

# EDEC 7170/EDMS 7100

## Spring 2005

### Evaluation of the Elementary/Middle School

### Mondays 5:00-7:45

**Instructor:** Dr. Lisa Rudowitz  
Elementary Education  
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**Description:** Components of evaluation, appropriate evaluation techniques, procedures, collection, and utilization of research data for improving elementary schools.

**Required Texts:**

1. Gronlund, N. E. (2002). Assessment of student achievement (7th ed.). Needham Heights, MA: Pearson Allyn & Bacon.
2. Popham, W. J. (2001). Classroom assessment: What teachers need to know (3rd ed.). Needham Heights, MA: Allyn & Bacon.
3. Other readings as assigned

**Course Objectives:**

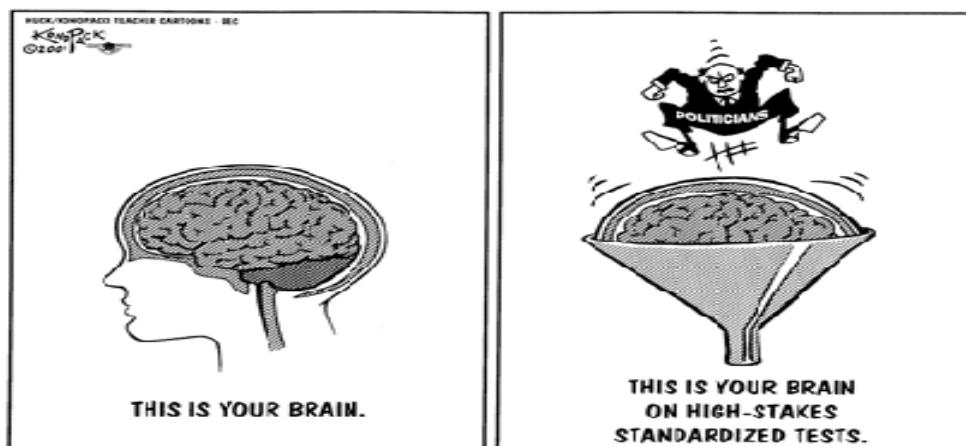
By the end of this course, students will be able to:

1. Identify the major functions, strengths, limitations, and errors in measurement and evaluation.
2. Define and illustrate the essential characteristics of good assessment procedures, including relevance, representativeness, reliability, validity, normative samples, and usability.
3. Compare, contrast, and illustrate technical concepts and practical concerns of measurement including correlation, reliability, validity, and measurement error.
4. Identify, write, and classify educational objectives according to specific criteria and given classification.
5. Identify the basic types of test items and compare and contrast these types.
6. Critique examples of various types of test items using the rules for item writing.
7. Employ rules for item writing in constructing tasks designed to measure specific educational objectives.
8. Plan and construct a classroom test designed to measure the objectives of a particular unit of instruction.
9. Identify major issues in the administration and scoring of various assessment procedures.
10. Evaluate the effectiveness and efficiency of test items.
11. Demonstrate understanding and application of basic test statistics.
12. Describe, compare and interpret various types of test scores: relative scores, standard scores, and norms.
13. Analyze and interpret various types of test data.
14. Differentiate between absolute and relative standards of performance.
15. Identify methods of marking and grading and applying various systems to given test results.
16. Integrate, evaluate, and report data concerning student achievement.
17. Differentiate between maximum and typical performance measures, and illustrate each type.
18. Identify the strengths, weaknesses, and uses of observation and nontest assessment techniques.
19. Assess strategies used to communicate evaluation to parents.
20. Demonstrate understanding of school-wide evaluation, improvement, and accreditation procedures.
21. Describe positive and negative outcomes of teacher evaluation
22. Describe appropriate forms of self-evaluation.
23. Describe strengths and weaknesses of student-led evaluation.

## COURSE READINGS

Topics	Readings
<b>1/10/05</b> <b>What is Evaluation?</b> <b>History of Evaluation</b>	Gronlund – Chapter 1 Popham – Chapter 1
<b>1/17/05</b> <b>MLK – NO CLASS</b>	
<b>1/24/05</b> <b>What do Teachers need to know?</b> Achievement Assessment and Instruction Discussing Evaluations with Parents Reliability and Validity	Gronlund – Chapter 12 Popham – Chapter 2, 3, 14
<b>1/31/05</b> <b>Classification on Scales and Measurement</b> Absence of bias, Improving Teacher Developed Assessments, Characteristics of Measurement Assessments	Gronlund – Chapter 11 Popham – Chapters 4 & 11
<b>2/07/05</b> <b>The Nature of Assessment</b> <i>Turn in Journal #1</i> Criterion v. Norm-References Measures Deciding What to Assess and How to Assess It Behavioral Objectives, Planning the Test Instructionally-Oriented Assessment	Gronlund – Chapters 2 & 3 Popham – Chapters 5 & 12
<b>2/14/05</b> <b>What testing means in local schools</b> No Child Left Behind	Assigned Readings - TBA <a href="http://www.ed.gov/policy/elsec/leg/esea02/index.html">http://www.ed.gov/policy/elsec/leg/esea02/index.html</a>
<b>2/21/05</b> <b>Translating Scores</b> The Normal Distribution Review	Review readings - 2/7 & 2/14
<b>2/28/05</b> <b>Midterm Exam</b>	
<b>3/07/05</b> <b>Tests with Choices</b> <i>Turn in Journal #2</i> Multiple Choice, True/False, Matching	Gronlund – Chapters 4 & 5 Popham – Chapter 6
<b>3/14/05</b> <b>UGA Spring Break – No Class</b>	
<b>3/21/05</b> <b>Open Ended Tests</b> Short Answer, Essay	Gronlund – Chapter 6 Popham – Chapter 7
<b>3/28/05</b> <b>Assembling, Administering, &amp; Evaluating Tests</b> <i>Turn in Journal #3</i> Difficulty & Discrimination, Item-Response Theory	Gronlund – Chapter 7
<b>4/04/05</b> <b>Gwinnett Spring Break – Independent Work on Projects</b>	

<b>4/11/05</b>	<b>Performance Assessment</b> <i>Rough Draft of Tests due</i> Portfolio and Authentic Assessment Rubrics, Digital Portfolios	Gronlund – Chapter 8 Popham – Chapters 8 & 9
<b>4/18/05</b>	<b>Evaluating Teaching and Grading Students</b> Student-Led Evaluation Interpreting Standardized Tests	Gronlund – Chapters 9 & 10 Popham – Chapters 13 & 15
<b>4/25/05</b>	<b>School-Wide Evaluation &amp; Teacher Evaluation</b> <i>Turn in Journal #4</i> Accreditation, Self-Evaluation, School Improvement	Assigned Readings - TBA
<b>5/02/05</b>	<b>Final Projects Due &amp; Share Projects</b>	



**ASSESSMENT SCHEDULE**

Source of Evaluation	Weights	w X T-score
Midterm Examination	25%	_____
Journal	25%	_____
Individual Project	50%	_____
<b>Total</b>	<b>100%</b>	_____



### **EDEC 7170/EDMS 7100 PROJECT**

There is **NO** requirement that the test actually be administered. It is hoped, however, that the test developed will be one, which someday may be used.

1. Develop a test plan - State the objectives of one course or course unit as follows:
  - a. Give the general and specific objectives of the course or unit of study. The specific and most detailed set of objectives should be in behavioral terms.
  - b. Make a table of specifications showing the relative weights to be given to the content areas and behaviors to be tested.
  - c. Make a second table of specifications after the items have been written, indicating the particular items (by number) which compose each cell.
2. Give a brief summary of the course or unit of instruction, level of student involved, place of course in curriculum, etc., would be helpful in providing perspective on the project.
3. Construct test items
  - a. Construct a set of test items based on the table of specifications you have prepared.
  - b. Quality of items is the essential goal. Use your ingenuity and develop a test that you feel would be a worthwhile measuring tool.
  - c. Correct answers are to be indicated for all items.
  - d. Any type of objective or subjective items may be used, but try to include as great a variety of items as feasible.
  - e. Include instructions for the students and instructions for administering and scoring.
  - f. **ALL ITEMS SHOULD BE ORIGINAL AND EVIDENCE YOUR CREATIVITY.**
4. Test Analysis – You should describe the procedures or techniques that you might use to analyze the results of your test, considering the following categories: (Remember you do not have to actually administer the test. In dealing with the topics in this section, you should present some hypothetical data and complete some sample analyses). Be creative and idealistic and assume that time and money are of no concern.
  - a. Item analysis (What type?)
  - b. Descriptive statistics (How would you go about describing student performance?)
  - c. Reliability and Validity (What type? How determined?)
  - d. Evaluate the effectiveness and efficiency of each item. Critique each item in terms of the data obtained for each item and compare these results to the intended purpose of the test.

### **EDEC 7170/EDMS 7100 JOURNAL**

The purpose of the journal is to allow you to reflect on information you hear and read about evaluation. Sources may include emails from teachers or administration, conversations in the teachers' lounge, a parent phone call you receive, conversations you overhear or have with students, newspaper articles, journal articles, newscasts, online websites, etc. I would like you to make at least one entry per week. Feel free to include copies of anything that would allow me to better understand your reflection. This might include a website address or an email you receive. Please delete any confidential information, such as a sender's name. I will respond to your journals when you turn them in on a monthly basis.