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Graduate Studies General Syllabus

MECI 5103 Using Assessment Data as a Guide for Teaching and Learning

Credit Hours: 3 Lecture Hours: 3 Laboratory Hours: 0

Prerequisites: Admission to the M.Ed. program.

Effective Catalog: 2019-2020

I. Graduate Course Information

A. Catalog Description
Examines research, theory, and practice relevant to the relationship between assessment, instruction, and the improvement of student achievement. Focuses on assessment strategies for students including developing skills to select, score, and interpret educational assessment.

B. Additional Information
Research has considerably expanded the knowledge of student learning and development in recent years. Results have broadened the scope in areas of design and assessment of learning experiences. The purpose for the course is for students to attain a high level of professional understanding and competent use of educational assessment practices.

II. Student Learning Outcomes

A. Subject Matter
Upon successful completion of this graduate course, the student will be able to:

1. Evaluate and explain the cognitive bases for learning and their connections to various forms of assessments of learning.
2. Understand the nature of, purpose for, and uses of different types of assessments and be able to select and administer the appropriate assessment for the intended purpose, or develop classroom-based assessment.
3. Understand the conceptual framework underlining classroom, school, or system level assessment data, and use the framework to design assessments, and scoring methods that will allow stakeholders to draw valid inferences from the assessment data.
4. Administer, score, and interpret results from various types of assessment, such as classroom assessment, or standards-based or norm-referenced

assessment.

5. Make valid inferences and appropriate decisions related to instructional planning, teaching, developing curriculum, educational programs and/or school improvements based on assessment data.
1. Interpret and explain scores, results, data, and analysis of various types of assessments to stakeholders groups.
7. Apply concepts of validity, reliability, fairness, ethical use, social justice and others to the development and use of assessments.
8. Address misconceptions and misapplications of the concepts when employed by others.
9. Identify critical issues, trends, and best practices derived from research related to the role of the design of assessments for accountability.
10. Explain the relationship between learning, and testing, and issues of social justice.

B. Program Learning Outcomes (PLO)

The M.Ed. program bases Program Learning Outcomes on the National Board for Professional Teaching Standards (NBPTS). The NBPTS establishes and upholds rigorous expectations for what expert teachers should know and do. This graduate course enhances student abilities in the following areas:

Commitment: Teachers believe that all students can learn and meet high expectations. Teachers are committed to all learners and are passionate about teaching. They develop relationships with students in a variety of educational settings. Teachers create learning experiences that differentiate instruction to meet the needs of all students. They understand their subjects and how to teach those subjects to students.

Responsibility: Teachers facilitate and supervise student learning. Teachers embrace a variety of methods to increase student success. They establish social norms within a variety of dynamic grouping options. They motivate and engage students while assessing student performance.

Systematic Thinking: Teachers critique their practices and learn from experience. Teachers evaluate their practices and expand their learning based on best practices, current research, evolving technologies, and student data.

Leadership: Teachers demonstrate leadership that fosters excellence, effectiveness, and collaboration with colleagues, families, and the community. Teachers approach their work with a team mentality. They collaborate with all stakeholders sharing vital information and planning a course of action that will improve the effectiveness of the school.

III. Major Graduate Course Topics

A. Connecting cognitive bases for learning to various forms of assessment
B. Data driven decision-making
C. Administering and using assessment results from a variety of assessments
D. Assessment data for decision making in school, district, and state settings.
E. Stakeholder understanding of assessment
F. Principles of sound assessment
G. Critical issues, trends, and best practices in current research
H. Relationships between learning, testing, and issues of social justice.