

## COURSE SYLLABUS

*The University of Georgia*  
*Workforce Education – Spring Semester, 2008*

**Course Title:** Assessing Student Learning In Occupational Studies

**Course Number:** EOCS 7020

**Credit Hours:** 03

Meets 5:00 – 7:30 p.m. T  
WebCT communication tool, Voice Direct (At the Kitchen Table)  
January 15 – April 28

**Textbook:**

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

**Supplemental Textbook:**

**Resources:**

- \*WebCT website – <http://webct.uga.edu> (Posted Materials)
- \*Microphone (necessary for “At the Kitchen Table” Classes)

Professor: Dr. B. Smith  
Office: 215 River's Crossing  
Office Hours: Arranged  
Phone: 542-4207

**Course Objectives**

The Assessment student will be able to:

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, and 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. Locate, administer, and evaluate 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. Demonstrate ability to construct classroom assessments, use assessment devices constructed by others, and plan instruction based on assessments that can help guide teacher's instructional decision-making.
13. Articulate the foundations of assigning grades in career and technical education.

### **ABOUT THIS COURSE**

The course will focus on the nature and functions of assessing student learning for workforce 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 Topics***

As a general framework, I have identified several topical areas that we will cover this semester. These preliminary topics follow:

#### ***Why Do Teachers Need to Know about Assessment***

- Federal Law
- Assessment versus Testing
- Time period answers about assessment

#### ***Reliability of Assessment***

- Types of reliability
- Standard error of measurement
- What do classroom teachers really need to know about reliability

#### ***Validity***

- Types of validity
- The relationship between reliability and validity
- What do classroom teachers really need to know about validity

#### ***Absence-of-Bias***

- Nature of assessment bias
- Approaches
- Bias detection
- Assessing students with disabilities and English language learners
- What do classroom teachers really need to know about absence-of-bias

### ***Deciding What to Assess and How to Assess It***

- What to assess
- How to assess
- What do classroom teachers really need to know about what and how to assess

### ***Selected-Response Tests***

- Ten item-writing commandments
- Binary-choice items
- Multiple binary-choice items
- Multiple-choice items
- Matching items
- What do classroom teachers really need to know about selected-response tests

### ***Constructed-Response Tests***

- Short-answer items
- Essay items
- What do classroom teachers really need to know about constructed-response tests

### ***Performance Assessment***

- What is a performance test
- Tasks for performance assessment
- Scoring criteria
- Rubrics
- Ratings and observations
- What do classroom teachers really need to know about performance assessment

### ***Portfolio Assessment***

- Classroom portfolio
- Portfolio assessment
- Pros and cons of portfolio assessment
- What do classroom teachers really need to know about portfolio assessment

### ***Affective Assessment***

- Why assess affect
- Self-report assessment
- What do classroom teachers really need to know about affective assessment

### ***Improving Teacher-Developed Assessments***

- Judgmentally based improvement procedures
- Empirically based improvement procedures
- Criterion-referenced measurement
- What do classroom teachers really need to know about improving their assessments

### *Instructionally Oriented Assessment*

- Instructional decisions and assessment results
- Planning instruction
- What do classroom teachers really need to know about instructionally oriented assessment

### *Making Sense Out of Standardized Test Scores*

- Standardized tests
- Group-focused test interpretation
- Individual student test interpretation
- SAT and the ACT
- What do classroom teachers really need to know about interpreting standardized test scores

### *Appropriate and Inappropriate Test-Preparation Practices*

- High-stakes assessment
- Evaluative guidelines
- Five test-preparation practices
- What do classroom teachers really need to know about test-preparation practices

### *Evaluating Teaching and Grading Students*

- What's a teacher to do
- Assessment-based grading
- What do classroom teachers really need to know about assessment-based evaluation of teaching and grading of students

## **COURSE REQUIREMENTS**

1. **Class Participation.** This is a class that utilizes all levels of Bloom's taxonomy, **knowledge, comprehension, application, analysis, synthesis, and evaluation.** In order to obtain the most from this class, you must actively participate in the readings, discussions (At the Kitchen Table), and class activities.
2. **Assignments.** Your assignments should follow the **guidelines** provided, be informative, and well-researched. All assignments should follow APA guidelines. **Assignments will not be accepted after the due date.**

## **COURSE ASSIGNMENTS AND GRADING**

Learning Activity	Points
Bulletin Board Discussions	10
Test Development Project	15
Research Paper	25
Individual Presentation	10
Summary Paper	5
Performance Assessment Evaluation	10
Mid-term Exam	10
Final Exam	15
<b>Total</b>	<b>100</b>

All assignments should be typed/word processed, double-spaced, written in narrative form, and use APA when appropriate.

Specific evaluation criteria and rubrics with maximum points to be awarded for each evaluated activity will be provided for some assignments. The grading scale is as follows:

A, 96-100

A-, 90-95

B+, 88-89

B, 84-87

B-, 80-83

C+, 78-79

C, 74-77

C-, 70-73

D+, 68-69

D, 64-67

D-, 60-63

F, 0-59

### **Due Dates**

Learning activities are due on the following dates.

<u>Activity</u>	<u>Proposed Due Date</u>
On-line Discussions	Jan. 22, 29, and Feb. 5
Test Development Project	Feb. 26
Mid-Term Exam	March 4
Research Paper	March 18
Individual Presentation	April 1 & 8
Summary Paper	April 15
Performance Assessment Evaluation	April 22
Final Exam	May 6

### **ASSIGNMENTS**

This is a graduate course that will require extensive in-and out-of-class preparation. The following learning activities are required for successful course completion:

1. **On-line Discussions.** An assignment sheet will be posted prior to the week that a discussion is due. All postings are due at **11:59 p.m.** Monday night. You have three discussions that are graded.
2. **Test Development Project.** This assignment includes constructing different types/kinds of test. After reading, presentations, and class discussions, you will be able to develop a teacher-made test. Your unit exam/test should include the following items: 5 multiple choice, 10 matching, 5 true-false, 5 short answer/completion, and 1 essay. An assignment sheet will be provided.
3. **Research Paper (grades/grading).** Your assignment is to develop a research paper that documents a trend, issue, or problem with grades or grading. An assignment sheet will be provided.
4. **Individual Presentation.** Prepare and present an **individual presentation** on a form of performance assessment (see chapter 8 in your text and also list provided by professor). The purpose of this presentation is to help you develop research, writing, and presentation skills, and to encourage critical and creative thinking about an assigned topic. Research has indicated that there is no higher form of learning and retention than to teach a topic to others. The individual presentation will be approximately **30 minutes** and should include the following: (1) lesson plan as a guide, (2) have supporting handout/s, (3) well-researched and informative, and (4) involve the class members in some manner (generate questions and discussion).
5. **Summary Paper.** After each student has presented a type of performance assessment, you will submit a 1 to 2 page summary paper. An assignment sheet will be provided.
6. **Performance Assessment Evaluation.** Locate and select two forms of performance assessment that can be used in a unit of instruction for one of your classes. These performance assessments should be nationally developed and published. Using the following criteria, evaluate one of the two that especially appeal to you. These performance assessment forms should be grade level appropriate and free of markings. Include the following items in your evaluation: Description of the assessment. What was the intended purpose/use of this assessment? What are the advantages of using the assessment in a given class? Now, project some disadvantages of using this assessment in the class stated above. If this assessment was used in your classroom, what are some modifications you foresee?
7. **Exams (Mid-term and Final).** On-line objective exams will be given.

*The course syllabus and schedule are a general plan for the course; deviations 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.*

## Mission

The College of Education at the University of Georgia has a public contract with the citizens of the state and nation to define and achieve its land and sea grant, level one research missions. That responsibility is to provide the highest level of leadership in furthering education, communication, life long learning, and health and well-being for all citizens. This mission must be pursued at local, state, national, and international levels and it must permeate academic preparation programs, community collaborations and partnerships, and the domains of teaching, research, and service.

The College of Education will be known for its systematic inquiry, the scholarship of teaching, and the commitment to service through partnerships as guiding principles for our actions. We have established core principles as a way to express our dedication to excellence in education at all levels.

## Vision

The College of Education at the University of Georgia will be known for outstanding scholarship, leadership, collaboration, contribution, excellence in education, communication, and professions fostering health and well-being in order to revitalize education and learning and promote the general health and welfare of a democratic society.

### TENTATIVE SCHEDULE

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
Jan. 8	Posting of Syllabus Student Review	
Jan. 15	Teacher-student review syllabus Teacher-student review learning experiences	
Jan. 22	Assessment and Evaluation <b>Bulletin Board Discussion Due Monday</b>	Chapter 1
Jan. 29	Reliability and Validity <b>Bulletin Board Discussion Due Monday</b>	Chapters 2 & 3
Feb. 5	What and How to Assess <b>Bulletin Board Discussion Due Monday</b>	Chapter 5

Feb. 12	Selected and Constructed Response Tests	Chapters 6, 7
Feb. 19	Teacher-Developed Assessment Instructionally Oriented Assessment	Chapter 11, 12
Feb. 26	Test-Preparation Practices <b>Test Project Due</b>	Chapter 14
March 4	Absence of Bias <b>Mid-term Due</b>	Chapter 4
March 11	Spring Break	
March 18	<b>Research Paper Due</b>	
March 25	Affective Assessment	Chapter 10
April 1	Performance Tests <b>Individual Presentations (5)</b>	Chapter 8, 9
April 8	Performance Tests <b>Individual Presentations (5)</b>	Chapter 8, 9
April 15	Evaluation <b>Summary Paper Due</b>	Chapter 15
April 22	Standardized Test Scores <b>Performance Test Project Due</b>	Chapter 13
May 6	<b>Final Exam Due</b>	