A. Course Description

Credits: 3

Lab Hours/ Weeks: Corequisites: None

Lecture Hours/ Week :

MnTC Goals: None

This course explores advanced theory and practice to support the use of assessment as a tool to guide the planning, development and implementation of curriculum and instruction. Participants will examine theories and research related to principles of learning, motivation, and multiple knowledge and skill sets. Participants will gain practical experience designing short and long term learner outcomes and the use of various assessment tools and approaches. Teacher candidates will gain skills at identifying areas of student mastery and indicating areas of future learning. Topics include standards-based instruction, formative and summative assessment, standardized testing, validity, reliability, bias, rubrics, portfolio-based assessment, performance-based assessment and communicating with families. State and national standards and performance criteria for the evaluation of teaching will also be reviewed. Clinical field experience hours are part of the course requirements.

B. Course Effective Dates: 01/09/2006 - Present

C. Outline of Major Content Areas:

See Course Description for major content areas.

D. Learning Outcomes (General)

1. Describe connections among various assessment, curricular and instructional choices that teachers make and their impact on student learning.
2. Develop competence creating various assessment tools, such as selected response tests and constructed response tests which can be exhibited as part of a teaching portfolio.
3. Interpret state and national subject area standards, and begin assessing student performance toward achievement of the Minnesota graduation standards.
4. Understand current rules and trends in assessing teacher performance, including standardized entrance exams, performance criteria and professional portfolios.
6. Understand how student motivation and learning can be enhanced by working with students to address their multiple intelligences, higher order thinking abilities, various learning styles and diverse cultures.
7. Understand how to interpret and use standardized test data.
8. Understand how to relate assessment data to students, families and colleagues.
9. Understand the characteristics, use and limitations of various traditional and authentic forms of assessment, including criterion-referenced and norm-referenced tests, standardized tests, performance assessment, portfolio assessment, and affective assessment.
10. Understand the differences between assessment, evaluation and testing.
11. Understand the terminology of assessment such as reliability, validity and bias.

E. Learning Outcomes (MN Transfer Curriculum)

This contains no goal areas.

G. Special Information
Note: Admission to Urban Teacher Program as a post baccalaureate student required to register. Clinical field experience hours are part of the course requirements. This course is offered concurrently with EDU 300.
Community Engagement