

EDUCATION 325-3

Assessment for Classroom Teaching

SUMMER SEMESTER 1995

S. Reid

PREREQUISITE: Educ. 220

COURSE DESCRIPTION:

This course examines assessment methods and issues related to teachers using assessment information. Topics include: analyzing objectives and tasks, using and evaluating tools for observing and assessing classroom processes and environments, self-report methods, assessing student progress, integrated resource packages, published tests of achievement and aptitude, grading practices, reporting, and features of assessment data (e.g., reliability, validity, utility).

OBJECTIVES:

This course teaches knowledge and skills for determining criteria; for designing assessment tools; gathering and scoring data; and making accurate, clear, valid, and useful interpretations about students' progress, qualities of teaching, and evaluating educational programs.

COURSE REQUIREMENTS:

Course Journal/Thought Questions/Learning Exercises/Self Test (not graded). Students are to maintain a journal in which they record their thoughts, insights, interpretations, questions, and disagreements with (a) positions or suggestions presented in the text and (b) the activities worked on during the course. Thought Questions, Learning Exercises, and Self Tests are activities which encourage reflection to enrich understanding of course materials.

Assessment Package (55%). This exercise accumulates in four installments over the course. You will develop an assessment package for a teaching unit. In the package you will demonstrate knowledge and skills related to (a) planning a broad-spectrum assessment of students and of your teaching (b) designing tools for gathering measurements, (c) appraising technical properties of the assessment tools you design, (d) analyzing the overall utility of the assessment package, and (e) reporting to audiences for assessment.

Think Paper Assignment (10%). This essay (maximum length = 1000 words/4 pages typed, double-spaced) will address a controversial issue in assessment. You will present a logical argument, and where appropriate, provide empirical support.

Final Examination (35%). A 3-hour final examination will survey the range of information presented in the course. There will be 2-3 multiple choice items covering the readings for each week. Approximately 10 additional items will be a mix of objective interpretation exercises and restricted response essay items.

READINGS:

Linn, R. L., & Gronlund, N. E. (1994). *Measurement and Assessment in Teaching* (7th ed.). New York: MacMillan.

Study Guide and Course Reader for Educ. 325 DISC.

Perrone, V. (1991). *Expanding Student Assessment*. Alexandria VA: ASCD.

B. C. Ministry of Education (1994). *Student Self-Assessment*. Victoria: Queen's Printer.

B. C. Ministry of Education (1994). *Performance Assessment*. Victoria: Queen's Printer.

B. C. Ministry of Education (1994). *Portfolio Assessment*. Victoria: Queen's Printer.

B. C. Ministry of Education (1994). *Student-Centred Assessment*. Victoria: Queen's Printer.

EDUCATION 325-3 ASSESSMENT FOR CLASSROOM TEACHING

A survey of assessment methods that contribute to improving teaching and learning, and for making judgements and decisions about qualities of teaching, the classroom environment, and student achievement and growth. Topics include: goal and task analysis, validity and reliability, observing and assessing classroom processes and environments, self-report methods, assessing student achievement, published tests of achievement and aptitude, marking and report.

PREREQUISITE: EDUC 220

REQUIRED TEXT:

Gronlund, N.E., & Linn, R.L. (1990). *Measurement and Evaluation in Teaching* (6th ed.). New York: Macmillan.

COURSE REQUIREMENTS:

Assessment Package Assignment	55%
Think Paper Assignment	10%
Final Examination	35%

7/15/94