

COURSE OUTLINE

Diagnosis and Assessment in Education
Course Title

ED253
Dept. & Course No.

I. COURSE DESCRIPTION

This course is a study of the basic diagnostic purpose in the assessment of intellectual capacity, educability, behavioral and emotional characteristics, and academic achievement. Students will be required to administer, score, and interpret selected instruments and to compile a diagnostic write-up.

II. SEMESTER CREDITS: 3

III. CONTACT HOURS PER WEEK: 3 0 3
Lecture Lab Total

IV. PREREQUISITE: ED110

V. STUDENT LEARNING OUTCOMES:	VI. COURSE CONTENT:
Upon completion of this course, the student will be able, with 65% accuracy, to:	
1. Explain the importance of assessment and how it applies to teacher decision-making and instruction	A. Importance of Assessment 1. Components 2. Behavior and Performance 3. Value or Worth of Measured Performance 4. Alternative Forms of Measurement 5. Internal Beliefs and External Factors 6. Assessment Standards for Teachers
2. Differentiate and give examples of goals, objectives, and expectations.	B. Goals, Objectives and Expectations
3. Explain the criteria needed for establishing high-quality classroom assessments.	C. Criteria 1. Types of Assessments 2. Validity 3. Reliability 4. Fairness 5. Positive Consequences 6. Practicality and Efficiency
4. Explain the importance of assessment before instruction begins.	D. Collecting and Interpreting Student Information from Student Records and Observation
5. Discuss and give examples of methods of assessment used during instructions.	E. Methods of Assessment 1. Monitoring 2. Formative / Summative 3. Informal Observation 4. Questioning 5. Feedback / Praise 6. Student Self Assessment
6. Identify and construct test items to meet different learning targets.	F. Learning Targets and Test Items 1. Selected Responses and Brief Constructed

	Responses 2. Deep Understanding and Reasoning Skills
7. Describe performance assessments, their strengths and limitations, and how performance assessments are used to measure student learning.	G. Performance Assessments 1. Definition 2. Strengths and Limitations 3. Learning Targets 4. Products and Tasks 5. Rating Scales
8. Discuss the importance of portfolio as an assessment tool.	H. Portfolios 1. Definition 2. Advantages / Disadvantages 3. Planning 4. Assessing
9. Analyze how affective traits influence student learning.	I. Affective Traits and Outcomes 1. Affective Learning Targets 2. Ensuring Anonymity 3. Methods
10. Discuss the assessment adaptations needed to accommodate students with special needs.	J. Students with Special Needs 1. Legal Mandates 2. Identification 3. Assessment Difficulties 4. Assessment Accommodations
11. Discuss procedures to consider when grading and reporting student grades.	K. Grading and Reporting 1. Importance of Teacher Judgment 2. Function 3. Approaches 4. Reporting to Parents 5. Report Card Grades

VII. EQUIPMENT AND MATERIALS: May vary depending on the instructor.

- A. Routine Classroom Materials
- B. Laptop
- C. Digital Projector
- D. CDs

VIII. TEXT(S):

Required Text -

McMillan, James. *Classroom Assessment: Principles and Practices for Effective Instruction*. 6th Edition, Boston: Pearson Education Inc., 2004

IX. METHOD OF INSTRUCTION: May vary depending on the instructor.

- A. Lecture
- B. Discussion
- C. Group Work
- D. Projects

X. METHOD OF EVALUATION:

A. The student will be evaluated based on the following:

1. Class Participation	-	15%
2. At least 2 summative assessments	-	30%
3. At least 2 formative assessments	-	30%
4. At least 1 authentic assessment	-	<u>25%</u>
		100%

B. The transmutation of percent to letter grade is as follows:

90 - 100	-	A
80 - 89	-	B
70 - 79	-	C
65 - 69	-	D
00 - 64	-	F

Palau Community College
ED253 Diagnosis and Assessment in Education
Course Learning Outcomes

During the course experience, the *course learning outcomes* (CLO) will be assessed through the use of signature assignments. A rating scale will be used to determine the students' proficiency level of each CLO using specifically aligned assignments. The numerical rating of 4,3,2 and 1 are not intended to represent the traditional school grading system of A, B, C, D and F. The descriptions associated with each of the numbers focus on the level of student performance for each of the course learning outcome listed below.

Rating Scale: 4 - Outstanding
 3 - Proficient
 2 - Developing
 1 - Emerging

CLO 1:	Students will be able to recognize and identify the basic diagnostic instruments that are used to assess intellectual capacity, educability, behavioral, emotional, and academic capabilities of a student for developing effective pedagogy and instructional planning.
4	Clearly and accurately identifies and develops basic diagnostic instruments that are used to assess intellectual capacity, educability, behavioral, emotional, and academic capabilities of a student for developing effective pedagogy and instructional planning without errors.
3	Identifies and develops basic diagnostic instruments that are used to assess intellectual capacity, educability, behavioral, emotional, and academic capabilities of a student for developing effective pedagogy and instructional planning, however minor evidences of unclear and inaccurate interpretations is shown
2	Identifies and develops basic diagnostic instruments that are used to assess intellectual capacity, educability, behavioral, emotional, and academic capabilities of a student for developing effective pedagogy and instructional planning making numerous errors and eliminating most important facts.
1	Unable to identify and/or develop basic diagnostic instruments that are used to assess intellectual capacity, educability, behavioral, emotional, and academic capabilities of a student for developing effective pedagogy and instructional planning.