

Class and Lecturer Information

Course: Assessment in Education

Days: Mondays

Number of credits: 3

Number of hours: 45

Rooms: ED 1,3,5

Lecturer: Dr. Lorna Gow-Morrison

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Reading Resources

Prescribed Text

Gronlund, E. & Waugh, K. (2009). *Assessment of student achievement*. Illinois, MA: Allyn and Bacon.

Supplementary Texts

Airasian, P. (1999). *Assessment in the Classroom*. Boston, NY: McGraw-Hill, Inc.

Johnson, D.W. & Johnson, R.T. (2002). *Meaningful assessment: A manageable and cooperative process*. Boston: Allyn and Bacon.

Nitko, A.J. & Brookhart, S.M. (2007). *Educational assessment of students (5th edition)*. Upper Saddle River, NJ: Pearson Education, Inc. ISBN 0-13-171925-4

Oosterhof, A. (2009). *Developing and using classroom assessments*. New Jersey, Ohio: prentice Hall.

Popham, J. (2010). *Classroom Assessment: What teachers need to know*. Boston, MA: Allyn and Bacon.

Course Description

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 its 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 and 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.

Instructional Processes

Differentiated instructions based on intelligences and cognitive abilities, Collaborative tasks, simulations, interactive lectures, interactive presentations, class discussions, research.

Class Policy Goals and Expectations

It is important that student teachers develop an appreciation for the different principles governing assessment. It is also important for student teachers to understand the inextricable link among assessment, curriculum and instructions. It is also critical that student teachers develop a deep appreciation of the contextual issues and trends related to the evaluation of learning. As classroom managers, student teachers need to understand the process of communicating students' performance to varying stakeholders. Given the constructivist era within which we operate, student teachers must become adept at differentiating assessment to meet the varying needs of our learners as well as to engage in the process of assessment as, of and for learning. Consequently, lecturers and student teachers exploring this course should collaborate respectfully and professionally in order to enact teaching as a reflective, interactive process of learning. Student teachers and lecturers are expected to demonstrate a passion for learning through the administration of effective and efficient critical thinking, time management, communication and technological skills. Lecturers must therefore engage the processes of this course so that the content becomes a lived experience for the learners. Adherence to the guidelines of the Teachers' Colleges of Jamaica (TCJ) is mandatory.

Summary of Content

Unit 1: The Nature of Assessment

Specific Objectives

Student should be able to:

- 1a. Distinguish between the concepts of assessment, measurement and evaluation
- 1b. Critically analyse the correlation between assessment and curriculum development
- 1c. State the essential characteristics of various types of assessment that are used in classroom assessment.
- 1d. Evaluate the issues surrounding current evaluation practices in education.
- 1e. Understand the purpose of National Assessment
- 1f. Categorize National Assessments based on the type of evaluation.

Unit 2: Qualities of Effective Assessment

Specific Objectives

Student should be able to:

- 2a. Describe qualities/characteristics of good assessment procedures and instruments that are useful for the classroom.
- 2b. Explain the importance of reliability, validity and absence of bias in assessment
- 2c. Define the main types of reliability, validity and absence of bias in assessment
- 2d. Describe the main types of validity evidence that are considered in assessments
- 2e. Analyse assessment procedures and instruments for source of bias.

Unit 3: Planning Classroom Assessments

Specific Objectives

Student should be able to:

- 3a. Construct instructional objectives using Bloom's Taxonomy
- 3b. Prepare a table of specification
- 3c. Appreciate the need to design and communicate assessment plans to stakeholders
- 3d. Design assessment task to match guidelines established in table of specification
- 3e. Classify the assessment tasks and items into defined categories
- 3f. Demonstrate competence in classifying and creating assessment items and tasks
- 3g. Describe the characteristics and guidelines governing various paper and pencil

assessment items

- 3h. Demonstrate competence in designing and administering performance tasks that seek to examine higher order knowledge, skills and attitudes

Unit 4: Assessment for Learning

Specific Objectives

Students should be able to:

- 4a. Appreciate the need to align assessment with the curriculum, teaching and student learning
- 4b. Explain the importance of assessment for learning in a constructivist classroom
- 4c. Select appropriate assessment instruments to assess student progress while assessing for learning
- 4d. Explain how the importance of feedback especially as it relates to improving instruction and student learning

Unit 5: Interpreting and Reporting on Student Performance

Specific Objectives

Student should be able to:

- 5a. Analyse performance outcomes
- 5b. Appreciate the need to communiqué with students for future improvements
- 5c. Demonstrate competence in scoring and designing assessment instruments
- 5d. Appreciate the need to communiqué with stakeholders

Topic Schedule and Reading Assignments

Table 1

Topic Schedule and Reading Assignments

Dates	Topics	Due dates	Weighting	Reading Assignments
Weeks 1-3	Course Overview 1. Assignment overview 2. Key concepts in assessment <ul style="list-style-type: none">○ Assessment			Research terms: <ul style="list-style-type: none">○ Assessment and assessment

	<ul style="list-style-type: none"> ○ measurement ○ evaluation <p>3. Purpose of assessment</p> <ul style="list-style-type: none"> ○ To stakeholders ○ Evaluation of teaching and learning ○ Decision making <p>4. Influence of evaluation on teaching and learning (focus on elements of the curriculum)</p> <p>5. Types of evaluation</p> <ul style="list-style-type: none"> ○ Summative ○ Formative ○ diagnostic <p>6. Distinguish among the terms</p> <ul style="list-style-type: none"> ○ Assessment and assessment instruments ○ Authentic assessment ○ Alternative assessment ○ Assessment of learning and assessment for learning ○ Norm-referenced and criterion-referenced assessment ○ Norm and Criterion Referenced testing ○ Distinguish between norm and criterion referenced test as forms of test interpretations ○ Similarities and differences in the application of norm and criterion referenced tests ○ Briefly explain group-referenced test ○ Holistic and analytical scoring 			<p>instruments</p> <ul style="list-style-type: none"> ○ Authentic assessment ○ Alternative assessment ○ Assessment of learning and assessment for learning ○ Norm-referenced and criterion-referenced assessment
Weeks 3- 4	<ul style="list-style-type: none"> ● Discuss current contexts, issues and trends related to the evaluation of learning <ul style="list-style-type: none"> ○ Standardised testing ○ Influence of policy makers in 			<p>Research terms: Validity Reliability Types of Bias</p>

	<p>evaluation process</p> <ul style="list-style-type: none"> ○ Performance based assessment ○ Implications associated with conducting performance assessment <ul style="list-style-type: none"> ● Describe how the use of performance assessment can improve teaching, learning and assessment validity ● Describe principles governing constructing performance tasks ● Explain the benefits and limitations of each performance assessment listed <ul style="list-style-type: none"> ○ Portfolio ○ Reflections – Journals ○ Oral Presentations- debates/role plays ○ Observations ○ Displays 			
Week 4	<p>Characteristics of Good Assessment</p> <ul style="list-style-type: none"> ○ Validity, reliability, relevance, fairness, balance, absence of bias, difficulty, discrimination <p>Understanding Validity</p> <ul style="list-style-type: none"> ○ Validity as a unitary concept ○ Types of validity (content, construct, criterion) ○ Understand how various assessment practices can influence validity 			Review types of reliability Distinguish between norm-referenced and criterion-referenced test
Week 5	<ul style="list-style-type: none"> ● Understanding Reliability ● Types of reliability (test-retest, alternate forms, internal consistency/split half, scorer reliability) ● Forms of bias in assessment (unfairness, offensiveness) 			Review a Table of Specification
Week 6	Assessment # 1			Research characteristics, strengths, limitations of

	<ul style="list-style-type: none"> • Understanding the relationship between context needs and assessment (eg. What do I do if a child cannot read) • Factors which may influence the quality of assessment results <ul style="list-style-type: none"> ○ Students needs ○ Developmental level ○ Situation/context: material, resources, environment • Technology and Assessment 			various types of test items
Week 7	<ul style="list-style-type: none"> • Classify assessment tasks and items into categories <ul style="list-style-type: none"> ○ Select vs. Supply Items ○ Objective vs. Subjective items ○ Paper and pencil assessment vs. alternative assessment • Describe the characteristics, advantages, limitations and guidelines governing various assessment items <ul style="list-style-type: none"> ○ Alternate items (true/false) ○ Matching items ○ Multiples choice items ○ Completion items ○ Essay items ○ Interpretive (structured) items • Describe the principles governing compiling a paper and pencil assessment <p>Steps in effectively administering an assessment</p>			
Week 8	<ul style="list-style-type: none"> • Table of Specification <ul style="list-style-type: none"> ○ Nature and usefulness ○ Preparation of TOS ○ Assessment Plan as specified by MOE ○ Test creation 			
Week 9	<ul style="list-style-type: none"> • Use of different measures to determine student performance • Determine item suitability: <ul style="list-style-type: none"> ○ Facility index ○ Discrimination index • Determine Score variability 			Research performance assessment

	<ul style="list-style-type: none"> ○ Rank order ○ Percentile ○ Averages ○ Standard Deviation ○ Skewness ○ Correlations ○ Five-point grading schemes ○ Determine z scores <ul style="list-style-type: none"> ● Implications of these measures 			
Week 10	<ul style="list-style-type: none"> ● Calculations reviewed ● Presentation of data (using excel to create charts and graphs) 			
Week 11	<ul style="list-style-type: none"> ● Implications for curriculum and assessment alignment ● Use of assessment tasks in relation to the curriculum ● Judge validity of assessment tasks and items ● Make recommendations regarding selection of assessment procedures <p>Select and use appropriate assessment instruments to measure performance</p>			Research benefits, limitations of each assessment instrument,
Week 12	<ul style="list-style-type: none"> ● Explain the benefits and limitations of each assessment instrument <ul style="list-style-type: none"> ○ Checklists ○ Observation schedule ○ Rating scales ○ Rubrics ○ Marking schemes ● Design assessment instruments ● Assessment instruments and self and peer assessment ● Importance of feedback to all stakeholders ● Principles governing feedback ● Holistic and analytical scoring 			
Week 13	<ul style="list-style-type: none"> ● Reporting student performance <ul style="list-style-type: none"> ○ Report cards ○ Parent-teacher conferences <p>Differentiated assessment defined</p> <ul style="list-style-type: none"> ○ Establish the need for assessment ○ Role of the teacher in 			

	differentiated assessment Ways of categorizing learners in DA (Tiering, MI)			
Week 14	Differentiated Assessment (Cont'd.)			
Week 15	Review and summation			