

EDEC 7170/EDMS 7100
Spring 2006
Evaluation of the Elementary/Middle School
Tuesdays, 5:00-7:45

Instructor: Dr. Lisa Rudowitz
 Elementary Education
 Work: 770-582-7517
lisarudowitz@yahoo.com

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 (8th ed.). Needham Heights, MA: Pearson Allyn & Bacon, ISBN 0205457274
2. Popham, W. J. (2001). Classroom assessment: What teachers need to know (4th ed.). Needham Heights, MA: Allyn & Bacon, ISBN 0205412564.
3. Other readings as assigned

Course Objectives:

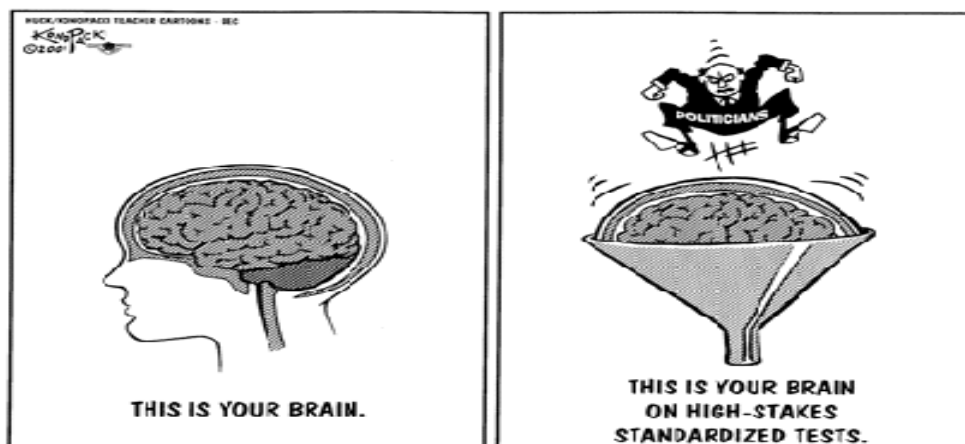
By the end of this course, students will be able to:

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
1/10/05	What is Evaluation? History of Evaluation	
1/17/05	What do Teachers Need to Know? Achievement Assessment and Instruction Interpreting Standardized Achievement Scores Grading and Reporting	Gronlund – Chapters 1, 12 Popham – Chapters 1, 13
1/24/05	Classification on Scales and Measurement Reliability and Validity Absence of bias,	Gronlund – Chapters 2,13 Popham – Chapters 2,3,4
1/31/05	The Nature of Assessment 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
2/07/05	Planning for Assessment and Using Tests The Normal Distribution Behavioral Objectives	Gronlund – Chapters 4,5 Gronlund - Appendix Journals Due – Min. 4 entries
2/14/05	What testing means in local schools No Child Left Behind	Assigned Readings - TBA http://www.ed.gov/policy/elsec/leg/esea02/index.html
2/21/05	Catch – Up Review	Write 1 Question Per Chapter
2/28/05	<i>Midterm Exam</i>	
3/07/05	Tests with Choices Multiple Choice, True/False, Matching	Gronlund – Chapters 6 & 7 Popham – Chapter 6 Journals Due – Min 4 entries
3/14/05	UGA Spring Break – No Class	
3/21/05	Open Ended Tests Short Answer, Essay	Gronlund – Chapter 8 Popham – Chapter 7
3/28/05	Assembling, Administering, & Evaluating Tests Difficulty & Discrimination, Item-Response Theory	Gronlund – Chapters 7,11
4/6/06	Work on Independent Projects	

4/13/05	Performance Assessment Portfolio and Authentic Assessment Rubrics, Digital Portfolios	Gronlund – Chapters 9,10 Popham – Chapters 8 & 9
4/18/05	Standardized Tests, Affective Assessment <i>Rough Draft of Tests due</i> Testing Practices Opinions of	Popham – Chapters 10,14 Assigned Readings Journals Due – Min. 5 entries
4/25/05	School-Wide Evaluation & Teacher Evaluation Accreditation, Self-Evaluation, School Improvement	Popham – Chapter 15 Assigned Readings
5/02/05	Final Projects Due & Share Projects	



ASSESSMENT SCHEDULE

Source of Evaluation	Weights	w X T-score
Midterm Examination	25%	_____
Journal & Assignments	25%	_____
Individual Project	50%	_____
Total	100%	_____

ACADEMIC HONESTY

All academic work must meet the standards contained in “A Culture of Honesty.” Students are responsible for informing themselves about those standards before performing any academic work. The link to more detailed information about academic honesty can be found

<http://www.uga.edu/ovpi/honesty/acadhon.htm>

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

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) that 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.