



Course Description

EDF4430 | Measurement and Assessment in Education | 3.00 credits

The student will learn current research-based principles of assessment. The student will select specific standards and competencies and develop formative and summative traditional and alternative assessments. The student will interpret assessment data that will improve academic achievement and ensure equity in the application of quantitative and qualitative assessments. Pre-requisite: EDG3321.

Course Competencies

Competency 1: The student will recognize the elements of educational testing and assessment by:

1. Identifying the purposes of assessment across disciplines
2. Defining basic terminology used in assessment
3. Identifying measurement concepts, characteristics, and uses of norm-referenced, criterion-referenced, and performance assessments
4. Identifying the uses and limitations of assessment instruments
5. Identifying cognitive, affective, and environmental factors that affect the assessment of all students

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

1. 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
2. Identifying and sequencing learning activities that support study skills and test taking strategies
3. Identifying ways to correct student errors. FEAPs
4. Selecting appropriate formative assessments to monitor learning
5. Using a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning, and continuously improve the effectiveness of the lessons
6. Supporting, encouraging, and providing immediate and specific feedback to students to promote student achievement
7. Analyzing and applying data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process
8. Designing and aligning formative and summative assessments that match learning objectives and lead to mastery
9. Using a variety of assessment tools to monitor student progress, achievement, and learning gains.
10. Modifying assessments and testing conditions to accommodate learning styles and varying levels of knowledge
11. Sharing the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s)
12. Applying technology to organize and integrate assessment information
13. Examining and using data-informed research to improve instruction and student achievement

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

1. Utilizing a variety of assessment tools to monitor student progress, achievement, and learning gains
2. Choosing appropriate methods, strategies, and evaluation instruments (e.g., formative assessment, summative assessment) for assessing and monitoring student performance levels, needs, and learning
3. Determining appropriate assessments and testing conditions to accommodate learning styles and varying knowledge levels of students
4. Differentiating among various learning environments, including alternative methods of assessment (e.g.,

performance, portfolios, projects) to accommodate the needs and diversity of students

Competency 4: The student will (Domain 5: Assessment, Standard 1: Assessment Issues for ELLs): Understand and apply knowledge of assessment issues as they affect the learning of ELLs from diverse backgrounds and at varying English proficiency levels by:

1. Demonstrating an understanding of the purposes of assessment as they relate to ELLs of diverse backgrounds and at varying English proficiency levels
2. Identifying a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying English proficiency levels
3. Demonstrating an understanding of appropriate and valid language and literacy assessments for ELLs of diverse backgrounds and at varying English proficiency levels
4. Demonstrating understanding of the advantages and limitations of assessments, including the array of accommodations allowed for ELLs of diverse backgrounds and at varying English proficiency levels
5. Distinguishing among ELLs' language differences, giftedness, and special education needs

Learning Outcomes:

- Communicate effectively using listening, speaking, reading, and writing skills
- Formulate strategies to locate, evaluate, and apply information
- Demonstrate knowledge of ethical thinking and its application to issues in society