TEC 5443 – ASSESSMENT AND EVALUATION
IN WORKFORCE PREPARATION
Course Proposal

1. **Catalog Description**
   1. Course Number: TEC 5443
   2. Title: Assessment and Evaluation in Workforce Preparation
   3. Meeting times and credit: 3-0-3
   4. Term to be offered: Su and as needed
   5. Short title: Assess and Eval
   6. Course Description: Assessment and evaluation; construction of measures of assessment for cognitive skills, psychomotor performance, affective behavior, and portfolios in career subject areas; statistical procedures for interpretation and use of test and performance measurements.
   7. Prerequisites: None

2. **Objectives of the Course**
   1. Students will define the role of assessment and evaluation in workforce preparation programs.
   2. Students will plan and develop written test items appropriate for testing Bloom's cognitive level of achievement and will understand proper techniques for test administration and evaluation.
   3. Students will develop performance measures designed to determine the levels of achievement toward meeting identified tasks, skills, outcomes, or standards necessary to gain and maintain employment.
   4. Students will develop assessment instruments that are suitable for measuring affective performance in a work environment.
   5. Students will score, report, and interpret the results of tests and performance measures.
   6. Students will interpret methods used for alternative evaluation and be able to apply those methods in work-related programs.
   7. Students will select data necessary to include in an evaluation of a career and technical education program.

3. **Outline of the Course**

   **Week One:**
   - Purposes of assessment and performance evaluation
   - Assessment and evaluation in the instructional process
   - Testing and evaluation as a learning aid

   **Weeks Two through Six:**
   - Norm-referenced and Criterion-referenced measures
   - Planning a written test and developing objectives
Writing multiple choice items
Writing true-false items
Writing short answer/recall items
Writing essay items
Assembling, administering, and evaluating a test

Weeks Seven through Eleven:
Performance-based assessment
Portfolios
Authentic assessment
Alternative assessment
Analytic and holistic rubric formats
Computer adaptive testing
Group performance assessment
Observation
Project
Exhibition
Demonstration
Interpreting performance assessment

Weeks Twelve and Thirteen:
Uses of affective measures
Direct observation
Interviews
Questionnaires and inventories
Projective techniques
Unobtrusive measures

Week Fourteen:
Scoring objective instruments
Scoring subjective instruments
Reporting and interpreting norm-referenced test results
Reporting and interpreting criterion-referenced test results
Using affective measurement results
Computer usage in testing and performance measurement

Week Fifteen:
Using assessment data in program evaluations
Using assessment data to complete a self-study
The Illinois plan for program assessment

Course Evaluation - Several methods will be used to assess/evaluate student performance throughout the course. Students will continually be involved with writing test items, performance-based evaluation instruments, and interpreting results. Additionally, an exam will be given at the end of the course. Students will complete a writing assignment relative to new developments and issues in assessment and evaluation. The following will be utilized:

Development of written test items 20 percent
Psychomotor performance instruments 20 percent
Affective evaluation instruments 20 percent
Scoring and interpreting assessment/
4. Implementation

1. Faculty member(s) to whom the course will be assigned initially will have experience in assessment and evaluation in work preparation programs at the secondary level. The course will be initially assigned to Career and Technical Education graduate faculty.

2. No additional costs.

3. Texts:
   2. Supplemental materials will be required readings and Internet usage for students to stay current with latest developments in assessment and evaluation in work preparation programs.

3. Term to be first offered: Summer 2002

5. Rationale

1. Purpose and need: Assessment and evaluation in workforce preparation subjects requires a special set of skills in order to determine if students are meeting standards that are set through Tech Prep, Education-to-Careers, Illinois Learning Standards, and also the Illinois Occupational Standards for different occupations. Students will learn how to develop tests of the more traditional paper and pencil nature, but will also learn to develop evaluative criteria and appropriate instrumentation necessary for performance-based appraisal. Forms of evaluation such as portfolios have become another important aspect in measuring student performance. Students in this class will learn how to use these alternative forms of evaluation. Additionally, students will learn how to evaluate affective behaviors which are so critical to job retention. All schools and programs are periodically evaluated and students need to know about evaluative data that should be used for program improvement. Different methods to collect evaluative data will be introduced so students are prepared to make program improvements based on appropriate criteria.
2. Justification of the level of the course and the prerequisites: This course is necessary for teachers and trainers who are involved with instruction at all levels. It is desirable that students have some instructional experience before entering this course. Program evaluation course content will follow the Illinois State Board of Education evaluation process, which is critical for those who will be involved with the process as evaluators and/or subjects of the evaluation. The amount of work, the difficulty, and the complexity is appropriate for the graduate level.

3. Similarity to the existing courses and/or effect upon programs in other departments: None relative to workforce preparation.

4. Required or elective: This will be an elective course for students in the Master of Science in Technology degree with a Career and Technical Education emphasis.

6. Community College Transfer

There will be no community colleges transfer courses that will be substituted for this course.

7. Date approved by the Graduate Committee: February 22, 2001

8. Date approved by the School of Technology Curriculum Committee: 3/6/01

9. Date approved by the Lumpkin College of Business and Applied Sciences: 3/19/01

10. Date approved by CGS: 4/3/01