

***Syllabus***  
***Education Department – Lincoln University***  
***EDU 210***  
***Assessment Methods I***

**Course Information**

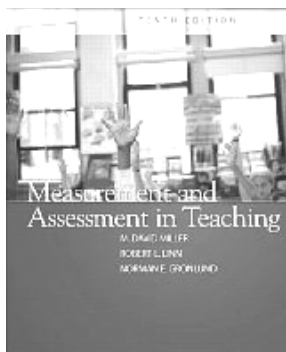
Instructor: Prof. Kenneth Parker  
Credits: 3  
Room:  
Time:  
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Office Hours:  
Dates:

**Course Description:**

EDU-210, (2 credits), will provide pre-service teachers with skills in predicting, understanding, and controlling the fundamental principles of learning and assessment as they apply in early childhood educational settings. The pre-service teacher will be given the opportunity to examine strategies that can be used to identify student challenges and address them through assessment that is effectively aligned with curriculum and instruction. The characteristics of a quality early childhood assessment program will be investigated.

This course addresses the following Pennsylvania Department of Education Competencies: *Types of Assessment and the Purposes of Each in a Standards-Aligned System, Use of Assessment for Instructional Planning; Data-Driven Decision Making, Legal and Ethical Practices in the Use of Assessments, Assessments (Adaptations and Accommodations for Students with Disabilities in Inclusive Settings).*

**Required Text:**



Miller, D., Linn, R. and Gronlund, N. Measurement and Assessment in Teaching. 10<sup>th</sup> Edition. Pearson. 2009.

### **Purpose of the Course**

Pre-service teacher experiences will include strategies which lead to the development of authentic, diagnostic, formative, and summative assessment techniques. The course will also include emphasis on effective alternative assessment techniques.

### **Course Requirements:**

- Textbook
- Class attendance at every session and full participation
- One wire-bound notebook for chapter content bank responses
- Three pocket folders (for chronological organization of handouts)
- Satisfactory and timely completion of the mid-term exam, final exam, quizzes, and all assignments
- Preparation for successful completion of Praxis I
- Field Experience - Exploration

### **Course Objectives:**

Through reading assignments, discussions, and class activities, pre-service teachers will be able to:

- Construct criterion-referenced assessment instruments appropriate for use in the classroom.
- Develop strategies which lead to ongoing evaluation and re-evaluation of students.
- Develop strategies which limit assessment bias.
- Develop strategies which lead to the implementation of effective alternative assessment.
- Become familiar with the concepts and terminology involved in the interpretation of standardized test scores.

### **Core Curriculum Learner Outcomes:**

- Listen and effectively communicate ideals through written, spoken, and visual means.
- Think critically via classifying, analyzing, comparing, contrasting, hypothesizing, synthesizing, extrapolating and evaluating ideas.
- Apply information literacy/research skills to assist the systematic process of critical thought; articulating the problem; gathering information from multiple sources and venues; evaluating the accuracy/thoroughness/timeliness of the collected data, and determining when/if the problem has been satisfactorily resolved.
- Apply information literacy through internet activities to strengthen the ability to research and expand concepts developed in text.
- Effectively plan early childhood assessment.
- Effectively implement, adapt and evaluate early childhood assessment.

### **Expectations:**

- Students are expected to attend all classes. Class attendance will be a part of the final evaluation. Students are expected to arrive for class on time. Any student who arrives late will not be given additional time to complete quizzes, exams, or in-class assignments.
- Students are expected to submit all assignments on time. Late submissions will not be accepted.
- Students are expected to come to class having read and completed all assignments.
- Students are expected to participate in class discussions.
- Students are expected to complete all quizzes and examinations in class on the date specified by the instructor.
- Students are expected to word process assignments as required.

### **Evaluation:**

Personal Ownership of the Required Text by Date Indicated	10%
Attendance/Reading Assignment Checks	15%
Assignments/Participation in all class activities:	15%
Mid-Term & Final Exam:	30%
Quizzes:	10%
Field:	10%
Literature Critiques (2)	<u>10%</u>
Total:	100%

### **Weekly Topics:**

Week 1	Educational Testing and Assessment: Context, Issues, and Trends <i>No Child Left Behind, Technological Advances, Public Concern</i>
Week 2	The Role of Measurement and Assessment in Teaching <i>Instructional Decisions, Principles of Assessment, Assessment and the Instructional Process, Types of Assessment Procedures</i>
Week 3	Instructional Goals and Objectives <i>Objectives and Learning Outcomes, The Thinking Curriculum, Stating Instructional Objectives</i>
Week 4	Validity <i>Nature and Major Considerations, Assessment/Criterion Relationships, Factors Influencing Validity</i>
Week 5	Reliability <i>Nature and Major Considerations, Using Correlation Methods, Usability</i>
Week 6	Planning Classroom Tests and Assessment <i>Purpose of Testing and Assessment, Selecting Appropriate Assessment,</i>

## *Assessment Tasks*

- Week 7                    Constructing Objective Test Items: Multiple-Choice Forms  
*Characteristic of Multiple-Choice Items, Uses of Multiple-Choice Items, Advantages and Limitations of Multiple-Choice Items, Constructing Multiple-Choice Items*
- Week 8                    Measuring Complex Achievement: The Interpretive Exercise/  
Measuring Complex Achievement: Essay Questions  
*Interpretive Exercises, Advantages and Limitations, Constructing Interpretive Exercises, Forms and Uses of Essay Questions, Advantages and Limitations of Essay Questions, Scoring Criteria*
- MID-TERM EXAMINATION**
- Week 9                    Measuring Complex Achievement: Performance-Based Assessment  
*Types of Performance-Based Assessment, Advantages and Limitations of Performance-Based Assessment, Constructing Performance Tasks, Rubrics*
- Week 10                    Portfolios  
*Characteristics of Portfolios, Strengths and Weaknesses of Portfolios, Purpose of Portfolios, Using Portfolios*
- Week 11                    Assembling, Administering, and Appraising Classroom Assessment  
*Assembling the Classroom Test, Administering and Scoring, Appraising*
- Week 12                    Grading and Reporting  
*Functions of Grading and Reporting Systems, Types of Grading and Reporting Systems, Multiple Grading and Reporting Systems, Assigning Letter Grades, Record-Keeping, Conducting Conferences*
- Week 13                    Achievement Tests  
*Characteristics of Standardized Achievement Tests, Standardized Versus Informal Classroom Tests, Achievement Tests in Specific Areas*
- Week 14                    Interpreting Test Scores and Norms  
*Methods of Interpreting Test Scores, Percentile, Standard Scores, Skill Analysis*

## **FINAL EXAMINATION**

### **Notes:**

- *This course adheres to the Lincoln University Academic Integrity Statement which can be found on pages 54-55 of the 2003-2006 Lincoln University Bulletin.*
- *This course adheres to the Lincoln University Class Attendance Regulations which can be found on pages 60-61 of the 2003-2006 Lincoln University Bulletin.*
- *This course adheres to the PDE PreK-4 Program Specific Guidelines, 2008, Candidate*

*Competencies as they relate to curriculum, education foundation, child development theory, classroom environment, diversity, and assessment.*

- *The instructor of this course is required to comply with the PDE Code of Professional Practice and Conduct for Educators which can be found at <http://www.teaching.state.pa.us>.*
- *The use of cell phones and other electronic devices is prohibited in class.*