

COURSE SCHEDULE

ASSESSMENT IN EDUCATION

*Section* 1:

**Class and Lecturer Information**

**Number of Hours**: Forty-five (45)

**Number of Credits**: Three (3)

Academic Year: 2018-2019

**Lecturers and Contact Information**

Mrs. A. Reid [ava-marie.francis-reid@stcoll.edu.jm](mailto:ava-marie.francis-reid@stcoll.edu.jm)

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**Section 2:**

**RATIONALE**

Educational testing has become a national issue in the last two decades, and tests at the national level are now often used as a tool to improve instruction and hold schools accountable for the quality of their instruction. New trends in educational measurement are causing educators to rethink assessment in terms of it’s usefulness in improving the performance of teachers and students. Assessment can effectively *evaluate* and enhance students' learning and teachers' instruction. Examination of various assessment concepts that are relevant to classroom assessment forms an important part of the course. It places importance on the acquisition of skills in developing and using assessment instruments and procedures as well as providing a good grasp of conceptual and theoretical issues. Classroom assessment provides the opportunity to develop the skills required by today’s teachers.

**COURSE DESCRIPTION:**

This course is designed to expose learners to the new trends in educational assessment. It will also help them to acquire the skill sets and techniques necessary to create assessment tasks that will enable the classroom teacher to make valid and reliable interpretations of data gleaned.

The examination of various assessment concepts relevant to classroom assessment forms an important component of this course. It places emphases on the acquisition of skills necessary in using assessment instruments and procedures, as well as providing opportunities for learners to understand the conceptual and theoretical issues undergirding educational assessment.

Emphases will be placed on the collection, analysis, and the interpretation of assessment data so as to enable practitioners (who are now held accountable for the academic performance of their students) to make informed decisions about their students’ learning. The importance of providing feedback to all stakeholders and the use of assessment data to improve students’ academic performance and by extension the teacher’s pedagogical skills is also addressed.

Over the five units of study, learners will be engaged in activities that will require them to apply the skills and strategies learnt in authentic settings. A variety of assessment strategies will be employed to enable learners to demonstrate their mastery of concepts learnt during the course. It is hoped that through participation in this course, students will learn how to communicate assessment data to students, parents and the wider school community so as to help them to understand the progress and achievement of students. They should also have developed competence in designing and using a wide range of assessment instruments and procedures that are valid and reliable for the intended purpose.

Section 3:

**Summary of Content**

**UNIT 1: THE NATURE OF ASSESSMENT**

**UNIT 2 PLANNING CLASSROOM ASSESSMENTS**

**UNIT 3 QUALITIES OF EFFECTIVE ASSESSMENT**

**UNIT 4: EXAMINING PERFORMANCE**

*Section 4:*

**Course Assessment**

Coursework 60%

Examination 40%

**Instructional Processes**

Some strategies that will be used to facilitate this course are: Cooperative learning, debates, discussions, games, research, movie/video analysis and simulations.

**Prescribed Reading**

Gronlund, N. &Waugh, C. (2009). *Assessment of student achievement*. 9th ed. Boston, MA: Allyn and Bacon.

**Recommended Reading**

Brookhart, S. & Nitko, A. (2008). Assessment and grading in classrooms. 8th ed. Boston, MA: Allyn and Bacon.

Gronlund, N. & Brookhart, S. (2009). *Gronlund’s writing instructional objectives.* 8th ed. Boston, MA: Allyn and Bacon.

Miller, M., Linn, R. & Gronlund, N. (2009). *Measurement and assessment in teaching*. 10th ed. Boston, MA: Allyn

and Bacon.

Oosterhof, A. (2009). *Developing and using classroom assessments.* 4th  ed. Prentice Hall

Popham, W. J. (2011). *Classroom assessment: What teachers need to know*. Boston, MA: Allyn and Bacon.

Taylor, C. & Nolen, S. (2008). *Classroom assessment: Supporting teaching and learning in the classroom.*

**There will be an assessment activity every week for 30 mins to an hour**

Section 5: Schedule of Activities

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| LESSON 1 | | **DO NOT SET LIMITS ON YOURSELF. GO BEYOND EVEN YOUR OWN EXPECTATIONS!** | | | |
| **Date** | **Topics** | | **FACILITATORS’ TASKS** | **STUDENTS’ ACTIVITIES** |
| **WEEK 1**  **SEPT 3-7** | * Course Introduction * Key Concepts in Assessment * Purpose of Assessment * Types of Evaluation | | Facilitator will guide an introductory process amongst themselves and students.  Facilitators will explore course outline, schedule and assignments  Facilitators will introduce students to terms such as Assessment, Evaluation, Measurement, Testing, Authentic and Alternative Assessment. | Students will introduce themselves and state all possible expectations of themselves, lecturers and the course.  Students will be engaged in discussions and meaning thought processes to assimilate information. Students will be given a take home task to read on the types of Evaluation.  Students will watch a video and present on the types of evaluation they researched. |
| **Week 2**  **Sept 10-14** | * Context Issues and Trends in Assessment | | Articles on current issues and trends in assessment will be brought to class for discussion  Guided questions will be provided  Facilitators will introduce students to performance tasks and test items. | Students will research other issues and trends in assessment. Not just locally but regionally.  Location: Computer Lab.  Students will form groups to begin working on Test items and performance tasks outside of class. |
| **Week 3**  **Sept 17-21** | * Classifying Assessment Types   Categories of test items and Tasks   * Select vs Supply items * Objective vs Subjective items * Paper and pencil Assessment vs Alternative Assessment * alternate items * matching items * multiple choice items * completion items * essay items * interpretive (Structured )Items | | Facilitators will introduce students to a video differentiating tasks and items as well as terms such as select vs supply and objective vs subjective items. | Students will be required to make their presentations on the task given in week 2. This will be done in groups of two and three. |
| **Week 4**  **Sept 24-28** | * Portfolio   + - Reflections – Journals     - Oral Presentations – debates/ role-play     - Observations     - Displays | | Facilitators will provide constructive feedback to presentations made. | Students will continue their presentations and in the final hour will complete their assessment. |
| **Week 5**  **Oct 1-5** | * + Nature and usefulness of Table Of Specification (TOS)   + Preparation of TOS: appropriate subdivision of content; defining the behaviours to be assessed | | Facilitators using an interactive video presentation on the need for and construction of a TOS. | Students will be engaged using the video and will also be constructing TOS.  Please take ruled sheets or extra single sheets to class |
| **Week 6**  **Oct 8-12** | Formatting assessments.   * Rubric Analytic vs Holistic * Checklist * Rating Scale * Observation Schedule   Norm and Criterion Referenced   * Norm- and criterion-referenced tests as forms of test interpretation. * Similarities and differences in the application of norm and criterion-reference tests. * Group-referenced tests | | Facilitators will provide a fact sheet. | Students will be required to prepare an assessment tool kit containing examples of each type of assessment instruments.  Students will also perform their assessment task. |
| **Week 7-8**  **Oct 15-26** | Qualities of Good Assessment   * Validity * reliability * relevance * fairness * balance * usability   Types of validity evidence:   * Content-related * Criterion- related * Construct-related   Understanding Reliability  Define reliability as the consistency of assessment results; reliability is a necessary but not sufficient condition for validity.  Types of reliability evidence   * Test – retest * Alternate forms * Internal consistency * Scorer reliability | | Facilitators will use a powerpoint presentation to introduce the concepts relating to qualities of good assessment as well as the types of validity.  An instructional video will be integrated to bring across the concepts relating to reliability. | Students will continue their research outside of class on the concepts being discussed.  Weekly assessment will be done. |
| **Week 9**  **Oct 29-Nov 2** | Factors which influence the quality of assessment results:   * Student needs * development level * situation/context: material resources, environment, administration * Offensiveness, unfairness * Treating with the physically challenged. * Determine item suitability especially in relation to multiple choice items. * Facility index * Discrimination index * Item Distractibility | | Clippings from a movie will be integrated to highlight some of the factors influencing assessment results. | Students will interrogate online material to identify other factors.  Weekly assessment will also be carried out. |
| **Week 10**  **Nov 5-9** | Determine score variability   * Measures of central tendency * Calculation and Interpretation of Measures of variability; standard deviation; standard deviation, percentile etc. | | Facilitators will begin the instructions relating to the final Unit on score variability | Students will be required to make mini presentations and make mini videos on score variability.  Weekly assessment will be done. |
| **Week 11**  **Nov 12-16** | Display of assessment data   * Frequency distribution, line graphics, histograms * Ranking scores skewness * Graphing scores obtained on an assessment. * Frequency distributions; line graphs * Examination of assessment data generated by the Ministry for schools in a bid to use it to inform future practice - Grade 4 literacy; GSAT; CXC etc | | Facilitators will use articles, videos and simulations to bring across the concepts. | Students will be engaged in the process of learning using the materials provided by the lecturers as well as to conduct researches to further enhance the process. |
| **Week 12**  **Nov 19-23** | **Communication with stakeholders**  Approaches to providing feedback from assessment to   1. Students 2. Parents 3. Administrators 4. Other stakeholders   Principles governing meaningful feedback  **Understanding the role of technology in Assessment**  emailing of assessments  preparing of assessments  offering immediate feedback  accessing available resources related to assessment  Recording, reporting and storing Assessment Outcomes | | A resource person will be brought in. An administrator at a high school. The resource person will facilitate a discussion surrounding the topic at hand. | Students will ask questions relevant to the topic being discussed as well as to pose new challenges or scenario for discussion.  Weekly assessment will be done. |
| **Week 13**  **Nov 26-30** | **Revision** | | Facilitators will respond to students questions, concerns re course related matters. | Students having completed the course will |
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