

EOCS 7020
ASSESSING STUDENT LEARNING IN OCCUPATIONAL STUDIES

Fall Semester, 2002 - Athens

Location: Room 63, Rivers Crossing Bldg

Instructor: John L. Scott

Dates: - August 21-December 4, 2002 Time: 4:30 - 7:15

Student Name _____

850 College Station Rd.

University of Georgia

706-542-4683

FAX 706-542-4054

E-Mail jlscott@arches.uga.edu

TEXT BOOKS

Required: *Class Room Assessment: What Teachers Need to Know* by W. James Popham (3rd Ed.) which is published by Allan and Bacon. Textbooks should be available at the University of Georgia Bookstore (phone 706-542-3171) as well as some of the off-campus bookstores. Not required but a good support text: Greenland, N. E. & Linn, R. L. (1995). *Measurement and assessment in teaching* (7th ed.). New York: Macmillan. **NOTE:** You will need to get a MYID Number to access WebCT course materials. (www.uga.edu/myid)

CLASS MEETING DATES

The class meets in room 63, first floor of the Rivers Crossing Building from 4:30 till 7:15 each Wednesday evening beginning on August 21, 2002, and ending on December 4, 2002. Final week begins on December 9, 2002. Every effort should be made to attend all class sessions and to actively participate in class discussions and projects. Learning requires commitment to change and effort. If you must miss class, please contact the professor if at all possible before class. ***Failure to attend class for the full class time or to attend at all will result in a 5 point deduction from the final course average unless permission is granted by the professor.***

DESCRIPTION

The course will focus on the nature and functions of assessing student learning for work force readiness. Learners will become actively involved in constructing and preparing to administer and analyze teacher-made cognitive achievement and performance tests, planning for the implementation of alternative assessment methods, selecting and using published tests, using the computer for assessment, and planning for grading and reporting student progress and growth. The course will start off with a review of brain-based learning and the latest research on how individuals learn. Assessment is a vital part of the learning process and must be planned carefully if individuals are to maximize learning. Assessment is an integral part of the curriculum and instructional delivery system. Assessment should be, above all, a rich learning experience. We must do our very best as teachers of occupational studies to foster authentic

instruction and authentic assessment if our students are to be successfully prepared for the demands of the every changing workplace.

COURSE OBJECTIVES - Learners will:

1. Examine the role of measurement and evaluation in the instructional process in occupational studies.
2. Examine multi cultural-gender/ethnic issues as they relate to assessment in occupational studies.
3. Identify and state desired learning outcomes and performance objectives in all three major learning domains as the basis for assessment.
4. Demonstrate an understanding of the importance of controlling the concepts of validity, reliability, and other measurement qualities in the selection, construction, utilization, and interpretation of tests and other assessment strategies.
5. Develop test item banks and a system for storing, updating, and retrieving these items.
6. Construct, administer, and score classroom tests that measure a variety of intended learning outcomes from simple to complex.
7. Construct, administer, and score performance tests.
8. Construct, and implement non-test, authentic assessment strategies.
9. Select published tests that are most appropriate for a particular situation.
10. Interpret test scores (with full awareness of their meaning and the ever-present errors of measurement).
11. Develop a system for grading and reporting learner progress and growth.
12. Describe brain-based learning and the latest research on learning theory and implicating for improving assessment practices.
13. Explore the Internet as an assessment tool.
14. Become actively involved as a student in your own assessment.
15. Demonstrate effective feedback strategies.

ACTIVITIES / ASSIGNMENTS:

A number of instructional strategies will be used in this course including instructor presentations, video tape presentations, group presentations, small and large group discussions, cooperative learning, required readings, and the development of a portfolio containing assigned projects and reports. **NOTE:** Students can submit drafts of their assignments with the exception of the final exam for friendly feedback up till the due date. It is preferred that these materials be submitted as E-mail attachments through the Webct program with the students name on them, but they can also be mailed or Faxed to (706) 542-4054. **All drafts of materials must contain the name of the student and page numbers on faxes and the name of the student on E-mail attachments.** Students are required to complete the following activities and include their developed products in the portfolio for this course.

1. INTRODUCTION PAPER: You are to write a one to two page paper for this course in which you describe how you view assessment and evaluation in your education history and how you would like to change assessment and educational practices for the students/trainees you teach.

2. ARTICLE REPORTS: To enhance learning in the area of student assessment, you are to choose one of the two options:

Option #1. read a minimum of five (5) articles that deal with measurement and assessment in education or training. Two of these articles must be accessed via the Internet and **they can all be Internet articles** . You can also select articles from professional journals as well as from newspapers and magazines available to you. For each article you select, you are to include a photo copy of the actual article and write a report approximately one to two pages in length and formatted as follows:

Option #2 Choose an assessment topic and review the professional literature to obtain articles that can be used to write a draft article for a professional publication of your choice. You should find out what formats are required by the journal or magazine in which you intend to submit the draft article and follow their specifications. The draft article must include a minimum of five references.

Your name

Reference: (APA Style Please)

Summary of article: (Provide the key points or concepts presented)

Reaction : Report on what you learned that you did not know before, what additional information might have made the author's key points more convincing or accurate, where you agree and disagree with the author, and how you plan to use this information to improve your assessment program if appropriate.

NOTE: All article reports or the draft article for publication are to be included in the portfolio and a reflection paper on the entire experience of reading the five or more articles or writing the article for publication is to be included at the end of the reports.

You must self-assess your performance using the article reports rubric or the draft article rubric and include it in your portfolio at the end of this activity.

3. TEST DEVELOPMENT PROJECT: If you are currently employed as a teacher. select a course from your instructional program and a unit or units from that course that you need as a basis for developing a 50-point cognitive achievement test with several different item type formats. You will not actually develop a 50-item test, rather you will develop sample items of different types and formats that could be used for the 50-item test. If you are not currently a teacher, identify a teacher in an institution of your choice that you can work with in developing the test items described above. If you are an industrial trainer, you may select a unit of instruction in your training program to develop unit test. Your test development project must include the following:

A. From the selected course and unit(s), list from 5 to 15 instructional objectives that cover expected learning outcomes. A procedure for developing these outcomes and objectives will be presented in class. Be sure to include unit objectives that enhance basic academic skills as well as work attitudes and work habits.

B. Develop a listing of subject-matter topics and sub topics that will be covered in the selected instructional unit. These should be presented in topical outline form.

C. Develop a table of specifications which includes the types/levels of learning across the top of the table and the major subject-matter topics/instructional objectives down the side of the table. In each cell of the table, include the number of items to be assigned to the types of learning and instructional objective and subject-matter topic. The total test should include a minimum of 50 items and at least one half of these should be assigned to the measurement of complex learning outcomes (i.e., understanding, interpretation, application, evaluation, etc.). For those instructional objectives that cannot be measured by pencil-paper test items, an indication should be given of the type of assessment to be used to measure them.

D. Occupational teachers usually develop a number of items of different types for their units of instructions and place them on test item bank cards or enter them into a computerized program so they can be used as a pool of items to draw from when constructing cognitive achievement tests. You are to adopt or develop a test item bank card or computerized item sheet and a coding system for the different types of test items (i.e., true-false, multiple-choice, completion, matching, etc.). An example test item card for one type of item is included in your syllabus. You should also develop a separate test item coding sheet to explain how your items are coded. **NOTE:** You only have to develop one sample test item card or computerized item sheet for one type of test item such as multiple-choice. When you build an actual test item bank, you would develop a number of items of different formats on test item cards or on computerized item sheets so that you would have about twice as many items of each types in a test bank than you would typically include in a test.

E. **You will not be expected to develop a student ready unit test** but will be required to complete the items called for on the **Sample Unit Test Item Assignment Sheet** (page 22) which is included in this syllabus. Each of the different types of items should be preceded with specific student instructions for responding to items that include item point values. You are to develop a partial 50 point test which includes: (1) general directions on a cover page with necessary logistical information, (2) sample test items that are appropriate for the specific learning outcomes being measured (**See Sample test Item Assignment Sheet**), and (3) a scoring key for the test. Each item should have an item code that can be used for item selection to meet the needs of a table of specifications.

F. A bibliography of books and materials used to construct the unit test should be developed that supports the test item bank development process.

NOTE: One example completed test item card or computerized item sheet, the table of specifications with item code description, the partial 50 point test, and the bibliography is to be included in your portfolio along with a reflection paper describing your experience of developing a partial unit test and the completed test development project rubric rating scale.

4. PERFORMANCE TEST: You are to develop one performance test covering one or more task covered in the unit you selected. If the unit you selected does not have performance tasks,

then select tasks from another unit in the course you chose. Your performance tests should be similar in format to the one given to you as a model and must include a rubric or performance rating sheet. It should contain all the elements identified in the rubric for this performance test.

NOTE: The completed performance test is to be included in your portfolio along with a reflection paper on the experience of developing a performance test and the completed rubric for this activity.

5. INDIVIDUAL AUTHENTIC ASSESSMENT PROJECT You are to create an authentic learning project for your subject area or select an authentic learning project from the list provided in the authentic activities/assessments table found in your syllabus. You are to develop the procedures for implementing the activity and for assessing it using authentic assessment strategies or techniques. **Your individual authentic assessment project should not be another performance test since you are required to submit one of these already.** Specifically your activity should contain the following elements: (1) An overview of the authentic project which includes statements as to how the project elements relate to real life, (2) purposes/objectives of the project, (3) materials for presenting the project to students, (4) procedures for implementing the project, (5) statements regarding authentic assessment strategies or techniques that will be used by both students and teacher in assessing the project, and (6) development of the assessment instruments including scoring rubrics that can be used by both students and teacher. This authentic assessment project must be included in the portfolio, the rubric completed for it, and a reflection paper on this assignment must be placed immediately behind this assignment..

6. COOPERATIVE LEARNING PROJECT / PRESENTATION: You will be assigned to a team of learners and will be assigned an assessment topic or problem to solve and present your solutions described in a written report to the entire class. This problem will require a number of cooperative learning group meetings along with research and outside readings. Time during the class break will be provided for group work but break times must be honored. A group learning log must be completed for each cooperative group meeting and copies placed in the portfolio of each group member at the end of this assignment. One group member needs to take on the role of recorder to complete the learning logs and to summarize the feedback provided to the group by class members. The learning logs and summary of feedback forms should be placed in the portfolio of the recorder for the entire group.

NOTE: A report (usually in the form of handouts) on the cooperative team project with the names of group members listed must be developed for the presentation and the rubric must be completed and included at the end of this activity. An individual group member reflection paper on this assignment must be placed at the end of this component.

7. MIDTERM EXAM: An objective, traditional pencil-paper midterm examination will be administered on Wednesday evening, October 2nd, 2002. It will cover content presented in class up to the midterm meeting and the entire contents of your text book. The purpose of this exam is to enable you to determine your progress on the cognitive knowledge you have gained on student assessment and to reinforce important concepts and principles which are foundational to sound assessment practices. Your professor will inform you as to the types of items that will be

included in the midterm exam but you should expect to see a wide variety of different item types since this is an assessment course. You will be expected to correct errors made on this exam for which you will earn back 15% of the points you lost to improve your test grade and to reinforce the practice of correcting errors.

NOTE: You are to write a reflection paper on this midterm exam experience and include it in your portfolio.

8. FINAL EXAM: Your final exam consists of a take-home project which you may decide to do yourself or with **no more than four** other classmates. This take-home can be on the development of a portfolio assessment system that you and/or group members can use with your students or it can be on the topic of a plan for evaluating student progress and reporting grades for a selected career and technical education course. Instructional activities presented in class and readings will help prepare you for both final options but you probably will need to do some outside research and development work. The portfolio assessment system should be complete with directions on what students are to do and how they will be assessed. Your portfolio assessment system or model course assessment system should contain all the elements identified in the criteria for these exam items found on separate sheets in this syllabus.

NOTE: The completed final exam assignment must be included in your portfolio along with a reflection paper on this group or individual experience.

9. PORTFOLIO: You are to assemble a course portfolio in a quality 3-ring binder that includes the following items:

1. A cover page with a design of your choice
2. A table of contents.
3. Tabbed divider sheets separating each section.
4. The grade weighting form
5. A one to two page course introduction paper that should be submitted to your instructor for review no later than the second class meeting. This paper will be returned and must be included in your portfolio.
6. Assignments 1-7 with reflection papers and completed rubrics placed at the end of each assignment.
7. A reflection paper describing your feelings and experiences in this course
8. A listing of text and handout materials and other materials you received and/or obtained for use in this course.
9. All materials included in a quality three-ring binder (excluding textbook and handouts).

Please do not include handouts and other resource materials in this notebook. Also, please do not encase your materials in plastic covers because it complicates assessment.

EVALUATION / GRADING SYSTEM:

Criteria	Sugg. Weight Range in %	Chosen Weights in %	Points
----------	-------------------------	---------------------	--------

Readings and Article Reports	02 to 05	_____	_____
Unit Test Development Project	10 to 30	_____	_____
Performance Test Project	05 to 15	_____	_____
Authentic Assessment Activity	10 to 20	_____	_____
CO-OP Learning Group Work	10 to 20	_____	_____
Midterm Exam	05 to 15	_____	_____
Final Exam	10 to 20	_____	_____
Portfolio	05 to 10	_____	_____
Class Participation	02 to 04	_____	_____
TOTALS	100%	100%	_____
Penalty (I Hope Not)			_____
		TOTAL POINTS	_____

GRADE CONVERSION

90-100	A	
80-89	B	
70-79	C	
69 or below	NO PERSON'S LAND	GRADE _____

NOTE: It is expected that students will attend all class sessions on time since the class involves active participation of everyone. If for any justifiable reason you cannot attend a class session, you must notify your professor in advance and obtain an excused absence. Anyone who does not do so will earn an unjustified absence which results in a 4 point reduction in the final grade. Incomplete or "I" grades are awarded under special circumstances and anyone who is awarded an I grade is not eligible for a grade of "A".

PORTFOLIO COMPONENT DUE DATES

1. Course Expectation Paper..... August 28
2. Course Grade Weighting Sheet..... August 28
3. Article Report (s)..... September 11
4. Individual Authentic Assessment Project October 9
6. Group Presentation..... Assigned Date
7. Midterm Exam..... October 2
8. Performance Test..... October 30
9. Cognitive Test Development Project..... November 20
10. Final Exam..... December 3
11. Portfolio..... December 3

NOTE: Please take advantage of the opportunity to submit drafts of all Portfolio components except the Final exam option in order to receive friendly feedback to improve the product. Since the class is so large, it may take several days to receive feedback. Scores will be awarded on portfolio components only on or after due dates.

Assignments submitted after due date will result in a 2-point penalty for each week that the assignment is overdue. Because of the large number of students in this class, portfolio work must be assessed by your professor during the course for it would be impossible to assess the entire portfolio for each student after the class ends.

ASSESSMENT SUMMARY

COURSE: EOS 7020 Assessing Student Learning in Occupational Studies

Instructor: John L. Scott

Student: _____

Quarter Fall, 2002 Score _____ Grade: _____

GRADING SYSTEM

CRITERIA	PERCENTAGE	POINTS EARNED
Readings and Article Reports	_____	_____
Test Development Project	_____	_____
Authentic Assessment Project	_____	_____
Performance Test Project	_____	_____
Cooperative Assessment Presentation	_____	_____
Midterm Exam	_____	_____
Final Exam	_____	_____
Portfolio Assessment Project	_____	_____
Class Participation	_____	_____

TOTAL 100%

TOTAL _____

Points Earned and Comments:

- _____ **Article Reports/ Article Draft:**
- _____ **Test Development Project:**
- _____ **Performance Test Project**
- _____ **Authentic Assessment Activity:**
- _____ **Cooperative Assessment Project**
- _____ **Midterm Exam**
- _____ **Final Exam (Portfolio Assessment Model)**
- _____ **Portfolio**
- _____ **Class Participation**

Summary and Comments for Future Work::