



El Camino College
COURSE OUTLINE OF RECORD – Official

Subject:	PASS
Course Number:	602
Descriptive Title:	Teaching Academy: Assessment
Division:	Library and Learning Resources
Department:	Pathways to Academic Success
Course Disciplines:	Education
Catalog Description:	This noncredit professional development course is designed for current faculty who want to strengthen their assessment practices through a deeper understanding of key principles such as validity, dependability, fairness, and practicality. Participants will explore how these concepts apply to the design and use of classroom assessments in diverse educational settings. The course emphasizes the practical application of assessment theory to real-world teaching, including how to evaluate whether assessments accurately measure learning, yield consistent results, and promote equity for all students. Faculty will leave with concrete strategies to design and refine assessments that are not only effective and efficient but also inclusive and aligned with course learning outcomes.
Prerequisite:	
Co-requisite:	
Recommended Preparation:	
Enrollment Limitation:	
Hours Lecture (per week):	.22 to .44
Hours Laboratory (per week):	0
Outside Study Hours:	.44 to .88
Total Course Hours:	4 to 8
Course Units:	0
Grading Method:	Pass/No Pass/SP
Credit Status:	Noncredit
Transfer CSU:	No
Effective Date:	
Transfer UC:	No
Effective Date:	
General Education ECC:	
Term:	
Other:	
CSU GE:	
Term:	

Other:	
IGETC:	
Term:	
Other:	
CalGETC:	
Term:	
Other:	
Student Learning Outcomes:	Upon completion of this course, students will be able to: 1. define and explain the concepts of test validity, dependability, fairness, and practicality as they relate to classroom assessment. 2. evaluate existing assessments for alignment with principles of validity, reliability, fairness, and practicality in diverse instructional contexts. 3. design or revise an assessment tool or strategy that incorporates best practices to ensure accurate, equitable, and useful measurement of student learning.
Course Objectives:	1. Identify and define key assessment concepts, including validity, dependability (reliability), fairness, and practicality. 2. Differentiate between various types of validity (e.g., content, construct, criterion-related) and describe their relevance to classroom assessment. 3. Explain the role of dependability in assessment and recognize factors that contribute to inconsistent or unreliable results. 4. Analyze the fairness of assessments with respect to student diversity, language, ability, and access. 5. Evaluate the practicality of assessment methods in terms of time, resources, and instructional goals. 6. Critically review an existing assessment tool or strategy using a framework that incorporates validity, dependability, fairness, and practicality. 7. Apply assessment principles by designing or adapting a classroom assessment that effectively and equitably measures student learning outcomes.
Major Topics:	I. Introduction to Assessment in Education (lecture) A. Purpose and types of classroom assessments B. Role of assessment in supporting student learning and instruction II. Understanding Validity in Assessment (lecture) A. Definition and importance of validity B. Types of validity: content, construct, criterion-related III. Exploring Dependability of Assessments (lecture) A. Concept of dependability and its impact on assessment results B. Factors affecting dependability: consistency, scoring, test conditions IV. Ensuring Fairness in Assessment (lecture) A. Equity considerations: cultural, linguistic, and ability diversity B. Strategies to reduce bias and promote accessibility

	V. Practicality of Assessment Methods (lecture) A. Time, resources, and feasibility of different assessment types B. Balancing thoroughness with efficiency in classroom settings VI. Evaluating and Reviewing Assessment Tools (lecture) A. Frameworks for critiquing assessments based on key principles B. Case studies and examples of assessment evaluation VII. Designing and Revising Effective Assessments (lecture) A. Aligning assessments with learning outcomes and instructional goals B. Incorporating validity, dependability, fairness, and practicality into design
Total Lecture Hours:	4 to 8
Total Laboratory Hours:	0
Total Hours:	4 to 8
A.1. Primary Methods of Evaluation (Part 1 - CCN courses only):	
Primary Method of Evaluation:	3) Skills demonstration
Typical Assignment Using Primary Method of Evaluation:	Assignment 1: Validity Check – Assessing an Existing Test Objective: Practice evaluating the validity of an existing classroom assessment. Instructions: - Review a sample test or quiz provided by the instructor (or one you’ve used/observed). - Identify the type(s) of validity relevant to this assessment (content, construct, criterion-related). - Write a brief analysis (3–5 sentences) explaining whether the assessment adequately measures what it claims to measure and why. - Suggest one way to improve the test’s validity.
Critical Thinking Assignment 1:	Assignment 2: Dependability Reflection – Consistency in Scoring Objective: Understand factors that affect assessment dependability and consistency. Instructions: - Reflect on a time when student scores seemed inconsistent or unreliable (e.g., scoring differences between graders, confusing questions, or varied testing conditions). - Describe the issue briefly. - Propose two specific strategies to improve dependability in that situation. - Be ready to share your ideas with a partner or small group.
Critical Thinking Assignment 2:	Assignment 3: Fairness and Practicality Mini-Design

	Objective: Apply principles of fairness and practicality to design or revise an assessment item. Instructions: • Choose one assessment item or task from your own teaching or a sample provided. • Evaluate it for fairness: consider cultural, language, and accessibility factors. • Assess its practicality in terms of time and resources needed. • Rewrite or adapt the item to improve fairness and practicality, explaining your changes in a few sentences.
Other Evaluation Methods:	Journal kept throughout course, Objective Exam, Other Exams, Presentation
If Other:	
Instructional Methods:	Discussion, Group Activities, Lecture, Multimedia presentations
If other:	
Work Outside of Class:	Answer questions, Journal (done on a continuing basis throughout the semester), Required reading, Study
If Other:	
Up-To-Date Representative Texts:	The instructor will provide handouts.
Alternative Texts:	
Required Supplementary Readings:	
Other Required Materials:	
Requisite	
Category	
Requisite course:	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
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Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s), if applicable	
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Matthew Kline
Date:	05/27/2025
Original Board Approval Date:	11/18/2025
Effective Term:	FA 2026