EDEC 7170/EDMS 7100
Evaluation of the Elementary and Middle School
Spring 2007
Monday 5:00-7:45

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Required Texts:

1. Gronlund, N. E. (2006, 2003). Assessment of student achievement (8th ed., 7th ed). Needham Heights, MA: Pearson Allyn & Bacon.
2. Popham, W. J. (2004). Classroom assessment: What teachers need to know (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 nontest assessment techniques.

COURSE READINGS

Jan 8	Course Introduction
Jan 15	No Class-University Holiday
Jan 22	History of Evaluation Why Do Teachers Need to Know About Assessment?
Jan 29	Achievement Assessment and Instruction
Feb 5	Appropriate and Inappropriate Test-Preparation Practices Absence of Bias
Feb 12	Reliability of Assessment Validity
Feb 19	The Nature of Assessment Criterion v. Norm-References Measures
Feb 26	Deciding What to Assess and How to Assess It Behavioral Objectives Planning for Assessment
Mar 5	Translating Scores The Normal Distribution
Mar 12	No Class-University Holiday
Mar 19	Multiple Choice True/False
Mar 26	Matching Short Answer, Essay Selected-Response Tests Constructed-Response Tests
Apr 2	Assembling, Administering, & Evaluating the Test Difficulty & Discrimination Improving Teacher-Developed Assessments
Apr 9	Performance Assessment Portfolio Assessment
Apr 16	Grading and Reporting Student-Led Evaluation
Apr 23	Interpreting Standardized Tests School-Wide Evaluation, Teacher Evaluation
Apr 30	Accreditation

	Self-Evaluation, School Improvement Evaluating Teaching and Grading Students Discussing Evaluation with Parents
TBA	Final 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)

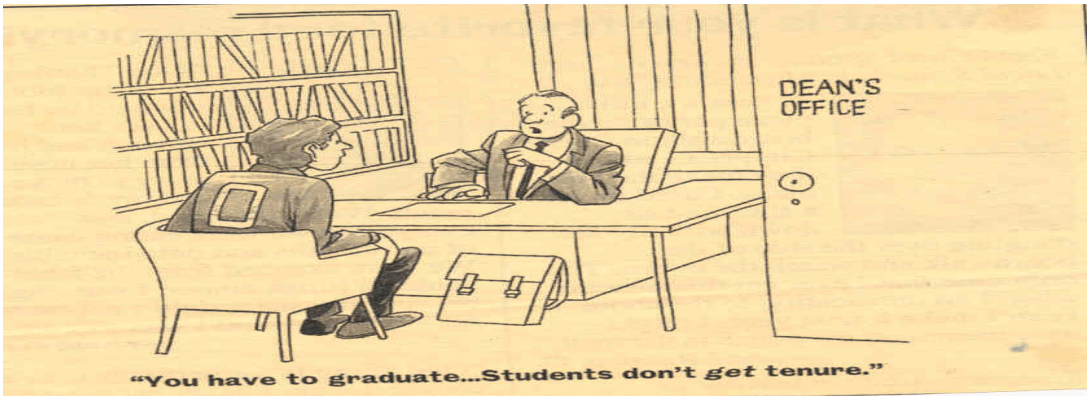
Course Grade = Σ(w X T) ÷ 5

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 ©)	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

Given a set of real student data, organize the data in a meaningful way. Compute the basic statistics for the data. Describe the results verbally in terms of the central tendency, variability, and reliability of scores. Give attention to the issue of measurement error.

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).