

# Minnesota State University Moorhead

## STL 388: Classroom Assessment

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: None

MnTC Goals: None

In this course, we examine assessment broadly as we examine principles of effective and appropriate assessment that apply to children from birth to grade eight and across multiple subject areas. Principles of assessment taught in this course include: assessment for learning, assessment of learning, users of assessment, purposes of assessment, bias, validity, reliability, assessment targets and methods, and standardized vs. informal assessment. This course also provides an overview of the major types of assessment methods used by classroom teachers to evaluate student performance and improve instruction. Specifically, the course will address the use, construction, and interpretation of assessments that utilize the following methods: selected response, essay, performance, and personal communication. We will assess students' dispositions as well as the examination and basic interpretation of standardized tests.

**B. COURSE EFFECTIVE DATES:** 08/23/2010 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. Assessment's role in helping students learn; formative and summative
2. The importance of clear achievement expectations for sound assessment.
3. Designing quality classroom assessments and differentiating assessments
4. Assessment Methods: Selected Response, Written Response, Performance, Personal Communication and Dispositions.
5. Bias in assessment (e.g. reliability, validity, cultural aspects)
6. Interpretation of assessments and making decisions based on assessment.
7. The importance of record keeping, communicating assessment results, and conference formats.
8. Curriculum-based evaluation and progress monitoring.

**D. LEARNING OUTCOMES (General)**

1. Ability to create quality formative and summative assessments while minimizing bias.
2. Understand when to use particular assessment methods that match learning targets
3. Synthesize multiple measures of assessment to make educational decisions.
4. Ability to interpret various assessment measures (e.g. standardized tests, CBE).
5. Differentiate assessments based on students' diverse needs.
6. Ability to utilize assessment results to guide and differentiate instruction.
7. Know how to progress monitor student's skills and scaffold instruction accordingly.
8. Ability to reflect upon the relationship of assessment, curriculum, and instruction to make future educational decisions.
9. Understand ethical issues surrounding assessment
10. Understand the importance of accurately conveying assessment results to students, parents, and school colleagues.

**E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

None

**F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

**G. SPECIAL INFORMATION**

None noted