

EDU 66 Course Outline as of Fall 2024**CATALOG INFORMATION**

Dept and Nbr: EDU 66 Title: EVAL STUDENT LEARNING

Full Title: Evaluation of Student Learning in a Diverse Classroom

Last Reviewed: 10/9/2023

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	4.00	Lecture Scheduled	4.00	17.5	Lecture Scheduled	70.00
Minimum	4.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	4.00		Contact Total	70.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 140.00

Total Student Learning Hours: 210.00

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

Catalog Description:

This course will introduce students to the formal and informal assessment process and its application in classrooms at all levels. Students will develop an understanding of the legal requirements regarding equity in administering assessments to all students, especially those with special needs or English Language Learners. Students will also explore the importance of data collection and analysis to guide classroom instruction and measure student learning.

Prerequisites/Corequisites:**Recommended Preparation:****Limits on Enrollment:****Schedule of Classes Information:**

Description: This course will introduce students to the formal and informal assessment process and its application in classrooms at all levels. Students will develop an understanding of the legal requirements regarding equity in administering assessments to all students, especially those with special needs or English Language Learners. Students will also explore the importance of data

collection and analysis to guide classroom instruction and measure student learning. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended:

Limits on Enrollment:

Transfer Credit: CSU;

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area	Effective:	Inactive:
CSU GE:	Transfer Area	Effective:	Inactive:

IGETC:	Transfer Area	Effective:	Inactive:
---------------	----------------------	------------	-----------

CSU Transfer: Transferable	Effective:	Fall 2024	Inactive:
-----------------------------------	------------	-----------	-----------

UC Transfer:	Effective:		Inactive:
---------------------	------------	--	-----------

CID:

Certificate/Major Applicable:

Certificate Applicable Course

COURSE CONTENT

Student Learning Outcomes:

At the conclusion of this course, the student should be able to:

1. Understand and use multiple measures of assessment to engage learners in their own growth, monitor learner progress, and to guide decision making to guide classroom instruction.
2. Effectively utilize assessment techniques and procedures for administering assessments in the classroom.

Objectives:

At the conclusion of this course, the student should be able to:

1. Evaluate assessments to obtain useful information for student learning.
2. Use assessment techniques to assist students in reflecting on their own learning.
3. Understand the relationship between assessment and curriculum development.
4. Identify potential linguistic and cultural biases of assessment instruments.
5. Communicate assessment results effectively with students, parents, teachers, and support personnel about strengths and areas that need improvement.

Topics and Scope:

- I. Confronting the Assessment Crisis
- II. Explore and Define Understanding of the State of Assessments in Schools Today
 - A. Language barriers
 - B. Students with exceptional needs
- III. Quality Assessment Development
 - A. Analyze the key components of an assessment
 - B. Apply inference techniques to define key components in a quality assessment

IV. Assessments that Serve All Users and Uses

V. Clear and Appropriate Learning Targets

A. Identify and align learning targets and assessment measures

B. Identify and clarify why we assess and how to guard against biases in assessments

VI. High-Quality Assessments are Required throughout the System

VII. Analyze the Quality of Assessments

VIII. Effective Communication of Assessment Results

IX. Formative and Summative Assessment

A. Using assessment to motivate all students

B. Examine the links between productive assessments and student motivation

Assignment:

1. Reading textbook, handouts, journals, and articles
2. Class discussions, group activities, and collaborative work
3. Reflective writing assignments based on readings, content standards, and assessments such as:
 - A. Analysis of the key components of an assessment
 - B. Analysis and communication of assessments and outcomes
 - C. Examination of the correlation between productive assessments and student motivation
4. Design a classroom assessment system
5. Quiz(zes) and exam(s) – may include midterm and final exam

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Reflective writing assignments

Writing
30 - 40%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving
0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

Skill Demonstrations
0 - 0%

Exams: All forms of formal testing, other than skill performance exams.

Quiz(zes) and exam(s)

Exams
30 - 40%

Other: Includes any assessment tools that do not logically fit into the above categories.

Class discussions; class participation, design classroom assessment system

Other Category
20 - 40%

Representative Textbooks and Materials:

Classroom Assessment for Student Learning: Doing It Right - Using It Well. 3rd ed. Chappuis, J. Pearson. 2019.