

## COURSE SYLLABUS

1. **Course Prefix and Number:** EDU 494
2. **Course Title:** *Fundamentals of Assessment*
3. **Credits:** 1 semester hour
4. **Course Prerequisite:** Admission to NCTEACH or UNCG "A" Licensure-Only Program; EDU 493 *Introduction to Instructional Planning*
5. **For Whom Planned:** Alternative licensure candidates working toward North Carolina "A" licensure

**6. Instructor Information:**

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7. **Course Purpose/Catalog Description:** This course covers five interconnected topics: measurement concepts, traditional grading and assessment, alternative grading and assessment, assessment design, and the use of assessment for improving instruction and student performance.
8. **Teachers Academy Conceptual Framework Mission Statement:** *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills, and dispositions through the preparation and continuing professional development of teachers, principals, and other school personnel.*
9. **Course Goals and/or Objectives/Student Learning Outcomes:**  
Candidates will
  - Demonstrate knowledge of basic measurement and statistical concepts, such as validity, reliability, means, modes, and percentiles.
  - Demonstrate awareness of multiple traditional and alternative forms of assessment.

- Demonstrate awareness of local, state and global assessment, including grading
- Relate objectives and forms of assessment to student learning and performance
- Design multiple assessment tools for various instructional goals, learning objectives and classroom assignments
- Demonstrate knowledge and skills in relating the use of assessment to inform instructional decisions to meet the needs of all students

10. **Teaching Strategies:** Interactive lecture, class discussion, group work, computer lab time, electronic communications

## 11. Evaluation Methods and Guidelines for Assignments:

### Evaluation

- Rubrics will be used in the assessment of candidate's knowledge and skills.
- Each assignment is weighted as a percentage of the course grade. See below.

### Assignments

- Candidates are expected to be knowledgeable about the fundamentals of assessment and about basic measurement and statistical concepts, to understand the importance of assessment as a tool for instructional planning, and to demonstrate beginning skills for planning assessment and using assessment data to drive instruction. In order to develop knowledge and skills in this area, the candidates will learn about assessment, will participate in activities in which they identify and evaluate assessment tools, and will plan assessment activities for the lessons and unit that they develop for EDU 493: Introduction to Instructional Planning. Candidates will be evaluated on the knowledge and skill that they demonstrate in the following activities:
  - Assessment activities and exercises 50%
    - Candidates will identify and define basic measurement and statistical vocabulary and concepts
    - Candidates will identify types of informal and formal assessment
    - Candidates will identify alternative and authentic assessment
    - Candidates will identify local, state and global assessment
    - Design a checklist and assessment rubrics
  - Assessment project 50%
    - Candidates will develop assessment for the lesson plans and unit that they developed in EDU 493: Introduction to Instructional Planning for Lateral Entry Teachers. In developing this assessment, candidates will
      - Demonstrate a match between objectives, goals and assignments and assessments
      - Identify appropriate types of feedback to give students
      - Apply skills to write appropriate performance tasks
      - Evaluate the effectiveness of their assessment plans and modify as appropriate
    - Match assessment types with state (NCSCOS) objectives

## 12. Required Texts:

Andrade, H.G. (2000). Using rubrics to promote thinking and learning. *Educational Leadership*, 57(5), 13-18.

- Assessment Glossary*—tests, format, interpretation
- Gillespie, C.S., et al (1996). Portfolio assessment: Some questions, some answers, some recommendations. *Journal of Adolescent and Adult Literacy*, 39(6), 480-91.
- Hansen, J. (1992). Literacy portfolios: Helping students know themselves. *Educational Leadership*, 49(8), 66-68.
- Knight, P. (1992). How I use portfolios in mathematics. *Educational Leadership*, 49(8), 71-72.
- Meyer, C.A. (1992). What's the difference between authentic and performance assessment? *Educational Leadership*, 49(8), 39-40.
- Schnitzer, S. (1993). Designing an authentic assessment. *Educational Leadership*, 50(7), 32-35.
- Szetela, W., & Nicol, C. (1992). Evaluating problem solving in mathematics. *Educational Leadership*, 49(8), 42-45.
- Testing Code of Ethics
- Understanding North Carolina Tests: Thinking Skill Level, *Assessment Brief* (Summer 1999)
- Understanding Statewide Testing: Glossary—Test Items, *Assessment Brief* (Summer 1999)
- Valmont, W.J. (2003). Assessment of student learning and achievement. In *Technology for Literacy Teaching and Learning*. Boston: Houghton Mifflin.

### 13. Topical Outline:

#### **Session 1**

##### **Assessing Students**

What is informal and formal assessment? What is the role of assessment in the instructional process?

##### **Objectives:**

The student will

- Identify and define basic measurement and statistical vocabulary and concepts and value measurement and statistics as tools for instructional planning
- Define types of informal and formal assessment
- Analyze traditional test and essay questions
- Identify the types of grading procedures
- Evaluate the number of grades to give students
- Establish appropriate assignments to grade
- Understand Bloom's Taxonomy and Marzano's Model of Higher Order Thinking Skills in relation to assessment practices
- Understand the role of assessment in the instruction process

##### **Assignments**

- Discuss basic measurement and statistical vocabulary and concepts, the uses of these vocabulary and concepts for assessing student learning, and the uses of these vocabulary and concepts for instructional planning
- Analyze statistics of sample tests in terms of the information that they provide
- Discuss and create types of informal and formal assessment
- Discuss and create traditional test and essay questions
- Identify the types of grading procedures
- Evaluate the number of grades to give students

- Establish appropriate assignments to grade
- Read Bloom's Taxonomy and Marzano's Model of Higher Order Thinking Skills in relation to assessment practices
- Discuss the role of assessment in the instruction process

### **Readings for Session 1:**

- Meyer, C.A. (1992). What's the difference between authentic and performance assessment? *Educational Leadership*, 49(8), 39-40.
- Bloom's Taxonomy
- Thinking Skill Levels—Adapted from Marzano
- Examples of Links between Purposes and Methods of Assessment
- Examples of Traditional Assessment

## **Session 2**

### **Alternative Assessment**

What are alternative and authentic assessments? How do you design assessment rubrics?

### **Objectives:**

The student will

- Define alternative and authentic assessments
- Recognize the different types and uses of portfolios
- Define and design a checklist
- Define holistic and analytical rubrics
- Design assessment rubrics

### **Assignments:**

- Create examples of alternative and authentic assessments
- Discuss the different types and uses of portfolios
- Design a checklist
- Design holistic and analytical rubrics for assessment

### **Readings for Session 2:**

Gillespie, C.S., et al (1996). Portfolio assessment: Some questions, some answers, some recommendations. *Journal of Adolescent and Adult Literacy*, 39(6), 480-91.

Hansen, J. (1992). Literacy portfolios: Helping students know themselves. *Educational Leadership*, 49(8), 66-68.

Knight, P. (1992). How I use portfolios in mathematics. *Educational Leadership*, 49(8), 71-72.

Szetela, W., & Nicol, C. (1992). Evaluating problem solving in mathematics. *Educational Leadership*

### **Handouts:**

- Assessment: Types of Alternative Assessment
- Multiple Intelligences with Correlated Assessments
- Possible Products example page and Literature Products example page
- Multiple Examples of checklists and rubrics for various types of assessment
- Lesson Plans on the Vikings and on Categories as sources for an activity on different types of grading and assessment

### **Session 3**

#### **Designing Assessment**

How to develop assessment for instructional planning. How to write appropriate performance tasks.

#### **Objectives:**

Candidates will

- Develop assessment for the instructional plans
- Analyze how objectives match assessments
- Identify appropriate types of feedback to give students
- Apply skills to write appropriate performance tasks
- Match assessment types with state (NCSCOS) objectives

#### **Assignment:**

- Candidates will develop assessment for the instructional plans that they developed in EDU 493: *Introduction to Instructional Planning for Lateral Entry Teachers*. In developing this assessment, candidates will
  - Analyze how objectives match assessments
  - Identify appropriate types of feedback to give students
  - Apply skills to write appropriate performance tasks
  - Match assessment types with state (SCS) objectives

#### **Readings for Session 3:**

Andrade, H.G. (2000). Using rubrics to promote thinking and learning. *Educational Leadership*, 57(5), 13-18.

Schnitzer, S. (1993). Designing an authentic assessment. *Educational Leadership*, 50(7), 32-35.

#### **Handouts:**

- Tips for Creating Multiple Choice Test Items
- General Test Making Guidelines
- Essay Questions: Tips for Writing

### **Session 4**

#### **Using Assessment for Teaching**

What is the purpose of assessment? What are the different kinds of report cards and electronic grading programs? What are the legal issues relating to grading?

#### **Objectives:**

The student will

- Identify the various levels and purposes of assessment
- Analyze how to average grades using electronic software
- Analyze different types of report cards
- Recognize legal issues related to grades
- Recognize the role of standardized testing in NC and the types of tests required at different levels

#### **Assignment:**

- Identify the various levels and purposes of assessment
- Average grades using electronic software

- View different types of report cards
- Discuss legal issues related to grades
- Discuss the role of standardized testing in NC and the types of tests required at different levels

#### **Reading for Session 4:**

Valmont, W.J. (2003). Assessment of student learning and achievement. In *Technology for Literacy Teaching and Learning*. Boston: Houghton Mifflin.

#### **Handouts:**

- Parents' Guide to Classroom Assessment
- Record Keeping Ideas

### **14. Other Information:**

#### **Sequence of Courses**

- The six one-semester hour courses focus on the critical information and skills that a new teacher needs as he or she begins to teach. Coursework focuses on the critical areas by delivering fundamentals, rather than conceptual explorations, of schools and schooling, educational psychology, instructional planning, assessment, classroom management, and diverse learners. Candidates have multiple opportunities for simulated classroom-based applications.
- The six one-semester hour courses are sequenced, interconnected and integrated. For example,
  - EDU 491: Introduction to Schools, Schooling and Society, EDU 492: Foundations of Educational Psychology and EDU 496: Foundations of Teacher Diverse Learners are complementary. Topics were selected for broadest coverage possible without repetition.
  - EDU 493: Introduction to Instructional Planning; EDU 494: Fundamentals of Assessment and EDU 495: Fundamentals of Classroom Management are integrated courses, with assignments that build developmentally. Lesson plans and a unit are developed in EDU 493, modified to integrate information about assessment in EDU 494, and modified again to integrate information about classroom management in EDU 495.
- In the practica/seminars, candidates build on the knowledge and skills that they acquire in the introductory or “fundamentals” courses and study more complex information and concepts. At this time, candidates are teaching and can apply coursework to their classroom work.
- Courses are aligned with state and national standards.

#### **Additional Course Information**

- Academic Honor Code: Each student is required to sign an honor statement on all major work submitted for the course.
- Attendance and Participation Policy: Attendance and participation are expected during all sessions.
  - Participation in class discussions and activities is important to the learning of the individual student and the group, and will be taken into consideration in assigning the course grade.

- ii. Missing more than ten percent of scheduled sessions will adversely impact the student's grade. Emergency situations will be addressed on an individual basis.
- c. Turn-in Policy: Assignments must be submitted to the instructor on the date they are due.
  - i. If the student cannot submit the assignment by the due date, he or she must make arrangements to turn it in early or email it to the instructor prior to the class.
  - ii. Online assignments must also be completed and submitted by the due date.
  - iii. Grades for assignments turned in and/or completed after the due date will be reduced by 10 points per day for each day late, unless a previous arrangement has been made with the instructor.
  - iv. All assignments must be turned in and/or completed or a course grade of Incomplete will be assigned.

15. **Recommended Texts and or/Readings:** See above.

**16. Alignment with State and National Standards:**

<b>Objectives by Session</b>	INTASC	NCDPI Core Standards	NCDPI Diversity Standards	NCDPI Technology Standards	ISTE/NETS
<b>Session 1: Assessing P-12 Students</b> <b>Objectives:</b> The student will					
Define types of informal and formal assessment	8	2	1		
Analyze traditional test and essay questions	8	2	1		
Identify the types of grading procedures	8	2	1		
Evaluate the number of grades to give students	8	2	1		
Establish appropriate assignments to grade	4, 8, 2	2	1		
Understand Bloom's Taxonomies and Marzano's Model of Higher Order Thinking Skills in relation to assessment practices	2, 3, 8	2	2		
Understand the role of assessment in the instruction process	4, 8	2	1		
<b>Session 2: Alternating Assessment</b> <b>Objectives:</b> The student will					
Define alternative and authentic assessments	3, 8	2	1		
Recognize the different types and uses of portfolios	3, 8	2	1		
Define and design a checklist	4, 8	2	1	4	
Define holistic and analytical rubrics	4, 8	2	1		

Design assessment rubrics	4, 8	2	1	4	IV-A
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<b>Objectives by Session</b>	INTASC	NCDPI Core Standards	NCDPI Diversity Standards	NCDPI Technology Standards	ISTE/NETS
<b>Session 3: Designing Assessment Objectives:</b> The student will					
Analyze how objectives match assessments	8, 9	2	1		
Identify appropriate types of feedback to give students	4, 6, 8, 9	2, 3			IV-B
Apply skills to write appropriate performance tasks	8, 9	2	1	4, 5	IV-B
Match assessment types with state (SCS) objectives	8, 9	2	1		IV-A, IV-B, IV-C
<b>Session 4: Using Assessment for Teaching Objectives for class and lab:</b> The student will					
Identify the various levels and purposes of assessment	8, 10	2	2		IV-C
Analyze how to average grades using electronic software	8, 10			4, 5	IV-A, IV-B
Analyze different types of report cards	8, 10		1		IV-C
Recognize legal issues related to grades	8, 10	4			
Recognize the role of standardized testing in NC and the types of tests required at different levels	8, 10	1			IV-B