

COURSE OUTLINE

EDUC-265

Educational Assessment

3 Semester Hours

HOWARD COMMUNITY COLLEGE

Description

Participants will explore the world of measurement, evaluation, and student performance as it aligns to instruction and curriculum. Participants will examine the role that validity, reliability, test bias, and item construction play in ensuring a good and meaningful assessment instrument and will become familiar with the concept of a formal testing program, which encompasses state and local mandated assessments. This course will look at the federal *No Child Left Behind* initiative and its impact on Maryland Public Schools. This course meets the Maryland State Department of Education Assessment of Students requirement for an initial certificate in Early Childhood Education, Elementary Education, and Secondary Education. This course also meets the MSDE Assessment, Diagnosis, and Prescriptive Techniques requirement for an initial certificate in Generic Special Education Infant/Primary, Generic Special Education Elementary/Middle, and Generic Special Education Secondary/Adult. (3 hours weekly)

Overall Course Objectives

Upon completion of this course, the student will understand:

1. The historical development of assessment and current accountability practices
2. *No Child Left Behind* and Maryland School Performance
3. Terms and vocabulary associated with measurement and evaluation
4. The relationship of testing domains to instruction and curriculum
5. The levels of measurement
6. Measures of central tendency and measures of dispersion
7. The concept of validity and its relationship to reliability
8. The concept of reliability
9. How to obtain and interpret a coefficient variable
10. How to detect for testing bias
11. How to construct better test items

Major Topics

- I. Historical overview of educational assessment
- II. High stakes testing and the purpose of testing
- III. Norm and Criterion referenced tests
- IV. Learning outcomes
- V. Writing objectives / Test items and reliability and validity overview
- VI. Selective response
- VII. Alternative Assessments
- VIII. Putting it all together
- IX. Return to reliability and validity (measurement)
- X. Correlation
- XI. Testing bias and other error
- XII. Standardized tests
- XIII. Testing students and the exceptional child
- XIV. Future directions and initiatives

Course Requirements

Grading procedures will be determined by the individual faculty member but will include the following:

- Discussion participation related to reading assignments
- Weekly Assignments
- Test Review Presentation

Other Course Information

This course meets the college definition for an Arts and Sciences elective.