

# IND-1220A

## Art and Science of Assessment

### Course Syllabus

- **Instructor: Dr. Maryam Torbati**
- **Number of Credits/Units: 3 Semester Credits/Units**
- **Format: Online Self-Paced Course**

#### **Course Description:**

Stanford University has been researching the question: "How do you know if your students are achieving your specific learning goals for a course?" Class evaluations and observations provide excellent feedback about student satisfaction and teaching style, but they don't provide the important detail of how much your students are learning and how valid and reliable your assessments are. Changing the way you assess student learning can dramatically improve your teaching effectiveness, as it provides immediate feedback on what works and what doesn't.

Traditionally, many teachers have evaluated their students' knowledge by giving examinations and papers, often only at the middle and end of the quarter. As a result, a teacher lecturing to a large class might not recognize until final exams are finished that learning was low.

Australian researcher [Geoff Masters](#) offers helpful clarity: "The fundamental purpose of assessment in education is to establish and understand where learners are in an aspect of their learning at the time of assessment." **Simply put, we should assess to understand.**

It's worth keeping this clear purpose in mind as we approach our work. When questions about frequency and specificity become less relevant, we can begin to refine our assessment practice with *students* at the front and center of our planning.

This course is about exploring all of types of assessments and which assessment works better and why? You will learn about many types of assessments and improve your knowledge and skills in how taking tests can be pleasant, how to measure learning accurately, and how to take the fear out of assessment.

The measurement of learning has become increasingly important as students and teachers require more ways to analyze learning attained by the learner. This course

not only improves student learning, but reassures stakeholders that students are retaining what they are taught. In this course we will explore an overview of types of assessments, the assessment process, and how to choose an accurate assessment that measures student learning through. Additionally, you will discover how to measure student learning, get rid of fear, and understand why the right assessment is important.

This course will provide participants an opportunity to review current practices and explore the cutting-edge research on the value of student assessment and its proper implementation in the classroom.

### **Course Objectives:**

By the end of the course, students will be able to:

- View the world perspectives on assessments.
- Make connections over time to assessments.
- Apply the knowledge and skills already mastered regarding assessments.
- Analyze all types assessments.
- Apply cooperative and collaborative learning techniques on assessments.
- Assess value of validity and reliability.
- Utilize the research behind assessments.
- Practice skills that encourages positive point of view of assessments.
- Review and analyze strategies that support fair assessments.
- Review the textual approaches to diversity.
- Prepare activities that promote diversity in assessments.
- Review programs and global opportunities for the basis of a future learning project that will engage their students actively in assessing knowledge.
- Explore assessments to behavioral cognitive, affective, social, and theatrical practices.
- Define “assessments” in many perspectives.
- Identify techniques and strategies associated with traditional and contemporary models of assessments.
- Organize the classroom environment to maximize outcomes of assessments.
- Explain concepts that bring the positive side of Assessments.
- Discuss methods of discipline, motivation, and general classroom climate that are required to accommodate Assessing students.
- Analyze a given classroom situation and describe and justify the Assessments strategy.

- Identify possible causes of failure.
- Identify ways that technology can be used to assist a teacher in becoming more effective in creating fair Assessments
- Align all of these to Common Core.

### **Recommended Textbooks (Choose One):**

- [Meaningful Assessment: A Manageable and Cooperative Process](#) by David W. Johnson, Roger T. Johnson - [Education](#) – 2018
- [Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education](#) by Barbara E. Walvoord and Trudy W. Banta (Apr 12, 2010)
- [Embedded Formative Assessment](#) by [Dylan Wiliam](#) (May 25, 2019)
- [Assessment: In Special and Inclusive Education](#) by John Salvia, James Ysseldyke and Sara Bolt (Jan 1, 2018)
- [Using Common Core Standards to Enhance Classroom Instruction & Assessment](#) by Robert J. Marzano, David C. Yanoski, Jan K. Hoegh and Julia A. Simms (Jan 7, 2016)
- [Assessment Made Incredibly Easy! \(Incredibly Easy! Series®\)](#) by [Springhouse](#) (Jan 7, 2017)
- [A Teacher's Guide to Classroom Assessment: Understanding and Using Assessment to Improve Student Learning \(Jossey-Bass...\)](#) by [Susan M. Butler](#) and Nancy D. McMunn (Mar 17, 2016)
- [25 Quick Formative Assessments for a Differentiated Classroom: Easy, Low-Prep Assessments That Help You Pinpoint...](#) by Judith Dodge (Mar 1, 2017)
- [Designing Effective Assessment: Principles and Profiles of Good Practice](#) by [Trudy W. Banta](#), Elizabeth A. Jones and Karen E. Black (Jul 14, 2018)
- [Checking for Understanding: Formative Assessment Techniques for Your Classroom](#) by Douglas Fisher and Nancy Frey (Sep 28, 2017)
- [Assessment: In Special and Inclusive Education](#) by John Salvia, James Ysseldyke and Sara Bolt (Jan 29, 2014)
- [Physical Examination and Health Assessment, 6e \(Jarvis, Physical Examination and Health Assessment\)](#) by [Carolyn Jarvis](#) (Mar 30, 2017)
- [Formative Assessment and Standards-Based Grading: Classroom Strategies That Work \(The Classroom Strategies Series...\)](#) by Robert J. Marzano (Nov 12, 2017)

## **CCSS Standards for the Art and Science of Assessment:**

- Describe and define what is assessment.
- Recognize what is fair in Assessment.
- Create learning environments.
- Compare and contrast different types of assessments.
- Development of critical thinking based on the best inclusion strategies.
- Why assessment is important.
- How assessment improves student learning.

## **Takeaways – What this course gives you:**

- A focus on how students are thinking and how they can relate to each other & how they are growing as thinkers & learners.
- Insight on ways students develop problem-solving through the well diverse thinking.
- A vision of building classrooms based on real life problems/assessment.
- Information on the expression of multi perspectives in assessment.
- Tools for instructional feedback.
- Strategies for going beyond the classroom.
- Methods of classroom participation in self-reflection and self-evaluation.
- Capability to spot rating errors.
- Tools to help teachers shape timely instructional strategies targeted to immediate student needs through diverse assessment point of views.
- Application of principles for achieving a balanced Assessment.
- Ability to create reliable, valid, and fair exams.
- Rationale for how Assessment relates to CCSS.

## **Assignments**

### **Assignment 1.1 Reflection and Goals**

Reflect on your past experience with assessment and describe your future goals for enhancing learning through the Art and Science of Assessment course.

## **Assignment 1.2 Assessment Book Review and Application**

Choose a book of your choice from the list of the instructor recommended textbooks.

## **Assignment 2.1: Readings/videos to acquaint you with the Art and Science of Assessment**

This assignment will help you to understand and reflect on what you have read about and viewed and how you can transfer this knowledge to your classroom.

## **Assignment 3.1: Assessment Pre-Planning**

Produce creative activities for implementing the Art and Science of Assessment in your teaching curriculum.

## **Assignment 4.1 & 4.2: Lesson Plan and Presentation**

Create a detailed, multi-paged, 3-Day lesson plan for applying the Art and Science of Assessment in your curriculum.

Create a 10-slide *PowerPoint* project based on the course readings, to present to an audience of peers.

## **Forum Posting**

Share your experience with other course participants