

**The University of Maryland, College Park  
College of Education**

**EDCI 612: Assessment**

**Course Syllabus  
Spring, 2004**

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**Course overview:**

Assessment is critical to successful teaching and learning. This course provides an overview of popular forms of assessment, and investigates their materials and procedures. We also examine the audiences and purposes of assessment, the formative and summative nature of assessment and the informal and formal aspects of assessment. We examine individualized, classroom-based assessment and large-scale high-stakes assessment. We consider assessment as part of the larger school context. This allows us to examine the politics and consequences of assessment. Throughout the course there is a focus on assessment that is useful to classroom teachers and the students they teach. The instructor's goal for this course is to have each student complete the course with a broad and deep understanding of assessment in schools and its relation to teaching and learning.

**Texts:**

We will use a collection of articles and book chapters. The assigned readings are available at Maryland Book Exchange (4500 College Ave. College Park).

**Course Requirements:**

Participation: Students are expected to attend class and participate. Examples of participation include contributing to discussions and group workshops. Indications that assigned readings have been read on time are important. 10 points

Short quizzes: There will be 4 unannounced quizzes throughout the semester. Each quiz will focus on the theme(s) of the assigned readings. One practice quiz will be given. 10 points

Assessment map: Students will create an initial map of assessment. The first draft of this map will provide an account of students' knowledge of assessment at the beginning of the course. The map will be amended during the semester as students add to the map and reflect on how their understanding of assessment has changed. Students will build their maps throughout the semester and write a reflective account of how their thinking about assessment changes throughout the semester. 10 points

Task analysis and assessment critique: Students will identify a lesson and conduct a task analysis of what the student must do to demonstrate success in relation to the lesson. Existing assessment(s) will be critiqued in relation to the task analysis. In lieu of a critique of existing assessment related to the lesson, an assessment may be developed. 15 points

Portfolio: Students will create a collection of work that demonstrates their learning related to assessment and their use of what has been learned. 15 points

Course project: Students will select a project that demonstrates the identification of a critical issue in assessment, and the attempt to address issues related to this critical issue. 20 points

Final examination: The exam will be cumulative in nature. Students will be required to demonstrate their ability in relation to course objectives. This is a take-home examination in which students respond to 2 essay questions. 20 points

Grading Scale:

A = 91-100

B = 81-90

C = 71-80

D = below 71