

University of Arkansas - Fort Smith
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General Syllabus

EDUC 4222 Assessment

Credit Hours: 2

Lecture Hours: 2

Laboratory Hours: 0 hours

Prerequisite: Admission to the educator preparation program

Effective Semester: 2018-2019

I. Course Information

A. Catalog Description

Focuses on the decision-making skills required in developing authentic assessments that are appropriate for classroom use. The strengths and weaknesses of classroom evaluation procedures, both formal and informal, are examined. Candidates develop tests and projects designed for pupils with different learning styles. Rubrics are created for grading all assignments. Candidates develop fundamental statistical concepts and interpret both norm-referenced and criterion-referenced test results. A computerized grade book program is examined.

B. Additional Information

Organizing Theme (Conceptual Framework): Professionals United to Ensure Continuous Learning and Success. The educator is an instructional leader who uses reflective decision-making; focuses on best practices; and has a thorough knowledge of students, strong content and pedagogical knowledge, a commitment to the profession, and a desire to be a continuous learner.

II. Student Learning Outcomes

A. Subject Matter

Upon successful completion of this course, the student will be able to:

1. Summarize the basic principles and attributes of sound classroom assessment.
2. Analyze basic measurement terms and concepts.
3. Compare and contrast major issues in the area of assessment.
4. Solve and compute measures of central tendency: mean, median, and mode and standard deviation.
5. Analyze methods for test standardization and evaluation.

6. Evaluate, communicate and use assessment results.
7. Select appropriate assessment strategies based on student needs.
8. Design a variety of classroom assessments including multiple choice, essay, performance assessment, and formative assessment.
9. Select formative assessment to modify instruction.
10. Define and discuss the concepts of reliability and validity.
11. Compare and contrast criterion-referenced and norm-referenced measures.
12. Summarize the measurement of achievement, interests, attitudes, and behavior.
13. Select relevant research articles.
14. Summarize and critique educational research articles.

B. University Learning Outcomes

This course enhances student abilities in the following areas:

Ethical Decision Making

Students will recognize and analyze ethical dilemmas, based on the ADE Code of Ethics. Students will apply ethical concepts and rules to determine viable alternatives in any given situation.

Global and Cultural Perspectives

Students will reflect upon cultural differences and demonstrate understanding or application of K12 education in a global environment. Students will reflect upon cultural and learning differences including socioeconomic, language, cultural, and special needs as well as neglected or abused children. Student will identify appropriate interventions to enhance learning in diverse environments.

Communication Skills (written and oral)

Students will communicate effectively, both in writing and orally, in a variety of settings. Students will compose coherent documents, article reviews, research and essay papers, and reflections of observations. Students will give class presentations, share student work products orally, and work with children and families as part of practicum and internship experiences.

Analytical Skills

Critical Thinking Skills - Students will draw conclusions and/or solve problems related to student assessment data or issues. Students will access and evaluate appropriate written and electronic information for solving educational problems, conducting educational research, or working with students. Students will reach viable solutions to a problem and be able to justify those solutions.

III. Major Course Topics

- A. Definitions, purposes, and types of assessments
- B. Learning targets and standards
- C. Planning assessments, marking periods, unit plans

- D. Objectively scored test items, completion, true-false, multiple choice, matching, alternative, and authentic methods
- E. Professional responsibilities and ethics
- F. Essay items and higher order thinking questions
- G. Validity and reliability
- H. Performance assessment and rubric development
- I. Preparing student grades: weighted, fixed percentage, total points
- J. Standardized tests: interpretation of criterion and norm-referenced test results
- K. Understanding, interpreting, and explaining a school report card to parents