

**ERSH 4600/6600 -- Applied Educational Assessment  
Spring, 2001  
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**Goal of the course:** To provide information and practice on basic concepts of testing and measurement, from the perspective of a test development professional.

**Text:** Payne, D.A. *Applied Educational Assessment*. Belmont, CA: Wadsworth, 1997

**Course schedule (approximate)**

Topics	Text
Introductions, Overview of Measurement	Ch 1-2
MLK Holiday	
Validity	Ch 3-4
Basic statistical concepts	pp 427-445
Reliability	Ch 5
Scaling, norming, types of scores (CRT/NRT)	Ch 7
Test review due	
Objectives, Specifications, and Item writing	Ch 8-9, 12
Spring Break	
More Objectives, Specifications, and Item writing	Ch 8-9, 12
Performance assessments	Ch 10-11
Take-home exam due	
Differential Item Functioning/Adverse Impact/Bias	Ch 6
The Lake Wobegon Effect	
Effects on test scores	Ch 15
Teacher Evaluation using Student Outcomes	
Standard Setting	
Program Evaluation and Accountability	Ch 15
Measuring affective outcomes	Ch 13
Project due 4:00 PM	

**Learning Objectives by Topic**

The successful student will be able to:

*Validity*

define various types of validity.  
select the type(s) of validity appropriate/required for a given purpose.  
discuss the effects of situational variables on validity.

#### *Reliability*

define various types of reliability.  
select the type(s) of reliability appropriate/required for a given purpose. choose appropriate means to increase the reliability of a test.

#### *Basic statistical concepts*

interpret (*not* calculate (well, maybe a little)) basic statistics.  
represent statistical concepts and values graphically.

#### *Scaling, norming, types of scores (CRT/NRT)*

compare and contrast the development, usefulness, and interpretation of Objective-, Criterion/Domain-, and Norm-Referenced tests.  
translate from one score scale to another, using common rules.  
describe the process of norming .  
generalize about a student's performance based on observed test scores.

#### *Item and task creation*

identify the parts of a test item.  
write assessment objectives and specifications.  
devise distractor strategies for test items.  
write test items to a specific objective and vice versa.

#### *Differential Item Functioning*

define DIF and distinguish it from adverse impact and bias.  
describe means to reduce or eliminate DIF and bias.

#### *The Lake Wobegon Effect*

describe and discuss the "Lake Wobegon" phenomenon.

#### *Standard Setting*

describe appropriate procedures for setting passing scores.

#### *Test Preparation*

describe appropriate and inappropriate activities in preparing students to take a test.

#### *Performance Assessment*

describe advantages and problems associated with performance assessments.  
create a valid performance assessment task.  
create a reliable performance assessment scoring rubric.

### **Student Activities**

Reading the text and other materials.  
Participating in class lecture, discussion, hands-on work.  
Reviewing a published test (10% of grade).  
Completing a take-home examination (40% of grade).  
Designing a test (Final project, 50% of grade).

### **Published Test Review**

Identify a test or assessment instrument in an area that interests you and investigate it. You can use *Tests in Print*, *Buros' Mental Measurement Yearbooks*, publishers' technical information, etc as resources. Write an evaluative summary of what you have learned in about 2 pages. More detailed guidelines will be provided.

### **Final Project**

Construct a test of your own design, for any purpose you choose. The test may be in multiple choice or performance format. Performance tests must include detailed scoring criteria. Creativity is valued, as is the assessment of outcomes higher than recall of knowledge.

Include documentation on:

Purpose of the test.  
Decisions it is valid for.  
Validity evidence (or how it will be collected).  
Reliability evidence (or how it will be collected).

Norming Population (if appropriate)

Performance Criterion, and how it will be developed (if appropriate).

Administration procedures.

A blueprint and table of specifications.

Types of scores to be provided and how they are to be interpreted.

Sample objectives and associated item specifications. br> Sample items or performance tasks, including distractor strategies, scoring criteria, and/or marker performances.

A set of more detailed guidelines will be provided.

Note: When submitting written work, your name should appear only on the *back* of the *last* page. Also, please avoid fancy bindings and folders. I prefer a simple staple in the upper left corner.