

**MISSISSIPPI UNIVERSITY FOR WOMEN**  
**Division of Education and Human Sciences**  
**Fall 2011**  
**EDUCATION 351**  
**Educational Measurement**

**Instructor:**  
**Office:** 212  
**Office Phone:**  
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**Class Hours:**  
**Office Hours:** Tuesday

**Text:** McMillan, James H. (2011). *Classroom assessment principles and practice for effective standards-based instruction*. (5<sup>th</sup> ed). Boston, MA: Allyn & Bacon.

**Course Goals (Objectives):**

1. *To develop a better understanding of the theories and principles of assessment in teaching and to incorporate these principles into teaching practices, philosophies, and test construction.*

Students will gain a foundation of knowledge concerning the theories of learning that impact principles of assessment by analyzing the requirements of reliability and validity of various test item formats. The course will present problematic issues of test construction, as well as some of the pitfalls that could lead to inaccurate and biased interpretations of test scores. Some of the assignments require that the students be able to identify improperly designed items that break the rules and guidelines of test construction, and then to correct the items into properly written formats.

2. *To learn the use of formative and summative assessment techniques for student learning and strategy adjustment purposes, to better integrate instructional strategies and assessment techniques for standards based assessment.*
3. *To learn the use of item analysis techniques for instructional strategy adjustment purposes and for test development.*

Students must apply the knowledge of the principles of test construction by performing three levels of item analysis (item difficulty, item discrimination, and distractor analysis). Becoming better exam writers and making more accurate assessments is the main focus of the course. One of the assignments will be to analyze an actual set of test items, and then determine the effectiveness of the test as a whole by comparing the three levels of analyses. Several conclusions must be made according to the numbers found in the analyses. The final assignment of the course is to assimilate what has been learned about item formats and construction, and then prepare an actual test utilizing all of the various formats discussed in class. Special attention is given to following all of the guidelines that are specific for each type of item format.

3. *To develop an understanding of standardized testing (commercially-constructed tests) as well as teacher-constructed tests for the purpose of assessing student abilities and growth.*

Students will gain an understanding of the controversies surrounding standardized tests, as well as the ability to interpret standard scores such as T-scores, Stanines, and Deviation I.Q. One of the main focuses of the course is to provide future teachers the ability to interpret standard scores to the parents of their students.

4. *To become better decision makers based on both formal (written tests and assignments) and informal (observations) assessments.*

In order to enhance students' ability to informally assess their classroom, checklists and rating scales are discussed and designed for use in observations, presentations, and other situations calling for informal assessment. Rating scales are also used in conjunction with rubrics for the purpose of

making both formal and informal assessments. Group assignments offer the students the opportunity to work collaboratively in the construction of rating scales and checklists. These instruments are designed with specific issues to assess such as “a withdrawn child in class,” and “assessing a student teacher’s lesson on math.”

### **Nature of Course Content:**

This course will provide students with skills needed to develop classroom assessments and to interpret the results of testing. They will also develop skills in the development of formative and summative assessments. An examination of examples of standardized testing instruments will be included. The purpose of this course is to examine assessment techniques, test construction, test statistics, interpretation, application, and their relationship to instructional decisions. Major attention is given to the construction of classroom assessment instruments (i.e., formative and summative assessments, multiple choice tests, binary-choice tests, matching tests and interpretative assignments) and the determination of their reliability and validity. Ethical issues of assessment and assessment needs of diverse populations are also examined, as well as standardized testing instruments. The conceptual framework is designed to enhance prospective teachers’ abilities and qualities as decision makers. The evaluation component of the course is centered on assisting students in making improvements in their classroom assessment development capabilities, adjusting instruction based on assessment capabilities, and administering, interpreting and using classroom formative, summative and standards based assessments.

### **Course Requirements:**

1. Attend and actively participate in all class meetings
2. Complete all assigned reading and writing assignments and discussions
3. Prepare and deliver oral presentations
4. Participate in group assignments and presentations
5. Complete all assessment development assignments
6. Successfully complete four exams, learning log and portfolio

### **Methods of Evaluation:**

The course grade will be a composite based upon the four exams, the chapter and class assignments, and class participation (including attendance). More about attendance is addressed on the final page of this syllabus.

The following 10-point grading scale and grade distribution will be used:

10% Exam 1	A 90-100
10% Exam 2-midterm	B. 80-89
10% Exam 3	C. 70-79
10% Final Exam	D. 60-69
10% Learning Log weekly	F. Below 60
10 % Participation/Presentations	
25% Testing development assignments:	
a. development of multiple-choice test	
b. development of binary test	
c. development of matching test	
d. analyzing performance assessments	
e. formative, summative and portfolio assessments	
15% Portfolio	

( Note: a grade below a C will necessitate repeating the course).

## **Due Dates, Topics and Assignments**

**August 18**

### **CHAPTER 1**

#### **The Role of Assessment in Teaching**

#### **Integrating Instruction and Assessment**

What Is Classroom Assessment?

Definitions; Assessment, Measurement, Evaluation

Research on Learning, Motivation, Instruction, and Curriculum: Implications for Assessment

Recent Trends in Classroom Assessment

The Influence of Large-Scale Accountability

Testing

Teachers' Classroom Assessment and Grading Practices

Decision Making

Assessment Standards for Teachers

**August 23**

**Learning Log Entry # 1: What is the role of assessment in teaching? What is authentic assessment? (Locate a professional journal peer-reviewed research article ( e.g. Ebsco Host; Psych Info) explaining authentic assessment; bring to class for discussion. (Summarize the authentic assessment article with APA reference for portfolio,)**

**August 23**

### **CHAPTER 2**

**The Scope of the Teacher's Professional Role and Responsibilities for Student Assessment. (p.441) READ for Group Discussion. ( Insert in Portfolio)**

#### **Cognitive Learning Targets and Standards**

**Learning log Entry # 2- Discuss the Cognitive/Constructivists Learning theories of Piaget and Lev Vygotsky and how the theories impact classroom assessment. (Document theory information from an educational research article, in APA format in Portfolio)**

Knowing Where Your Students Are Going

Taxonomies of Educational Objectives

#### **Applying Bloom/ Marzano's Taxonomy verbs**

Types of Knowledge Targets

Sources for Learning Targets

Criteria for Selecting Learning Targets and Standards

**August 25**

**CHAPTER 2 (CONT.)-Discussion groups; Learning Targets**

**August 25**

**Learning Log Entry # 2-What is the Criteria for selecting learning targets /standards**

**August 30**

### **CHAPTER 3**

#### **High-Quality Classroom Assessment**

	What Is High-Quality Classroom Assessment? Clear and Appropriate Learning Targets Alignment of Assessment Methods and Learning Targets Validity Reliability Fairness Positive Consequences Alignment Practicality and Efficiency
August 30	<b>Learning Log Entry # 3-How do you align assessment methods with Bloom/ Marzano's taxonomy for high-quality classroom assessment?</b>
September 6 September 6	<b>CHAPTER 3 (CONT.) Discussion groups; review validity, reliability</b> <b>Learning Log Entry # 4-Explain validity, reliability and fairness in assessment.</b>
September 9	<b>CHAPTER 4</b> <b>Formative Assessment I: Gathering Evidence</b> What Is Formative Assessment? Gathering Informal Formative Assessment Evidence Formal Formative Assessment <b>Learning log Entry # 5- What is formative assessment and how is it used in teaching?</b>
September 9	<b>Exam 1- Chapters 1-3</b>
September 13 September 13	<b>CHAPTER 4 (CONT). Research Article; Formative Assessment</b> <b>Learning Log Entry # 6- Informal and Formal Formative Assessment?</b>
September 15	<b>CHAPTER 5</b> <b>Formative Assessment II: Feedback and Instructional Adjustments</b> Providing Effective Feedback Types of Feedback Factors to Consider in Determining the Nature of the Feedback Differentiated Formative Feedback Learner Level of Ability Anticipating Feedback What About Giving Praise? Instructional Adjustments
September 20 September 20	<b>CHAPTER 5 (CONT.) Differentiated Formative Feedback</b> <b>Learning Log Entry # 7-How can a teacher give documented differentiated formative feedback to students, parents and administration.</b>

September 22

## CHAPTER 6

### Planning and Implementing Classroom Summative Assessments

Planning and Summative Assessment

Putting Summative Assessments Together

Administering Summative Assessments

August 27

## CHAPTER 6 (CONT.) Development of Summative Assessments

**Learning Log Entry # 8-What criteria are important in the development of summative assessment?**

August 29

## CHAPTER 7

### Selected-Response Assessment: Multiple Choice, Binary Choice, and Matching

Multiple-Choice Items

Binary-Choice Items

Matching Items

Interpretive Exercises

October 4

**Assignment # 9 Develop Self-Instructional Review Test using multiple choice test items, Binary test items and matching test items for your exam review from Chapters 4-7.**

October 4

**CHAPTER 7 (CONT.) Self-Instructional Assignment Review in groups; Bring Self-instructional review test to class to discuss with group.**

October 4

**Learning Log Entry # 10 How can a teacher assess deep understanding and reasoning?**

October 6

## CHAPTER 8

### Constructed-Response Assessment: Completion, Short-Answer, and Essay Items

Completion Items

**Chapters 4-7 Midterm Exam**

13

## CHAPTER 8 (CONT.)

18

## CHAPTER 9

### Constructed-Response Assessment: Performance Assessment

#### What Is Performance Assessment?

Strengths and Limitations of Performance

Assessments

Learning Targets for Performance

Assessments  
 Constructing Performance Tasks  
 Performance Criteria  
 Rubrics

October	20	<b>CHAPTER 9 (CONT.) Performance Assessment</b>
October	20	<b>Learning Log Entry # 11 How are performance assessments best used in the Classroom?</b>
October	25	<b>CHAPTER 10</b> <b>Constructed-Response Assessment: Portfolios</b> What Are Portfolios? Planning for Portfolio Assessment Implementing Portfolio Assessment Student—Teacher Conferences Electronic Portfolios
October	27	<b>CHAPTER 10 (CONT.)</b> <b>Learning Log Entry # 12-Why and how are portfolio assessments implemented?</b>
November	1	<b>CHAPTER 11</b>  <b>Exam # 3- Chapters 8-10</b> <b>Assessing Affective Traits, Dispositions, and Beliefs</b> Are Affective and Student Belief Targets Important? What Are Affective Traits and Learning Targets? Methods of Assessing Affective Targets
November	3	<b>CHAPTER 12</b>  <b>Assessing Special Needs and ELL Students</b> Assessing Students with Special Needs Assessment Problems Encountered by Students with Special Needs Assessment Accommodations Grading and Reporting Accommodations English Language Learners in Inclusive Settings
November	3	<b>Learning Log Entry # 13 Why is it important to assess special needs and ELL students?</b>
November	8	<b>CHAPTER 13</b>

## **Grading and Reporting Student Performance**

Teachers' Judgments in Grading

Functions of Marking and Grading

Approaches to Marking and Grading

Determining Report Card (Composite) Grades

Reporting Student Progress to Parents

**Learning Log Entry # 14-What are some ways to report student performance on formative assessments to the student, principal and parents? Why is it important to keep records of formative assessments?**

**November 10**

### **CHAPTER 14**

#### **Administering, Interpreting, and Using Standardized and State Standards-Based Tests**

Fundamental Descriptive Statistics

Types of Standardized Tests

Interpreting Standardized and State Standards-Based Test

Scores

Understanding Standardized and Standards-Based Test Score

Reports

Using Standardized and Standards-Based/Criterion-Referenced

Test Scores

Interpreting Test Reports for Parents

Preparing Students to Take Standardized Tests

Administering Standardized and Standards-Based Tests

**November 10**

**Learning Log Entry #15 How should a teacher use standardized assessment scores for intervention?**

**15**

**CHAPTER 14 (CONT.) Review Standardized test scores;  
Analysis of Standardized Tests  
Portfolios DUE**

**17**

**Standardized Test (CONT)  
Presentations: Group presentation of Learning Log Assessment Topic**

**Dec.**

**6**

**Presentations: Group presentation of Learning Log Topic**

**8**

**Final Exam**

### **Tests/Quizzes:**

All assessments are on the calendar outline. Assessment will be continuous throughout the course.

### **Catalog Description:**

The purpose of this course is to examine classroom assessment techniques, test construction, test statistics, interpretation, application, and their relationship to instructional decisions. Major attention is given to the construction of classroom assessment instruments and determination of their reliability and validity. Ethical issues of assessment, assessment needs of diverse populations, and standardized testing instruments are also examined.

### **Relationship to Conceptual Framework:**

The act of teaching is a reflective decision-making process involving interactions with students, colleagues, parents, and members of the community. This course is designed to introduce students to theory and best practices in standards based classroom assessment, integration of instruction and assessment, Affective motivation and assessment.

### **Diversity:**

Diversity (including cultural diversity) will be addressed throughout the course and in detail in the main text. Students should also see the bibliography in the text for additional information on diversity.

### **Technology and Teacher Effectiveness:**

Students will become familiar with web searches in relation to assignments and writing assignments. Students are expected to access appropriate sites to aid lesson planning and to write portfolio assignments. Video clips, classroom interactive simulations, email journal entries, and teaching demonstrations will be utilized throughout the semester to illustrate effective teaching procedures.

### **Teaching Strategies:**

Large group discussion, small group discussion/assignments, lecture, readings, presentations, learning logs and written exercises.

### **Late Work:**

Work must be turned in the day it is due. Work that is late will have the grade reduced by 5 points for each class period that the work is late. Work later than one week will have the grade reduced by one letter grade (special circumstances must be discussed with the professor ahead of time). NO LATE WORK WILL BE ACCEPTED EXAM WEEK.

### **Class Attendance Policy:**

Attendance is expected to complete assignments on time. Students must attend class as scheduled. If there are unforeseen circumstances, the student must call the professor to discuss.

### **Academic Dishonesty:**

Dishonesty (plagiarism) will be referred to the University Academic Standards Committee for action. Students are subject to the university's honesty policy as stated in the 2004-2006 Bulletin on page 50-51.

### **Accommodations for Disabilities:**

It is the responsibility of a student who has been professionally diagnosed disabilities to notify the instructor so that necessary and/or appropriate modifications can be arranged.

### **Course References:**

Refer to resource section of text and professional research article bibliographies. All sources are expected to be documented in APA style format when information is used from other sources.



## Professionalism

You are expected to demonstrate professionalism throughout your teacher education program. Failure to do so in this course may result in a significant reduction in your final course grade. Throughout the course and lab experience, you are expected to demonstrate professionalism in the ways described below. Professionalism includes, but is not limited to, the ways that you participate in the class experience and the ways that you facilitate and participate in discussion of textbook chapters and other professional readings. Failure to demonstrate professionalism may result in a significant reduction of your final course grade.

### Professional Disposition to be signed and turned in to department.

#### Areas of Professionalism:

1. Dependability and Reliability- shows responsible attendance, arrives punctually for class and lab, completes assignments on time, and is organized and prepared.
2. Respect- shows respect toward others (peers, instructors, cooperating teachers, children, parents, administrators, etc.), deals with frustrations, problems, and differences in opinion that are inherent in any learning environment in mature ways.
3. Commitment and Initiative- takes assignments seriously, demonstrates a commitment to learning and children rather than just completing assignments for a grade, does not give up on children, is eager to take on teaching responsibilities that go beyond minimum requirements, explores professional sources for new ideas.
4. Responsiveness- seeks and values constructive feedback from others (peers, instructors, cooperative teachers, children), relates well with others.
5. Collaboration- helps create positive relationships in the university classroom and lab experience, participates in the learning process by sharing diverse experiences and perspectives, participates productively in group activities, establishes productive and professional relationships with the university professor and cooperating teachers.
6. Open-Mindedness- demonstrates a willingness to question both traditional and innovative practices in the quest for doing what is best for children, shows a willingness to be flexible when dealing with the uncertainty and complexity of educational issues.
7. Knowledgeable- is aware of current educational issues, demonstrates an ability to illustrate and apply subject matter concepts
8. Communication- demonstrates effective communication, models standard English in writing and speaking, expresses thought clearly and succinctly.
9. Confidentiality- reflects on information about children and specific classroom anecdotes in confidential and respectful ways, shares information only with those who need to know.
10. Academic Honesty- takes responsibility for producing independent work when required.
11. Appearance- dresses for all lab experiences by following the dress code established by Mississippi University for Women Department of Education.
12. Teaching Effectiveness- relates to and teaches children in ways that are developmentally appropriate for pre-service teachers, is developing the ability to plan and to engage children in developmentally appropriate and productive learning events that feature critical and insightful thinking, demonstrates management skills at an appropriate level for pre-service teachers.

**Academic Dishonesty:** Any student who plagiarizes the words or ideas of another person will receive a zero for the assignment or exam and will be referred to the University Academic Standards Committee for appropriate action. These guidelines are outlined in the 2009-2010 MUW Bulletin. All work is to be documented in APA style format when referring to ideas or work of another person.

**Students with Disabilities:** It is the responsibility of students who have professionally diagnosed disabilities to notify the instructor so that necessary and/or appropriate modifications can be made to meet any special learning needs. Your needs must be processed with Ms. Carol Frazier in the Academic Advising Center.

**Cell Phones & Beepers:** Students should not bring cell phones and beepers to class. If you do, then please leave them turned off. Such interruptions are extremely distracting to the instructor and other students. If you must have a phone or beeper, then keep it in the silent or vibrating mode at all times. No phones will be allowed for any reason during exams.

**Class Attendance:** Class attendance policy will follow the MUW Attendance Policy as stated on pages 63-64 of the 2009-2010 MUW Bulletin. "In no instance may a student who misses 50% or more of the class meetings receive credit" (p. 63).

Assignments will be posted on Blackboard: Learning Log assignments will be posted on Blackboard and copies brought to class for discussion. Tests will also be posted on blackboard and copies brought to class for discussion. Please access and post assignments on blackboard in the grading area. Also bring a copy of your assignment to class on due dates. No Late Assignments.

**\*\*\*\*All research journal articles must be peer-reviewed articles from professional journals. Copies of articles and summaries are included in the portfolio.**

Course Schedule: Depending on the instructional needs of the class, the schedule may be modified according to student learning needs.

**(\*All Students must sign up for an MUW blackboard e-mail account.)**

**MUW has a no smoking policy in all buildings.**