



**DEPARTMENT OF WORKFORCE EDUCATION,
LEADERSHIP, AND SOCIAL FOUNDATIONS
THE UNIVERSITY OF GEORGIA**



**Assessing Student Learning in Occupational Studies
EOCS 7020**

Summer 2008 Course Syllabus

Course Instructor:	Dr. Elaine Adams	Office Phone	706-542-4204
	850 College Station Road	Home Phone	706-310-7155
	206 Rivers Crossing	Cell Phone	706-201-0379
	Athens, GA 30602		
E-mail Address:	WebCT course mail	Office Fax:	706-542-4054
	adamsje@uga.edu		

Course Title

EOS 7020 – Assessing Student Learning In Occupational Studies

Text

Popham, W. J. (2008). *Classroom Assessment: What Teachers Need to Know (5th ed.)*, Boston: Allyn and Bacon.

Course Description

Nature and function of assessing student learning in programs of occupational studies.

The course will focus on the nature and functions of assessing student learning for work force readiness. Learners will become actively involved in constructing and preparing to administer and analyze teacher-made cognitive achievement and performance tests, planning for the implementation of alternative assessment methods, selecting and using published tests, using the computer for assessment, and planning for grading and reporting student progress and growth. Assessment is a vital part of the learning process and must be planned carefully if individuals are to maximize learning. Assessment is an integral part of the curriculum and instructional delivery system. Assessment should be, above all, a rich learning experience.

Course Objectives

Learners in EOCS 7020 will complete and/or be able to complete the following:

1. Examine the role of measurement and evaluation in the instructional process in career and technical education.
2. Examine multicultural, gender, and ethnic issues as they relate to assessment in career and technical education.

3. Identify and state desired learning outcomes and performance objectives in the three major learning domains, cognitive, affective, and psychomotor, as the basis for assessment.
4. Demonstrate an understanding of the importance of controlling the concepts of validity, reliability, absence of bias, and other qualities in the selection, construction, utilization, and interpretation of tests and other assessment strategies.
5. Construct, administer, and score classroom tests that measure a variety of intended learning outcomes from simple to complex.
6. Construct, administer, and score performance tests.
7. Construct, and implement non-test assessment strategies.
8. Select published tests that are most appropriate for a particular situation.
9. Interpret test scores (with full awareness of their meaning and the ever-present errors of measurement).
10. Develop a system for grading and reporting learner progress and growth.
11. Explore the Internet as an assessment tool.

Course Assignments

NOTE: All corresponding handouts related to course assignments are available on WebCT

1. Assigned Readings – Complete assigned readings from the text and other resources provided on WebCT.
2. Chapter Tests – Complete a self-test for each chapter in the text. Tests and answer sheets are posted on WebCT. These should be downloaded for your use. Once completed, tests answer sheets will be uploaded and submitted via the assignment tool provided on WebCT.
Chapter tests contribute 40% to the final course grade.
3. Test Development Project – If you are currently employed as a teacher, select a course, unit, and/or chapter from your instructional program to use as a basis for developing a cognitive achievement test including several different item type formats. If you are not currently a teacher, identify an appropriate course, unit, and/or chapter to use in developing the test. . Refer to the assignment sheet and rubric for complete instructions. You will upload your Test Development Project via the assignment tool provided on WebCT.
Test development project contributes 30% to the final course grade.
5. Performance Test Project – You are to develop one performance test covering one or more tasks covered in an appropriate instructional program unit and/or chapter. Refer to the assignment sheet and rubric for complete instructions. You will upload your Performance Test Project via the assignment tool provided on WebCT.
Test development project contributes 30% to the final course grade.

Evaluation

Each assignment will be evaluated on the extent to which the student included all required components, submitted the assignment by the due date, and presented the assignment in a clear, complete, accurate, and concise format. When appropriate, grades will be adjusted accordingly.

The contribution to the final course grade for each assignment is as follows:

Assignment	Percent of Grade
Chapter Self Tests	40%
Test Development Project	30%
Performance Test Project	30%

The grading scale for the final course grade is as follows:

A = 100% - 95%	B+ = 89% - 86%	C+ = 79% - 76%	D = 69% or below
A- = 94% - 90%	B = 85% - 83%	C = 75% - 73%	F = 59% or below
	B- = 82% - 80%	C- = 72% - 70%	

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

University Honor Code and Academic Honesty Policy: All academic work must meet the standards contained in “A Culture of Honesty.” Each student is responsible to inform themselves about those standards before performing any academic work.

The University of Georgia is committed to full inclusion of all students. Students who, by nature of a documented disability, require academic accommodations should contact the professor during office hours. Students may also speak with Disability Services at 542-8719 to discuss the process for requesting accommodations.

College of Education Mission

The College of Education at the University of Georgia has a public contract with the citizens of the state and nation to define and achieve its land and sea grant, level one research missions. That responsibility is to provide the highest level of leadership in furthering education, communication, life long learning, and health and well-being for all citizens. This mission must be pursued at local, state, national, and international levels and it must permeate academic preparation programs, community collaborations and partnerships, and the domains of teaching, research, and service.

The College of Education will be known for its systematic inquiry, the scholarship of teaching, and the commitment to service through partnerships as guiding principles for our actions. We have established core principles as a way to express our dedication to excellence in education at all levels.

College of Education Vision

The College of Education at the University of Georgia will be known for outstanding scholarship, leadership, collaboration, contribution, excellence in education, communication, and professions fostering health and well-being in order to revitalize education and learning and promote the general health and welfare of a democratic society.



DEPARTMENT OF WORKFORCE EDUCATION,
LEADERSHIP, AND SOCIAL FOUNDATIONS
THE UNIVERSITY OF GEORGIA



Assessing Student Learning in
Occupational Studies
EOCS 7020 – Summer 2008
Course Schedule

DATE	Topic/Assignment/Activity
Tuesday, May 13 Class Meeting	Course Overview and Assignments Purpose of Assessment Teachers and Testing Writing Instructional Objectives
Tuesday, May 20 Class Meeting	WebCT Test Development Project Performance Test Project
Tuesday, May 27 Class Meeting	Test Development Project Performance Test Project
Tuesday, June 3	Test Development Project Performance Test Project
Sunday, June 8 (11:00 p.m.)	Chapters 1, 2, & 3 - submit via WebCT
Sunday, June 15 (11:00 p.m.)	Chapters 4, 5, & 6 - submit via WebCT
Sunday, June 22 (11:00 p.m.)	Chapters 7, 8, & 9 - submit via WebCT
Sunday, June 29 (11:00 p.m.)	Chapters 10, 11, & 12 - submit via WebCT
Sunday, July 6 (11:00 p.m.)	Chapters 13, 14, & 15 - submit via WebCT
Thursday, July 17 (11:00 p.m.)	DUE: Test Development Project Performance Test Project