ADLTED 605 Course Outline as of Summer 2022

CATALOG INFORMATION

Dept and Nbr: ADLTED 605   Title: ASSESSMENT TECHNIQUES
Full Title: Assessment Techniques
Last Reviewed: 2/12/2018

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	0	Lecture Scheduled	0	1	Lecture Scheduled	0
Minimum	0	Lab Scheduled	8.00	1	Lab Scheduled	8.00
		Contact DHR	0		Contact DHR	0
		Contact Total	8.00		Contact Total	8.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 0.00   Total Student Learning Hours: 8.00

Title 5 Category: Non-Credit
Grading: Non-Credit Course
Repeatability: 27 - Exempt From Repeat Provisions
Also Listed As:
Formerly:

Catalog Description:
This course is designed to introduce new or potential teachers to the special needs and learning modalities of adult learners. Topics will focus on assessment techniques as they relate to Adult Education in a higher education setting.

Prerequisites/Corequisites:

Recommended Preparation:
Course Completion of ADLTED 601

Limits on Enrollment:

Schedule of Classes Information:
Description: This course is designed to introduce new or potential teachers to the special needs and learning modalities of adult learners. Topics will focus on assessment techniques as they relate to Adult Education in a higher education setting. (Non-Credit Course)
Prerequisites/Corequisites:
Recommended: Course Completion of ADLTED 601
Limits on Enrollment:

Transfer Credit:
Repeatability: Exempt From Repeat Provisions

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

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

CSU Transfer: Effective: 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. Explain the difference between evaluation and assessment.
2. Create an appropriate and effective assessment for a particular course objective.

Objectives:
At the conclusion of this course, the student should be able to:
1. Explain and define the differences between assessment and evaluation.
2. Design effective and appropriate assessments for a particular course objective.

Topics and Scope:

I. Evaluation vs. Assessment
    A. Identifying actual achievement
    B. Identifying trends within the class
    C. Assessing learning outcomes
II. Types of Assessments--Informal vs. Formal
    A. Formative or Informal
        1. Informal data collection activities to make instructional decisions
        2. Other data collection activities
        3. Ungraded quizzes
        4. Quick writes
        5. Journals collected periodically
    B. Summative or Formal
        1. Responses used to assign an actual grade
        2. Normative Reference Testing
        3. Criterion Reference Testing
III. Creating Assessments to Measure Learning Objectives
    A. Analyzing the learning objective
    B. Gathering appropriate data

C. Analyzing the data
D. Making instructional decisions based on the data
    1. Ready to move on?
    2. Reteaching the concepts
    3. Reassessing
E. Examples of CATS (Classroom Assessment Techniques)
F. Examples of formal tests and evaluation models

Assignment:

1. Group analysis of learning outcomes and how they might be assessed or evaluated
2. Reflective writing on personal experience of assessments and evaluations
3. Group creation of an informal classroom assessment technique
4. Group creation of a formal evaluation or test
5. Individual creation of an informal classroom assessment technique particular to a course learning objective
6. Closing reflective writing

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 writings	Writing 10 - 20%

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

Group analysis of learning outcomes	Problem solving 10 - 10%

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

Group creation of assessment; group creation of formal test; individual creation of an assessment	Skill Demonstrations 50 - 60%

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

None	Exams 0 - 0%

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

Attendance and participation	Other Category 10 - 20%

Representative Textbooks and Materials:
Instructor prepared materials