Eastern Illinois University
New Course Proposal
EDU 5680, Educational Assessment

1. Catalog description
   a. Graduate level: EDU 5680
   b. Educational Assessment
   c. (3-0-3)
   d. F, S, Su
   e. Ed. Assessment
   f. An advanced course in psychoeducational assessment. Administration and interpretation of formal and informal, individual and group assessment measures will be studied.
   g. Graduate standing
   h. Online delivery

2. Objectives of the Course
   This course has three (3) objectives:
   1. To help inservice teachers and administrators better use assessment strategies and techniques to enhance the learning of all students; 2. To help inservice educators have the skills to develop authentic assessments; 3. To provide students a vehicle to prepare their own materials for NBPTS.

3. Outline of the Course
   I. Introduction to Assessment (300 minutes)
      A. Terms
      B. Purposes of Assessment
      C. Legal Basis of Assessment
      D. Bias in Assessment Instruments
   II. Formal Assessment (900 minutes)
      A. Criterion Referenced
         1. Kinds
         2. Purposes and Uses
      B. Norm Referenced
         1. Achievement Tests
         2. Intelligence Tests
         3. Other Tests
      C. State Developed Tests and Relationship to Learning Standards
      D. Scores and What They Mean and Don't Mean
      E. Reporting and Appropriate Use of Results and Scores
      F. Limitations and Cautions
   III. Informal Assessment (600 minutes)
      A. Teacher Developed Tests
      B. Curriculum Based Assessment
      C. Authentic Assessment (including portfolios)
      D. Rubrics and Grading Practices
   IV. The Assessment Process (450 minutes)
      A. Steps and Components
      B. Sources of Information
      C. Appropriate and varied uses of assessment information
D.  
1. Legal implications
2. Ethical issues and considerations

A project related to classroom and/or individual assessment will be required. This project will require application and analysis of the assessment process and components of this process.

4. Implementation
   A. Graduate faculty in Special Education and other College of Education and Professional Studies with assessment and testing expertise may be assigned to teach this course.
   B. No additional costs to the student will be incurred beyond those associated with completing course requirements.
   C. Text and supplementary materials to be determined by the instructor.
   D. Term to be first offered: \textit{Fall 2001}.

5. Rationale
   A. Purpose and need: The educational process involves multiple acts of assessment and educational decisions are based on assessment results. Educators must have a sound assessment knowledge base and the skills essential to using and reporting assessment results appropriately. State licensure now requires a plan of professional development and this course will be appropriate for educators to take as a means of professional development.
   
   B. Justification of the level of the course and prerequisites: 
   This is a graduate level course: The target audience is inservice educators: teachers and administrators. While no prerequisites have been listed it is assumed in the sequence of courses of which this is designed to be apart of that the enrolled educators will be individuals who have initial and standard licensure to teach and are preparing to seek a Master license through the State of Illinois and the National Board for Professional Teaching Standards (NBPTS).
   
   C. Similarity to existing courses and/or effects upon programs in other departments: 
   Special Education has an advanced assessment course, SPE 5870. This course is specific to assessment and the Special Education process and legal requirements.
   This course is designed to be an elective for all students at the Masters level in any program in which enrollees are inservice educators.
   
   D. Requirement or Elective:
   This course will be an elective at the Masters level for inservice educators.

6. Community College Transfer:
   A community college course will not be judged equivalent to this graduate level course.

7. Date approved by the department: \textit{N/A}

8. Date approved by the College Curriculum Committee: \textit{9/25/00}

9. Date approved by CGS: \textit{10/17/00}