

## **Proposal to Create a New Course:**

### **Section 1: Proponent Contact Information**

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### **Section 2: Course Catalog Information**

**2.1 Course prefix (subject area) and number:** EDU 260

**2.2 Course CIP code:** This is a statistical reference number required by the Kentucky Council for Post-Secondary Education. To determine the appropriate CIP reference for this proposed course, follow this link to the [National Center for Educational Statistics website](#). For further assistance contact the Associate Vice President for Academic Planning and Program Development in the WKU Academic Affairs office.

**2.3 Course title:** Classroom Assessment

**2.4 Abbreviated Course title:** Classroom Assessment

**Credit hours/Variable credit:** 3

**2.6 Repeatability:** N/A

**2.7 Course Term:** One term

**2.8 Course Catalog Description:**

An introduction to the integrated use of assessment in the classroom context for K-12 student learning, teacher planning, and school improvement.

**2.9 Prerequisite/Corequisites/Restrictions:**

**Prerequisite:** EDU 250, or instructor permission

**2.10 Additional Enrollment Requirements:** N/A

**2.11 Other Special Course Requirements:** N/A

**2.12 Grade Type:** Standard A-F final grade

**2.13 Schedule Type:** Lecture

## **Section 3: Description of proposed course**

**3.1 Course Content Summary:** Explain, briefly and succinctly, the subject matter of the course, and the approach/methodology that will be used to explore it.

- a) Introduction to assessment
  - i) Vocabulary and concepts
  - ii) Assessment formats
  - iii) Levels of assessment – individual, class, grade level, school, district, state
- b) Analyzing assessment results
  - i) Basic statistical calculations – mean, median, mode, standard deviation
  - ii) Interpreting results (e.g., individuals, class, grade level, school, district, state)
  - iii) Communicating results to students, parents, and other stakeholders
- c) Introduction to formative and summative assessments for instructional practice
  - i) Identifying student learning and instructional pacing
  - ii) Documenting student readiness for content
- d) The role of assessment in instructional design
  - i) Using assessment in lesson planning
  - ii) Providing feedback to students to enhance learning
  - iii) Designing assessment to document learning

### **3.2 Learning Outcomes:**

Upon successful completion of this course, students should:

- Explain the role and use of formal and informal pre-assessments, formative assessments, summative assessments, and standardized assessments in the P-12 classroom.
- Create various forms of reliable and valid assessments including scoring criteria (rubrics/scoring guides).
- Demonstrate knowledge evaluating, grading, and giving feedback.

### **3.3 Assessment/Evaluation:**

Students will be assessed by demonstrating achievement of learning goals through participating in in-class activities that provide hands-on assessment practice, evaluating multiple forms of assessment and creating assessments, and reflecting on their learning through papers and quizzes.

## **Section 4: Rationale**

#### **4.1 Reason for developing this proposed course:**

The Reinvesting in Teacher Education initiative was launched in September of 2018. An ad-hoc Core Curriculum Committee with faculty representation from CEBS, Ogden, Potter, and CHHS, as well as community constituents and p-12 district partners, began its work to develop a 15-credit teacher education core that all students in teacher education will take. Based on the collaborative efforts of The Core Curriculum Committee and with approval of the School of Teacher Education faculty, a framework of 5 courses and 3 integrated themes was developed. The School of Teacher Education is bringing these 5 courses forward to this curriculum committee to establish the 15-credit teacher education core. Subsequent revisions to individual education programs will be forthcoming.

Assessing learner outcomes is foundational to determining effective instruction at multiple levels (individual, class, grade level, school, district, and state results). Analyzing student performance drives instructional pedagogy, methods and practice of teaching. This course will provide education candidates with foundational knowledge about classroom assessment which an effective teacher must know and use. This course will be one of the core courses required for students in the School of Teacher Education.

#### **4.2 Relationship to similar courses offered by other university departments/units:**

In the course CD-485 INTRODUCTION TO ASSESSMENT IN COMMUNICATION DISORDERS the focus is on using standardized and nonstandardized screening and diagnostic instruments for a specific type of student. While students will examine assessment data, this proposed course will focus on the creating, implementation, and analysis of classroom assessments.

In the course PSY 210. RESEARCH METHODS IN PSYCHOLOGY there is some overlap in topics such as reliability and validity. However, this is related mostly to performing research in various contexts. The proposed course is focused on assessment of all P-12 students in a classroom.

### **Section 5: Projected Enrollments/Resources**

**5.1 How many students per section are expected to enroll in this proposed course?** 30

**5.2 How many sections of this course per academic year will be offered?** 8-10

**5.3 How many students per academic year are expected to enroll?** 300

**5.4 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections:**

This projection is based on current enrollment for similar EDU courses. Fall 2018 had 159 students and Spring 2018 had 190 students (total of 349 students) enrolled in the Introduction to Education (EDU 250), which is required for all education majors. Ten sections were taught each academic year.

**5.5 Proposed method of staffing:**

Current staffing is sufficient. Should the teacher education program grow beyond the current capacity, the school will manage resources to meet these demands.

**5.6 Instructional technology resources:** Current technology resources are sufficient.

**5.7 Library resources** Current library resources are sufficient.

**Section 6: Proposed term for implementation:** Fall 2019

**Section 7: Supplemental Documentation (Optional):**