ERSH 6600, EDEC 7170, EDMS 7100
Summer 2007
Applied Educational Assessment
9:15-11:30

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Required Texts:
1. Gronlund, N. E. (2005, 2003). Assessment of student achievement (8th ed., 7th ed). Needham Heights, MA: Pearson Allyn & Bacon.
2. Popham, W. J. (2007, 2004). Classroom assessment: What teachers need to know (5th, 4th 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 schemes.
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 non-test assessment techniques.

COURSE READINGS

July 6	Course Introduction History of Evaluation	
July 9	Why Do Teachers Need to Know About Assessment?	P-Chapter 1
July 10	Achievement Assessment and Instruction	G-Chapter 1
July 11	Appropriate and Inappropriate Test-Preparation Practices Absence of Bias	P-Chapter 4
July 12	Reliability of Assessment Validity	P-Chapters 2, 3 G-Chapters 2, 13
July 13	Independent work on projects	
July 16	The Nature of Assessment Criterion v. Norm-References Measures	G-Chapter 5
July 17	Deciding What to Assess and How to Assess It Behavioral Objectives Planning for Assessment	P-Chapters 5, 14 G-Chapters 3, 4
July 18	Translating Scores The Normal Distribution	G-Chapter 12
July 19	Multiple Choice True/False	G-Chapters 6, 7
July 20	Matching Short Answer, Essay	P-Chapters 6, 7 G-Chapter 8
July 23	Difficulty & Discrimination Improving Teacher-Developed Assessments	P-Chapters 11,12
July 24	Performance Assessment Portfolio Assessment	P-Chapters 8, 9 G-Chapters 9, 10
July 25	Affective Assessment	P-Chapter 10
July 26	Grading and Reporting Student-Led Evaluation	P-Chapter 15 G-Chapter 11
July 27	Interpreting Standardized Tests School-Wide Evaluation, Teacher Evaluation	P-Chapter 13
July 30	Accreditation Self-Evaluation, School Improvement	
July 31	Evaluating Teaching and Grading Students Discussing Evaluation with Parents	
Aug 1	Examination	

ASSESSMENT SCHEDULE

Source of Evaluation	Weights	w X T-score
Daily Quizzes	1	_____
Final Examination	1	_____
Individual Project	3	_____
Total	5	_____ Σ(w X T)

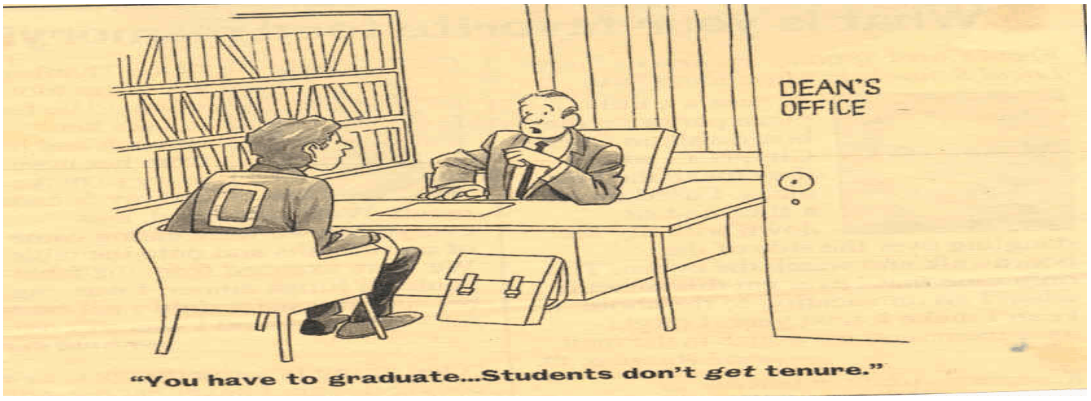
Course Grade = Σ(w X T) ÷ 5

Standard scores will be assigned to papers and projects based upon the following correspondence between qualitative and quantitative descriptions:

Qualitative	Quantitative (T)
Superior (A)	62
Excellent (A-)	58
Very Good (B+)	55
Good (B)	50
Fair (B-/C+)	45
Passing (C)	41
No Pass (D or less)	40

Final grades will be based upon the following earned averages (sum of weights times scores divided by the number of weights: Σ(w X T) ÷ 5

A	Superior		60 or greater
A-	Excellent		57-59
B+	Very Good		54-56
B	Good		47-53
B-	Fair		44-46
C	Passing	39-43	
	Not Passing		38 or less



PROJECT

I. Test Planning and Construction

Plan and construct a 10-item classroom mini-test designed to measure the objectives of a particular unit of instruction. Indicate the purpose of the test. Write behavioral objectives for the content to be assessed according to the criteria for objectives relevant to your test purpose. Make sure that the objectives reflect at least three different levels of thinking complexity. Design a table of specifications that reflects both subject content and level of complexity as indicated by the behavioral objectives. This two-way table of specifications should involve at least 10 samples of behavior (test items or test tasks).

Prepare a test (set of tasks) designed to reflect the table of specifications accurately. The set of tasks should be constructed according to the technical issues for good item writing.

Any type of item (task) format may be employed. Criterion answers **must** be given. In the case of short-answer or essay item formats, the criterion answers should be presented in an outline format. For objective formats, indicate with an asterisk (*) the keyed responses. For performance tasks, criteria to be employed should be presented in the form of a rating scale, together with a verbal description of the qualitative units employed in the scale. Identify the procedures for administration and scoring of the test. Indicate any problem with administration and/or scoring that may be anticipated.

II. Item Evaluation

A test is effective and efficient only to the extent that the items (tasks) comprising the test do, in fact, measure the intended objectives effectively and efficiently. Given a set of items together with their item response data, (1) evaluate the effectiveness and efficiency of each item; (2) critique the construction of the items in terms of the technical aspects of item writing and in terms of the data obtained for each item; and (3) compare these results to the intended purpose for the test.

III. Test Analysis and Evaluation

Evaluate the results in terms of the efficiency and effectiveness of the test for the purpose intended. Compare and contrast the grading procedure that is recommended for use with at least two other marking procedures. Which method of grading student performance is the most effective method? Which is most fair to the students involved? Defined your choice(s).