

ERSH 6600
Summer 2008
Applied Educational Assessment
5:00-7:45 Daily
317 Aderhold Hall

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Required Texts:

1. Popham, W. J. (2008). Classroom assessment: What teachers need to know (5th ed.). Needham Heights, MA: Allyn & Bacon.
2. 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 non-test assessment techniques.

COURSE READINGS

May 13	Course Introduction History of Evaluation	
May 14	Why Do Teachers Need to Know About Assessment?	Chapter 1
May 15	Appropriate and Inappropriate Test-Preparation Practices Absence of Bias	Chapter 4
May 16	Reliability and Validity	Chapters 2 & 3
May 19	Deciding What to Assess and How to Assess It Criterion & Norm-Referenced Measures	Chapters 5, 14
May 20	The Nature of Assessment	
May 21	The Nature of Assessment Con't	
May 22	Translating Scores The Normal Distribution	Chapter 13
May 26	No class-Memorial Day Holiday	
May 27	Multiple Choice True/False	Chapter 6
May 28	Matching Short Answer, Essay	Chapters 6 & 7
May 29	Difficulty & Discrimination Improving Teacher-Developed Assessments	Chapters 11, 12
May 30	Performance Assessment Portfolio Assessment	Chapters 8, 9
June 2	Affective Assessment	Chapter 10
June 3	Grading and Reporting Student-Led Evaluation	Chapter 15
June 4	Examination	

ASSESSMENT SCHEDULE

Source of Evaluation	Weights	w X T-score
Daily Quizzes	1	_____
Final Examination	1	_____
Individual Project	3	_____
Total	5	_____ $\Sigma(w \times T)$

Course Grade = $\Sigma(w \times T) \div 5$

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 (C)	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: $\Sigma(w \times T) \div 5$)

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

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? Defend your choice(s).

