

## ***T&L 2900 – Educational Assessment: Assessing Student Learning in the Classroom***

### **Course at a Glance**

**Instructor:** Dr. Karen Lea

**Length:** Approximately 30 hours, complete in 4 months

**Dates:** Rolling admission

**Number of Graduate Professional Development Credits:** 2, from the University North Dakota

### **Introduction**

---

*Educational Assessment* is designed to further develop the attitudes, knowledge, and conceptual and technical skills required by teachers to help them identify the educational goals of students and to select or design and implement relevant, meaningful, and beneficial instructional strategies for effective learning by students with special needs. The focus of this course will therefore be on assessment for instructional programming. The course will outline procedures for designing or selecting, administering, scoring, and interpreting a variety of informal assessment measures for use in schools. A range of informal assessment measures in the academic, social and behavioral skills areas will form the core of the content to be covered. The presentation of assessment information in an acceptable format that is responsive to the needs of parents and teachers will also be addressed.

This online, self-paced program can be started and completed at the student's own leisure **within four months from the UND assigned course start date after enrollment.**

### **Learning Objectives**

---

As a result of this course, participants will demonstrate their ability to:

- Discuss the need for authentic educational assessment in the light of current expectations of schools.
- Develop a comprehensive assessment plan to determine a student's educational needs. The plan will take into account classroom variables, multiple sources of information, beneficial educational outcomes, and research-based interventions.
- Administer, score, and interpret a teacher-designed measure of academic achievement in reading, language, and math.
- Describe any past or current governmental initiatives that either impact educational assessment or define it, and explain the rationale for the initiatives.
- Describe the major steps in the assessment process.
- Outline the procedure for processing referrals for assessment.
- Select and discuss appropriate informal assessment measures to address literacy, numeracy, or social and behavioral aspects of the school curriculum.
- Demonstrate by discussion or writing the major components for completing a report to a parent/school.
- Discuss how to make educational or behavioral recommendations based on assessment data and effectively communicate the results to teachers and parents.
- Explore violence prevention resources and curriculum.

## Session Topics

---

The course is divided into four chapters.

***Chapter 1: Overview & the Nature of Assessment***

***Chapter 2: Types of Assessment***

***Chapter 3: Methods of Assessment & Linking to Instruction***

***Chapter 4: Putting it all Together & Writing an Assessment Report***

## Course Materials

---

This computer-based instruction course is a self-supporting program that provides instruction, structured practice, and evaluation all on your home or school computer. Technical support information can be found in the Help section of your course. There are NO required textbooks.

## Assignments & Examinations

---

### Assignments-

This course has two required writing components. **ALL ASSIGNMENTS ARE REVIEWED.**

#### ***1) Essay Requirement: Critical Thinking Questions***

There are four Critical Thinking Questions that you must complete. You will do research on the questions and write brief essay responses relating it to the course content (and your personal experiences, when possible).

#### ***2) Essay Requirement: Journal Articles***

This task requires you to write a review of three peer-reviewed or scholarly journal articles, preferably written by an author with a Ph.D. (blogs and news articles are not acceptable) of your choice on a topic related to this course.

### Examinations-

At the end of each chapter, you will be expected to complete an examination designed to assess your knowledge. There are a total of 4 exams in this course. You may take these exams a total of three times.

## Grading

---

This online course uses **Letter Grading (A, B, C, or F)**.

- All writing assignment scores will make up a final score for writing assignments.
- All examination scores will be make up a final score for examinations.
- Final Grade: The final writing assignment score and the final examination score **will be averaged** to determine your final grade, using the grading scale below.

Course Grading Scale for Letter Grades:

A = 90 - 100% of total score  
B = 80 - 89%  
C = 70 - 79%  
F= below 70%

Last Updated: 5/9/2017

## Scholastic Dishonesty

---

Students enrolled in this course are expected to be aware of the seriousness of scholastic dishonesty. Unacceptable behavior such as submitting someone else's work as your own, cheating on exams, or plagiarizing can result in failure of the course or other sanctions. For a more detailed description of these policies, please refer to the UND Code of Student Life; Appendix IIIa-3, at: <http://und.edu/student-affairs/code-of-student-life/>