

Course Competencies Template - Form 112

GENERAL INFORMATION			
Name: Dr. Susan Neimand	Phone #: (305) 237-6152		
Course Prefix/Number: EDF 4430	Course Title: Measurement and Assessment in Education		
Number of Credits: 3			
Degree Type	<input type="checkbox"/> B.A. <input checked="" type="checkbox"/> B.S. <input type="checkbox"/> B.A.S <input type="checkbox"/> A.A. <input type="checkbox"/> A.S. <input type="checkbox"/> A.A.S. <input type="checkbox"/> C.C.C. <input type="checkbox"/> A.T.C. <input type="checkbox"/> V.C.C		
Date Submitted/Revised: 02/13/08	Effective Year/Term: 20081		
<input type="checkbox"/> New Course Competency <input checked="" type="checkbox"/> Revised Course Competency			
Course to be designated as a General Education course (part of the 36 hours of A.A. Gen. Ed. coursework): <input type="checkbox"/> Yes <input type="checkbox"/> No			
The above course links to the following Learning Outcomes: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Numbers / Data <input type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Cultural / Global Perspective </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Social Responsibility <input type="checkbox"/> Ethical Issues <input checked="" type="checkbox"/> Computer / Technology Usage <input type="checkbox"/> Aesthetic / Creative Activities <input type="checkbox"/> Environmental Responsibility </td> </tr> </table>		<input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Numbers / Data <input type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Cultural / Global Perspective	<input type="checkbox"/> Social Responsibility <input type="checkbox"/> Ethical Issues <input checked="" type="checkbox"/> Computer / Technology Usage <input type="checkbox"/> Aesthetic / Creative Activities <input type="checkbox"/> Environmental Responsibility
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Course Description (limit to 50 words or less, must correspond with course description on Form 102): This course focuses on the presentation of research based principles of assessment. Students will select specific standards and competencies and develop formative and summative traditional and alternative assessment measurements. Assessment data will be interpreted to improve academic achievement and ensure equity in the application of quantitative and qualitative assessments.			
Prerequisite(s): EDG 3321	Corequisite(s):		

Course Competencies: (for further instruction/guidelines go to: <http://www.mdc.edu/asa/curriculum.asp>)

Competency 1: The student will demonstrate knowledge of educational testing and assessment by:

1. Identifying the purposes of assessment (e.g., screening, eligibility, diagnosis, identification of relevant instructional content, and effectiveness of instruction) across disciplines. (CC 2.1)
2. Defining basic terminology used in assessment. (CC8K1)
3. Identifying measurement concepts, characteristics, and uses of norm-referenced, criterion-referenced, and performance assessments. (FEAP 1)
4. Identifying appropriate methods, strategies, and evaluation instruments for assessing student levels, needs, performance, and learning. (FEAP 1)
5. Identifying the use and limitations of assessment instruments. (CC8K4)
6. Interpreting state wide criterion and national norm referenced assessment data for parents with only rudimentary knowledge of assessment terms and concepts. (FEAP 11)

Competency 2: The student will learn to align assessment with instruction by:

1. Selecting, administering, and interpreting various informal and standardized instruments for assessing students' academic performance and social behavior. (FEAP 1)

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2. Identifying factors that affect the assessment of all students. (ESOL 9)
3. Reviewing assessment data about individual students to determine their entry-level skills, deficiencies, academic and language development progress, and personal strengths, and to modify instruction-based assessment. (FEAP 1)
4. Identifying strategies which can be taught to prepare students for and to take tests. (GC4K2, FEAP 1)
5. Developing a teacher-made test for assessing progress and achievement for all students. (ESOL 20)
6. Using the results of assessments as vehicles for students to analyze their own learning, engaging students in reflective self-analysis of their own work. (NSTA 8)

Competency 3: The student will compare and contrast traditional and alternative assessment strategies and their implications to the planning of instruction by:

1. Identifying and implementing traditional and alternate assessment strategies and procedures (e.g., observations, performance-based assessments, interviews, and portfolios) and their appropriate use. (CC 2.5, NSTA 8)
2. Utilizing appropriate alternative assessments that measure all students' learning. (ESOL 9)
3. Identifying and utilizing the role of assessments in guiding instruction and instructional decision-making. (RE 3)

Competency 4: The student will apply technology to facilitate a variety of effective assessment and evaluation strategies by:

1. Utilizing technology in assessing student learning of subject matter.
2. Demonstrating use of technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
3. Applying multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

Competency 5: The student will compare and contrast assessment of general education students, students with special needs, and English Language Learners by:

1. Identifying the legal requirements and ethical principles regarding the assessment of students with disabilities (e.g., confidentiality, adherence to test protocols, and appropriateness of assessment for student needs). (CC8K2)
2. Identifying the screening, pre-referral, referral, and classification procedures of special needs students. (CC8K3)
3. Demonstrating knowledge of the national, state, or local accommodations and assessments. (ESOL 19)
4. Using specialized terminology used in the assessment of individuals with disabilities. (CC8K1)
5. Discussing laws and policies regarding referral and placement procedures for individuals with disabilities. (GC8K2)
6. Identifying cultural biases in commercial tests. (ESOL 9, 14, 19)
7. Discussing appropriate adaptations of tests, test items, and test tasks according to the students' cognitive and linguistic level. (ESOL 9)
8. Identifying national and statewide assessment policies and accommodations for ESOL and SPED students (ESOL 9)

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