



# ST ANDREW'S THEOLOGICAL COLLEGE (SATC)

**COURSE NAME:** INTRODUCTION TO ASSESSMENT IN EDUCATION

**COURSE CODE:** ED301

**COURSE CREDIT:** 3

## **COURSE DESCRIPTION:**

An integral part of instructional design is assessment. This course presents the fundamental concepts of assessment in education whilst examining its roles in learning and teaching. Types of assessment are explored in relation to their purpose and suitability to context. An emphasis is placed on summative, formative and alternative types. Assessment is examined in the context of micro and macro realities as participants critically reflect on their education scenarios locally. A practical approach to assessment also ensures that expertise in technical details are developed fundamentally.

## **AIM:**

- To provide an understanding of the nature of assessment in education.
- To enable participants to critically reflect on current practices as opposed to ideal practices in assessment.

## **LEARNING OUTCOMES:**

Students will be able to:

- Demonstrate an understanding of the roles of assessment in teaching and learning.
- Make associations between assessment and planning for learning e.g. matching learning objectives with assessment structure and content.
- Judiciously integrate varied types of assessment in planning for teaching.
- Construct a table of specifications.
- Examine and critique systems of assessment.
- Recognise essential features of varied test types.
- Design assessment for all domains of learning.
- Develop rubric for marking.

## **COURSE CONTENT:**

- Concept of assessment.
- Roles of assessment.
- Types of assessment.
- Qualities of appropriate assessment.
- Designing assessment for varied purposes.
- Designing varied assessment.
  
- Construction a table of specifications.



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Linking learning and assessment.  
Developing rubrics.

## TEXT BOOKS and READINGS:

- Black, P. (1998). *Testing: friend or foe? Theory and practice of assessment and testing*. (Master classes in education series). London: Falmer Press.
- Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2003). *Assessment for Learning: putting it into practice*. Buckingham: Open University Press.
- Black, P. and Wiliam, D. 1998. Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80 (2): 1-20.
- Black, P. and Wiliam, D. 1998. Assessment and classroom learning. *Assessment in Education*, 5 (1): 7-75.
- Brookhart, S.M. 2001. Successful students' formative and summative use of assessment information. *Assessment in Education*, 8: 153-169.
- William, D. (2009). *Assessment for Learning: Why, What and How? (Inaugural Professorial Lectures)*. UK: Institute of Education.

## TEACHING STRATEGIES:

- Lectures
- Group work
- Reading Research
- Document examination and critique

## COURSE ASSESSMENT:

(Coursework)

Written group critique of an assessment document	20%
Oral research report (individual)	20%
Group assessment design	60%
TOTAL	100%