

HRE 590 Syllabus

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Course Description

This course is designed to introduce participants to various models of classroom assessment appropriate to the community college. Often times assessment is viewed narrowly in terms of tests which only assess student knowledge. Many instructors adopt the mindset of assessment *of* learning rather than assessment *for* learning (Butler & McMunn, 2006). However, in order to assess higher levels of classroom learning as well as assess *for* learning, other types of methods must be employed. This course will aid participants in identifying, designing, and developing assessment methods appropriate to their content areas and students.

Course Objectives

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

- Recognize the importance of classroom assessment at the community college level.
- Describe the difference between assessment and evaluation.
- Recognize challenges associated with student learning outcomes.
- Recognize the various models of assessment of student learning.
- Establish benchmarks and student expectations
- Construct response assessments
- Design written products, portfolios and project assessments
- Create scoring guides and matrixes
- Interpret assessment data
- Recognize the role feedback plays in improving student learning
- Recognize the role assessment plays in motivating students' learning
- Construct updated grading practices

Grading Criteria

Criteria	Grade
97-100	A+
93-96	A
90-92	A-
86-89	B+
83-85	B
80-82	B-
76-79	C+
73-75	C
70-72	C-

Course Requirements

Thought Paper (10% of grade)

Compose a thought paper (3-5 pages, double spaced) describing your views on assessment in your area of educational control. Consider the following questions when writing your response:

- What are your beliefs concerning what assessment is, what it should do, and whether it is the same as evaluation?
- What approaches do you take to assessment?
- What data/information is missing regarding students' knowledge, skills, and abilities based on the current assessment approaches that are used?

Use examples wherever possible to illustrate your experiences. Throughout the course, this paper will become an important tool in assessing your own progress and understanding of the topic.

Group Project: Program Level Assessment (25% of Grade)

Your written group plan should include:

- An explanation of your associated courses and their relationship to one another as a discipline;
- A description of the assessment methods selected;
- Rationale for the assessment methods selected; and
- Potential pitfalls towards implementation of your plan, given the differences in courses among your group.

Individual "Best-Practice" Portfolio Assessment (50% of grade)

The culminating course assignment is to compile a “best-practice” portfolio of assessments to facilitate the student creation of a “best-practice” portfolio for your course. The portfolio should begin with an overview of the course along with the benchmarks and student expectations (based on the Week 3 content). Additionally, your best-practice portfolio should include four of the following five components:

- A constructed response assessment
- A writing assessment
- A project assessment
- A personal assessment of progress
- A conventional classroom test

Starting week five, you have the option of turning in one component per week for formative feedback. Each of your chosen individual assessments should include student criteria for completion (the assignment), as well as instructor criteria for evaluation (how to grade it). In addition to the individual completion criteria, your “best-practice” portfolio should include a cumulative grading rubric and a description of how the components satisfy the benchmarks established for your course.

Class Participation (15% of grade)

Students are expected to attend all class related sessions (synchronous and asynchronous) and be prepared to engage in active discussion of all course topics. This means that all readings have been completed for each class session. Please note that the class sessions are meant to discuss the application of the content. Additionally, it is assumed that you will:

- Raise relevant questions and appropriate observations to the topic
- Participate through a reflection on both your relevant professional experiences and your completion of the reading assignments;
- Learn and have fun with the course;
- Challenge me if you have a differing point of view -- you, your colleagues and I will learn from this dialogue;
- Depend on each other as well as me for learning; and
- Feel free to defer to less vocal colleagues. Remember that we learn in different ways - including listening.