

(R)

ROWAN COLLEGE  
CURRICULUM COMMITTEE

PROPOSAL TITLE: New Course: Developing and Adapting Assessment for All Learners CE01-462

UNDERGRADUATE       GRADUATE       CREDIT HOURS

SPONSOR(S): Co-Teach Program Committee

DEPARTMENT & TELEPHONE# Interdisciplinary / 4750

CHECK ONE:  COURSE       MINOR PROGRAM       CONCENTRATION       SPECIALIZATION  
 ACHIEVEMENT CERTIFICATE       CERTIFICATION PROGRAM       MAJOR PROGRAM

STEP #1 (DEPARTMENT)	STEP #2 (RECEIPT)	STEP #3 (SCHOOL)
<input checked="" type="checkbox"/> APPROVED/DATE: <input type="checkbox"/> NOT APPROVED/DATE: <u>C. L. Husson</u> DEPT. CURRICULUM CHR.	SCC# <u>96-97-121</u> DATE RECEIVED: <u>3-12-97</u>	REVIEWED DATE: <u>4/1/97</u> <input checked="" type="checkbox"/> RECOMMEND TO APPROVE <input type="checkbox"/> RECOMMEND NOT TO APPROVE FORWARD FOR OPEN HEARING <input checked="" type="checkbox"/> WITHOUT RESERVATIONS <input type="checkbox"/> WITH RESERVATIONS COMMENTS:
<input checked="" type="checkbox"/> REVIEWED/DATE: <u>3/16/97</u>  <u>C. L. Husson</u> DEPT. CHR.	<u>Ronald J. Gotta</u> SENATE CURRICULUM CHR.	<u>Lynne L. L...</u> SCHOOL COMMITTEE CHR.

STEP #4 (ACADEMIC DEAN)      COMMENTS:

RECOMMEND  
 NOT RECOMMEND  
 CONDITIONALLY RECOMMEND (SEE COMMENTS)

DATE & SIGNATURE, DEAN OF SCHOOL [Signature]

STEP #5 (SENATE CURRICULUM COMMITTEE)

DATE OF OPEN HEARING 10/22

APPROVED BY SENATE CURRICULUM COMMITTEE (DATE) 10/22/97

RETURNED TO SPONSOR(S) FOR THE FOLLOWING REASONS: X-Review

STEP #6 (SENATE)

DATE PRESENTED TO SENATE 1-27-98       APPROVED       NOT APPROVED

NOTIFICATION TO EXECUTIVE VICE PRESIDENT/PROVOST (DATE) 1-28-98

SENATE CURRICULUM COMMITTEE CHAIR SIGNATURE/DATE [Signature]

STEP #7 (EXECUTIVE VICE PRESIDENT/PROVOST)

DATE RECEIVED \_\_\_\_\_

APPROVED:  YES  NO

IF NO, REASONS ARE AS FOLLOWS:

STUDENT CREDIT HOURS \_\_\_\_\_

FACULTY LOAD HOURS \_\_\_\_\_

EQUALIZED CREDIT HOURS \_\_\_\_\_

OFFICIAL COPY & APPROVAL SHEET FILED (DATE) \_\_\_\_\_

10/17/98

SIGNATURE, EXECUTIVE VICE PRESIDENT/PROVOST *C. M. ...*

REGISTRAR

DATE APPROVED COURSE DESCRIPTION RECEIVED 11/17/98

HEGIS TAXONOMY AND COURSE NUMBER ASSIGNED \_\_\_\_\_

DATE/SIGNATURE OF REGISTRAR *Robert G. ... 11/20/98*

NOTIFICATION FORWARD:

SENATE CURRICULUM COMMITTEE CHAIRPERSON

DEPARTMENT CHAIRPERSON(S)

*Transmittal 1/11/99*

ACADEMIC DEAN(S)

REGISTRAR

SPONSOR(S)

## Course Proposal

### I. Details

- a. Course Title: Developing and Adapting Assessment for All Learners
- b. Sponsors: Co-Teach Committee: Sharon Bianco, Christy Faison, Cindi Hasit, Jay Kuder, Janet Moss, and Margaret Tannenbaum
- c. Credit Hours: 3 S.H.
- d. Course Level: Senior
- e. Curricular Effect: Major Requirement
- f. Prerequisites: Instructional Planning and Collaboration, Instructional Implementation and Collaboration; Corequisite: Developing and Adapting Instruction in Elementary Classrooms
- g. Suggested Time & Scale of Implementation: Fall 2000
- h. Adequacy of the present staff, resources, and library facilities: All current resources are adequate or can be provided through currently existing mechanisms. Departments will have to be compensated to reassign faculty to teach this course.
- i. Short-term evaluations: not applicable, the course has never been offered

### 2. Rationale:

The nature of assessment in education is changing. At one time, assessment was an isolated event -- a formal, paper/pencil test. Now, it is conceived more broadly -- a process in which various instruments and techniques are used routinely (or continuously) by classroom teachers as well as by specially trained individuals. The emphasis is on curriculum-based, performance-based, and authentic assessment. This course reflects this current emphasis as well as the emerging empirical base for teachers making important decisions about all learners. This course is taken together with Developing and Adapting Instruction in Elementary Classrooms, and the field placement. Assessment course assignments and topics will be coordinated with these courses (pedagogy and practicum) to establish the link between assessment and instruction for all learners.

### 3. Essence of the Course

#### a. Objectives

Students will:

- (1) describe reasons for conducting educational assessment.
- (2) identify sources of assessment information for instructional decision-making.
- (3) compare and contrast criterion-referenced, norm-referenced, informal (teacher-made), curriculum-based, performance-based, authentic, and ecological assessment.
- (4) construct and administer teacher-made tests using both supply-type and recognition-type questions.
- (5) define and differentiate formative and summative evaluation.
- (6) identify, describe and interpret measures of central tendency, variability, reliability, and relative position.
- (7) describe and apply legal and ethical considerations in an assessment.
- (8) describe and apply the rationale and procedures for conducting

- curriculum-based assessment in the classroom.
- (9) describe how an assessment may be biased against individuals of a certain sex, race, linguistic background, culture, or disability.
  - (10) identify and apply ways of enhancing nonbiased assessment.
  - (11) explore the use of microcomputers and related technologies in assessment.
  - (12) determine appropriate measures for assessing students a variety of areas (e.g. reading, mathematics, and language, social/emotional, preschool-developmental, severe/profound -functional, vocational).
  - (13) describe strengths and limitations of the various grading approaches.
  - (14) describe and demonstrate appropriate conferencing techniques with parents.
  - (15) write annual goals and intermediate objectives for an IEP based upon assessment data.
  - (16) demonstrate a knowledge of current research on traditional and innovative assessment measures.
  - (17) develop a philosophy of assessment based upon readings, discussions, and class presentations.

b. Topical Outline

- (1) Purposes of assessment
  - screening decisions
  - classification and placement decisions
  - student progress decisions
  - programming or instruction decisions
  - program effectiveness decisions
- (2) Approaches to assessment
  - norm-referenced assessment
  - criterion-referenced assessment
  - informal assessment
  - ecological assessment
  - performance-based and authentic assessment (including portfolio)
  - curriculum-based assessment
- (3) Assessment Models
  - Medical model
  - Behavioral model
  - Developmental model
  - Functional/ecological
- (4) Legal and ethical considerations in assessment
  - Laws
  - Litigation
  - Ethical considerations
  - Pupil records: collection, maintenance and dissemination)

- (5) Basic statistical concepts
  - Central tendency: mean, median, and mode
  - Variability: range, normal distribution curve, standard deviation, and SEM
  - Relative position: percentile ranks and standard scores
  
- (6) Teacher-made tests and grading
  - Considerations in criterion-referenced test construction
  - Grading approaches and considerations (including adaptation of grading)
  - Designing questions
  
- (7) Subject-specific areas (e.g. math, English, or science, etc.)
  - Learning skills as the basis for assessment
  - Curriculum-based assessment
  - Standardized tests
  - Informal assessment (e.g. error analysis, work samples, observations)
  - Linking assessment to intervention
  
- (8) Social/Emotional and Adaptive
  - Methods of measuring personality, emotional development, and self concept
  - Technical characteristics of social/emotional measures
  - Setting goals and objectives
  - Charting behaviors
  
- (9) Preschool
  - Considerations in assessment of young children
  - Developmental assessment
  - Curriculum-based assessment
  - Standardized measures
  - Linking assessment to intervention
  
- (10) Severely and Profoundly Handicapped
  - Definitional issues
  - Multiple measures (e.g. interviews, rating scales, & observ.)
  - Reliable response modes
  - Evaluations and treatment validity
  
- (11) Vocational
  - Work evaluation
  - Work adjustment
  - Job site evaluation
  
- (12) Report Writing and Staffing
  - Summarizing assessment data
  - Communicating assessment results with parents
  - Consulting with others

### c. Evaluation and Grading of Students

In addition to written examinations and class participation, instructors could select from among the following activities and experiences to evaluate students:

- ( 1 ) Case Studies : curriculum-based assessments, teacher-made tests, and performance-based assessments.
- ( 2 ) Write a personal philosophy of assessment as a component of an overall philosophy based upon readings, discussions, and class presentations.
- ( 3 ) Clinic-based Labs
  - a. complete a curriculum-based assessment in one skill area.
  - b. complete a performance-based or authentic assessment in one skill area.
  - c. construct, administer, score and write up two tests in two skill areas.
  - d. construct or update an IEP for one learner.
- ( 4 ) Interviews
  - a. Interview one child study team member about the assessment process from prereferral intervention to IEP development following the interview question format provided.
  - b. Interview a regular and special education teacher re. grading policy for a learner with special needs
- ( 5 ) Written critique of three research-based journal articles on assessment (post-1990).

### d. Course Evaluations

The course will be evaluated through student evaluations, through systematic Co-Teach program evaluations, and by review of national accrediting agencies such as NCATE, CEC and IRA.

### e. Learning Outcomes Assessment

The curriculum-based assessment assignment completed with the case study (noted above) will be included in the student's portfolio. The portfolio will be used for student and program assessment.

## Catalog Description

### DEVELOPING AND ADAPTING ASSESSMENT FOR ALL LEARNERS

Prerequisite: Instructional Planning and Collaboration, Instructional Implementation and Collaboration

This course emphasizes the link between assessment and instructional decisions for learners at a variety of academic and functional levels. Prospective classroom teachers will learn how to routinely use curriculum-based and authentic assessment techniques. Although the emphasis of this course is on informal assessment, an introduction to standardized tests and statistical factors in testing is included. Students will develop informal assessment measures in conjunction with their field placement responsibilities.