



Course Number and Title: IDT G16 Advanced Assessment

Campus Location:

Georgetown, Dover, Stanton, Wilmington

Effective Date:

2018-52

Prerequisite:

IDT G10 or IDT G21

Co-Requisites:

None

Course Credits and Hours:

2.00 credits

2.00 lecture hours/week

0.00 lab hours/week

Course Description:

In this course, participants evaluate the quality of assessments. Participants also revise assessments and create alternative means of assessment.

Required Text(s):

Obtain current textbook information by viewing the [campus bookstore - https://www.dtcc.edu/bookstores](https://www.dtcc.edu/bookstores) online or visit a campus bookstore. Check your course schedule for the course number and section.

Additional Materials:

Access to an up-to-date computer with a high-speed internet connection, a microphone, and a webcam is required to participate in the virtual classroom environment.

Schedule Type:

Classroom Course

Video Conferencing

Hybrid Course

Online Course

Disclaimer:

Adobe Acrobat Reader and a form of Microsoft Office may be needed to view articles

Core Course Performance Objectives (CCPOs):

1. Evaluate the quality of assessments. (CCC 2, 4; PGC 4)
2. Critique and revise assessments. (CCC 1, 2, 3, 4; PGC 4)
3. Create an alternative assessment. (CCC 2, 4; PGC 4)

See Core Curriculum Competencies and Program Graduate Competencies at the end of the syllabus. CCPOs are linked to every competency they develop.

Measurable Performance Objectives (MPOs):

Upon completion of this course, the student will:

1. Evaluate the quality of assessments.
 1. Discuss clear and appropriate learning targets as they relate to assessment.
 2. Discuss appropriate assessment methods for varying learning targets and knowledge types.
 3. Discuss how to align learning targets, knowledge types, and assessment methods using a blueprint.
 4. Determine how to best assess deep understanding using Bloom's taxonomy in relationship to knowledge types.
 5. Define *reliability*, *validity*, and *fairness* as they relate to assessment.
 6. Analyze a publisher's assessment for reliability, validity, and fairness.
 7. Analyze the quality of a current course summative assessment using the principles of high-quality assessment.
2. Critique and revise assessments.
 1. Compare different strategies to formatively assess students.
 2. Revise a formative assessment implementing a new strategy.
 3. Rewrite a summative assessment implementing principles of quality assessment.
3. Create an alternative assessment.
 1. Describe performance assessment, including strengths and limitations.
 2. Create performance task questions and prompts.
 3. Compare different performance criteria used in alternative assessment, including rating scales and rubrics.
 4. Write a rubric for a performance task question or prompt.
 5. Discuss the advantages and disadvantages of portfolios.
 6. Discuss what must be planned when implementing portfolio assessments.
 7. Create a plan for implementing a portfolio assessment in a current course.

Evaluation Criteria/Policies:

Students must demonstrate proficiency on all CCPOs at a minimal 75 percent level to successfully complete the course. The grade will be determined using the Delaware Tech grading system:

92	-	100	=	A
83	-	91	=	B
75	-	82	=	C
0	-	74	=	F

Students should refer to the [Student Handbook - https://www.dtcc.edu/handbook](https://www.dtcc.edu/handbook) for information on the Academic Standing Policy, the Academic Integrity Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.

Final Course Grade:

Calculated using the following weighted average

Evaluation Measure	Percentage of final grade
Summative	85%
Formative	15%
TOTAL	100%

Core Curriculum Competencies (CCCs are the competencies every graduate will develop):

1. Apply clear and effective communication skills.
2. Use critical thinking to solve problems.
3. Collaborate to achieve a common goal.
4. Demonstrate professional and ethical conduct.
5. Use information literacy for effective vocational and/or academic research.
6. Apply quantitative reasoning and/or scientific inquiry to solve practical problems.

Program Graduate Competencies (PGCs are the competencies every graduate will develop specific to his or her major):

1. Develop and apply a dynamic approach to teaching that is grounded in pedagogical principles and an appreciation for the needs of diverse learners.
2. Design and develop learner-centered courses based on sound instructional design principles.
3. Apply learner-centered instructional strategies to enhance student engagement, learning, and success.
4. Design and implement a variety of formative and summative assessments to evaluate learning, communicate feedback, and guide instruction.
5. Leverage appropriate technologies to advance teaching and learning.
6. Engage in continuous development to maximize instructional effectiveness.

Disabilities Support Statement:

The College is committed to providing reasonable accommodations for students with disabilities. Students are encouraged to schedule an appointment with the campus Disabilities Support Counselor to request an accommodation needed due to a disability. A listing of campus Disabilities Support Counselors and contact information can be found at the [disabilities services - https://www.dtcc.edu/disabilitysupport](https://www.dtcc.edu/disabilitysupport) web page or visit the campus Advising Center.