College of Baltimore County Common Course Outline

Description

EDTR 250 – Assessment for Secondary Teachers: students examine the essential principles and concepts of effective classroom assessment and explore recent changes in assessment that have resulted from state and national educational policies. Subjects of study include the organization of the classroom environment; the planning and instruction of lessons based upon sound instructional objectives; the effective use of formative and summative assessments; the development of performance assessment tools appropriate for immediate classroom use; the proper methods for constructing test items; the construction of various assessment scoring tools; the importance of Universal Design for Learning in the construction of assessments; and the analysis of standardized tests and statewide assessments.

Pre-requisites: ENGL 101

Overall Course Objectives

Upon completion of this course, students will be able to:

1. compare the various methods of collecting assessment information and the purposes of each;
2. analyze the weaknesses in the validity and reliability of various types of assessments;
3. construct accurate and effective instructional objective statements based upon cognitive, affective, and psychomotor domains;
4. compare the differences and applications of higher- and lower-level questioning strategies;
5. evaluate an assessment for use of lower- and higher-level cognitive thinking skills in student responses;
6. analyze an assessment for effective construction of test items and overall test design format;
7. apply principles of universal design to assessments in order to provide more equitable measures of student achievement;
8. evaluate one's own current instructional and assessment practices with regards to effective assessment design principles;
9. develop a personal improvement plan for enhancing one's efficacy in instructional assessment strategies;
10. construct various types of scoring tools for the assessment of performance-based student products;
11. differentiate the concepts and applications of norm-referenced and criterion-referenced assessments;

12. apply effective methods to identifying assessments for grading purposes and assigning weighted measurements for computing overall scores ;
13. compare differences between teacher-made, commercial, and statewide tests in terms of objectives, construction, and scoring;
14. interpret basic statistical information in order to score and interpret student test performance; and
15. apply general assessment principles in the analysis and evaluation of a standardized assessment for student use.

Major Topics

- I. Appropriateness of assessment methods
- II. Phases of classroom assessment
- III. Formative and summative assessments
- IV. Assessment of higher-order thinking skills and reasoning processes
- V. Performance-based assessments
- VI. Scoring tools
- VII. Objective statements
- VIII. Multiple Intelligences
- IX. Administration and interpretations of standardized assessments
- X. Evaluation of one's teaching strategies
- XI. Questioning strategies
- XII. Validity and reliability in assessments
- XIII. Lesson planning
- XIV. Universal Design for Learning

Course Requirements

Grading will be determined by the individual faculty member, but shall include the following, at minimum:

- Discussion/Participation – Required class participation through weekly discussions and/or discussion board posts.
- Assignments – One assignment per unit of study.
- Tests – One midterm exam and one final exam.

Written assignments and projects: Students are required to use appropriate academic resources in their research and cite sources according to the style selected by their professor.

Other Course Information

This course satisfies the requirements for an assessment course for individuals seeking certification or recertification in secondary education.

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