

AUTHENTIC CLASSROOM ASSESSMENT EXPERIENCES FOR PRESERVICE TEACHERS

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Abstract

This National Science Foundation supported project (initiated by colleges of Education and Engineering at a Southwestern university) provided pedagogical improvements in engineering education, and offered preservice teachers authentic classroom assessment experience. Preservice teachers enrolled in a semester-long assessment course observed a first-year introductory engineering course and conducted an assessment of engineering students' learning using an analytic rubric. At the completion of the semester, the preservice teachers reflected on their authentic learning experience, and suggested pedagogical changes in engineering students' instruction. Presented are the results of the joint initiative as well as the implications for offering authentic learning and assessment experiences to preservice teachers during their teacher preparation program.

Keywords: *classroom assessment, teacher education, engineering education, authentic learning*

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