



DEPARTMENT OF OCCUPATIONAL STUDIES
THE UNIVERSITY OF GEORGIA



EOCS 7020 – Spring 2006
Course outline

Course Title: EOS 7020 Assessing Student Learning In Occupational Studies

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TEXT

Popham, W. J. (2005). *Classroom Assessment: What Teachers Need to Know*, Boston: Allyn and Bacon.

Course Description

Nature and function of assessing student learning in programs of occupational studies.

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. 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.

Course Objectives - Learners will:

1. Examine the role of measurement and evaluation in the instructional process in career and technical education.
2. Examine multicultural, gender, and ethnic issues as they relate to assessment in career and technical education.
3. Identify and state desired learning outcomes and performance objectives in the three major learning domains, cognitive, affective, psychomotor, as the basis for assessment.
4. Demonstrate an understanding of the importance of controlling the concepts of validity, reliability, absence of bias, and other 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 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. Explore the Internet as an assessment tool.

Course Assignments

1. Participate in class online class discussions. Assessing student learning is a graduate level course devoted to discussion of ideas, theories, models, and relationships. Individual scholarship is required and participants have an obligation to other class members to be current on reading and to participate in class on-line discussions. Discussion topics are identified weekly (see class schedule). Assignments will vary depending on the discussion topic. Your participation includes following the directions posted each week by the instructor and by posting a contribution to the discussion. In a single bulletin board posting, describe the best site you have found related to the weekly discussion topic and that you feel are good resources for others in the class. Provide a 1-2 paragraph summary. Please specify the link to which the summary refers. Participation on-line each week will contribute 20% of the final course grade.

2. Complete assigned readings from the text and weekly online reading assignments. A self-test for each chapter in the text will be posted on the WebCT weekly. Written responses to the self-tests are due by 5:00 p.m. on Friday of each week. Self-tests contribute 20% to the final course grade.

3. Complete Exam 1 and Exam 2 (20% of final course grade). The Exam 1 is to be completed by February 17 (5:00 p.m.) and Exam 2 is to be completed by April 10 (5:00 p.m.).

4. Write a paper (4 -5 pages, double-spaced text pages) on issues related to assigning grades. Possible topics include how grades are used, functions of grading, grades for effort, aptitude, or improvement, norm-referenced vs criterion referenced grades, and type of grading systems. Use the Manual of the American Psychological Association (APA, 5th edition) as a guide for appropriate format for the paper and references. A minimum of 5 references (including 2 non-Internet references) must be included. A good online reference for APA style can be found <http://www.psywww.com/resource/apacrib.htm> if you do not have a copy of the manual. This assignment makes up 15% of the final course grade and is due March 24.

Evaluation of Paper	Points
Identification of grading issue(s)	35
Detailed review of literature and research related to the issue(s)	35
Implications for career and technical education	10
Accurate use of references	10
Appropriate writing style and mechanics (ie organization, grammar, spelling)	10
TOTAL	100

5. 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. 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. 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.

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. Develop a format for a test item bank for your chosen unit of instruction containing a number of test items of different formats (i.e., true-false, multiple-choice, completion, matching, etc.). 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 which follows. Each item required in the assignment sheet should be written on a test item format card (See handouts provided) or entered into a computerized test bank system. If you were actually going to develop a complete unit test, there should be about double the number of items in your test bank so that you have the capacity to develop alternate forms of the test to check the validity and reliability of your examinations. This assignment makes up 15% of the final course grade and is due April 21 (5:00 p.m.)

Sample Unit Assignment

Instead of actually developing all the items required for a 50 point unit test covering the content and instructional objectives you identified in your test planning documents, you are to develop sample items according to the following specifications:

1. Develop three (3) traditional true-false items with specific directions beginning in the left hand margin directly below the heading (True-False Items)
2. Develop two different modified true-false items with specific directions for each.
3. Develop three (3) completion items (Incomplete sentences) with specific directions.
4. Develop two short answer (Question type) items with specific directions.
5. Develop one 7 to 10 element matching item with specific directions.
6. Develop one interpretive test item consisting of several elements and the specific directions required for it.
7. Develop three traditional multiple-choice items with four alternatives and specific directions.
8. Develop two analytical multiple-choice items with specific directions.
9. Develop two best answer type multiple-choice with specific directions.
10. Develop one restricted response essay item with scoring key and specific directions.
11. Develop one extended response essay items with scoring rubric and specific directions.
12. Develop one five (5) element pictorial identification item with specific directions.
13. Develop one listing items with two or three elements and with specific directions.
14. Develop one ordering type item with specific directions.

Each test item should be placed on a test item format card or computerized test item bank sheet and must include the test item code. The test item code must be described on one sheet for the bank and should include how you plan to develop test item banks for your courses.

E. 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 be keyed to the table of specifications by some code that you develop. Please describe your code at the bottom of the table of specifications. You should also develop a separate test item coding sheet to explain how your items are coded.

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

6. Performance Test: You are to develop one performance test covering one or more tasks 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 must include a rubric or performance-rating sheet. It should contain all the elements identified in the rubric for this performance test. This assignment makes up 10% of the final course grade and is due April 21 (5:00 p.m.).

Evaluation: Each assignment will be evaluated on the extent to which the student included required components, on time, in a clear, complete, accurate, and concise format. The contribution to the final course grade for each assignment is as follows:

Percent of Course Grade		
Assignment #1	Weekly online class discussions	20%
Assignment #2	Chapter self tests	20%
Assignment #3	Midterm and final	20%
Assignment #4	Paper on grading	15%
Assignment #5	Test development project	15%
Assignment #6	Performance test	10%
TOTAL		100%

The grading scale for the final class grade is as follows:

92% of Total Maximum Points = A

85% of Total Maximum Points = B

75% of Total Maximum Points = C

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

University Honor Code and Academic Honesty Policy

All academic work must meet the standards contained in "A Culture of Honesty." Each student is responsible to inform themselves about those standards before performing any academic work.

The University of Georgia is committed to full inclusion of all students. Students who, by nature of a documented disability, require academic accommodations should contact the professor during office hours. Students may also speak with Disability Services at 542-8719 to discuss the process for requesting accommodations.



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Class Schedule

Week of	Topic/Assignment	Evaluation
January 11 Week 1	Course Overview and Assignments Using WebCT	
January 16-20 Week 2	Read Chapter 1 & 2 Weekly Online Reading Online discussion topic(s): Teachers and Assessment Reliability of Assessment	Chapters 1 & 2 Self test Post online discussion
January 23-27 Week 3	Read Chapter 3 Weekly Online Reading Online discussion topic: Validity	Chapter 3 Self test Post online discussion
January 30- February 3 Week 4	Read Chapter 4 & 5 Weekly Online Reading Online discussion topic: Absence of Bias Deciding what to assess	Chapters 4 & 5 Self test Post online discussion.
February 6-10 Week 5	Read Chapter 6 Weekly Online Reading Online discussion topic: Selected-response tests	Chapter 6 Self test Post online discussion
February 13- 17 Week 6	Read Chapter 7 Weekly Online Reading Online discussion topic(s): Constructed-response tests	Chapter 7 Self test Exam 1 Due Post online discussion
February 20- 24 Week 7	Read Chapter 8 & 9 Weekly Online Reading Online discussion topic: Performance assessment Portfolio Assessment	Chapters 8 & 9 Self test Post online discussion
February 27- March 3 Week 8	Read Chapter 10 Weekly Online Reading Online discussion topic(s): Affective Assessment	Chapters 10 Self test Post online discussion
March 6-10 Week 9	Read Chapter 11 & 12 Weekly Online Reading	Chapters 11 & 12 Self test

	Online discussion topic(s): Improving Teacher-developed assessments Instructionally oriented assessment	Post online discussion
March 13-17	UGA Spring Break	No Assignments
March 20-24 Week 10	Read Chapter 13 Weekly Online Reading Online discussion topic(s): Making sense of standardized test scores	Chapter 13 Self test Post online discussion Grading Paper due
March 27-31 Week 11	Read Chapter 14 Weekly Online Reading Online discussion topic(s): Appropriate and inappropriate test preparation practices	Chapter 14 Self test Post online discussion
April 3-7 Week 12	Read Chapter 15 Weekly Online Reading Online discussion topic(s): Evaluating teaching and grading students	Chapter 15 Self test Post online discussion
April 10-14 Week 13		Test Development Project Due Performance Test Due
April 17-21 Week 14	Exam 2	Exam 2 Due
April 26 Week 15	Class Review End of Course Evaluation	