Eastern Oregon University Course Syllabus

Number of Course:
ED 588

Name of Course:
Issues in Assessment

Catalog Description:
Assessment is a volatile topic in education. There are many perspectives that drive the billion dollar businesses in this field. The issues are varied: 1) The value of high stakes testing. 2) The philosophy of the bell and J curve. 3) Assessment for instruction versus of instruction. 4) The validity and reliability of tools especially in the classroom. This course explores the range of current topics and focuses attention on the local classroom as a way to apply that knowledge.

Credit Hours:
3

Required Texts or Suggested Materials:
Link to the EOU Bookstore: Eastern Oregon University Bookstore (opens in new tab)

Prerequisites:
Graduate standing.

Learning Outcomes:
Upon successful completion of this course, students will be able to:

1. Identify the viewpoints in support of and critical of High stakes testing.
2. Describe and apply the J and Bell curve statistics specifically to classroom and school applications understanding the nuances of benchmarks set for state testing.
3. Differentiate between assessment for instruction vs assessment of instruction and develop applications for the classroom and school
4. Identify and differentiate authentic assessments as linked to specific school outcomes or goals.
5. Describe Validity/reliability/Standard error as tools to understand assessment at a local and state level.
6. Develop a philosophy of and advocacy of a particular grading and assessment system.
7. Dive deep into classroom-made assessments to determine the relative reliability, validity and error in each with an eye to being skeptical of teacher made tests as a way to solely determine grading.

Course Requirements:

1. Discussion Boards: You will complete a series of discussion board interactions aligned to selected course outcome to apply course content knowledge in order to reflect, analyze,

provide recommendations, and critically examine beliefs. Discussion boards provide an opportunity to gain insight from the experiences and contexts of colleagues in the course.

2. Assignments: Complementary to the interactive discussion board assignments, you will also complete a series of independent assignments aligned to selected course outcome to apply course content knowledge in order to reflect, analyze, provide recommendations, and critically examine beliefs. Completed after having interacted on the discussion board, you will be able to apply learning gained from course resources and interactions with colleagues in the course while completing these assignments.
3. Final Project: Your final project will demonstrate your ability to describe Validity/reliability/Standard error as tools to understand assessment at a local and state level and to dive deep into classroom-made assessments to determine the relative reliability, validity and error in each with an eye to being skeptical of teacher made tests as a way to solely determine grading. Your final project will demonstrate your ability to apply classroom concepts to educational contexts.

Grading Policies:

Letter Grade:	**Percentage:**
A	93-100%
A-	90-92.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	73-76.9%
C-	70-72.9%
D+	67-69.9%
D	63-66.9%
D-	60-62.9%
F	Under 60%

Brief Outline of Course:

- Week 1 DB on High Stakes Testing
- Week 2 Written assignment on high stakes testing
- Week 3 DB J curve vs Bell curve and philosophy of assessment and grading
- Week 4 Written assignment on J and Bell curve
- Week 5 DB Assessment of instruction vs for instruction
- Week 6 Written assignment Assessment of instruction vs for instruction
- Week 7 DB Homogeneous Methodology vs Authentic Assessment
- Week 8 Written assignment Homogeneous Methodology vs Authentic Assessment
- Week 9 DB Validity, Predictability, Correlation, Interpretation

- Week 10 Written Assignment Validity, Predictability, Correlation, Interpretation ● Final Project

General Education Category and Outcomes:
[Insert text here if GEC course]

University Writing Requirement Outcomes:
[Insert text here if UWR]

Writing Center Statement:
The EOU Writing Center provides a place — physical or virtual — where every EOU student can find an interested, responsive reader. Writing tutorials are free of charge for EOU undergraduate and graduate students and are available for writing at any course level and for writing resumes, job letters, and graduate applications. For drop-in hours or to schedule in-person, synchronous online, or asynchronous online tutoring, please visit the EOU Writing Center: Writing Center – Eastern Oregon University (opens in new tab).

Classroom Decorum:
[Insert text here]

Academic Misconduct Policy:
Eastern Oregon University places a high value upon the integrity of its student scholars. Any student found responsible for an act of academic misconduct (including but not limited to cheating, unauthorized collaboration, fabrication, facilitation, plagiarism or tampering) may be subject to having his or her grade reduced in the course in question, being placed on probation or suspended from the University, or a combination of these.

Accommodations/Students with Disabilities Policy:
Any student who feels they may need accommodation for any type of disability must contact the Disability Services Office in Loso Hall, Room 233. Phone: 541-962-3081.

Disclaimer:
This standard syllabus provides only general information on the course. For those enrolled in the course a detailed syllabus will be provided by the Instructor at the beginning of the term. Please keep in mind that not all courses are offered every year.

Prepared by:
Michael Jaeger

Date:
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