

ED 603: ASSESSMENT OF & FOR LEARNING

Participants in this course will discuss assessment types, creation, analysis, and interpretation that includes their purpose, methods of administering, and differentiation to meet general education and special education students. Legal and ethical issues of assessment creation, administration, and reporting will be explored along with assessment validity and reliability. Assessment creation will involve assessment OF and FOR learning with a focus on using performance assessments and all previous mentioned topics. Performance assessments will include those that are formative and summative and use clear evaluation techniques such as rubrics.

Participants will share how the assessment (performance and state assessment data) will inform planning and instruction to meet ALL student needs with students and teachers self-assessing and documenting/monitoring student progress. Discussions about student academic results will be linked to teacher evaluation. Participants will investigate a variety of assessments students may experience (standardized tests, diagnostic assessments, college admission tests, industry certifications, and placement assessments) and acknowledge the different functions they serve and limitations with diverse students/learners. Additionally, students will explore best practices related to integrating technology in the classroom to engage and assess students. Participants will be expected to justify their statements on various assignments using APA format.

Credits: 3

Department: [Education](#)