EDUC 5273

SCHOOL OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATION

SYLLABUS

I. COURSE NAME AND NUMBER: EDUC 5273 ADVANCED TESTS & MEASUREMENT

EDUC 5273
Hours Credit: 3

Dr. Ramona A. Hall Nance-Boyer 1078G 581-2279
Classroom: As Assigned Office Hours: As Posted
e-mail address: rhall@cameron.edu
website: http://www.cameron.edu/~rhall/

II. COURSE DESCRIPTION:
An examination of the design and construction of assessment instruments and the use of test results. Emphasizes test construction, statistical-based evaluation processes, the interpretation of standardized test results, and the analysis and application of assessment information by the instructor. Includes a field component in which assessment results are analyzed to determine the impact of instruction on student learning. Prerequisite – EDUC 5103 or permission of the graduate advisor.

III. CONCEPTUAL FRAMEWORK:

An educator who is COMPETENT displays the following dispositions:
• Values the subject matter (s)he teaches
• Appreciates multiple teaching strategies
• Uses fair and consistent practices

An educator who is CARING displays the following dispositions:
• Exhibits a belief that all students can learn
• Demonstrates strong interpersonal skills
• Is sensitive to student needs

An educator who is COMMITTED displays the following dispositions:
• Demonstrates professionalism
• Is a reflective decision-maker
• Is dedicated to the profession
### IV. SPECIFIC LEARNING OBJECTIVES AND RELATED STANDARDS:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Conceptual Framework</th>
<th>National Board Certified Teachers Standards</th>
</tr>
</thead>
</table>
| 1. identify some of the major challenges in meeting future educational needs and the role assessment serves in meeting these needs. | **Committed**  
- Demonstrates professionalism  
- Is a reflective decision-maker  
- Is dedicated to the profession  
**Competent**  
- Values the subject matter (s)he teaches | • They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice (**Proposition 4C**) |
| 2. explain the importance of linking objectives, instruction, and evaluation/assessment processes. | **Competent**  
- Values the subject matter (s)he teaches  
- Uses fair and consistent practices  
**Committed**  
- Demonstrates professionalism  
- Is a reflective decision-maker  
- Is dedicated to the profession | • NBCT’s are dedicated to making knowledge accessible to all students. (**Proposition 1A**)  
• They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals (**Proposition 3B**) |
| 3. utilize task analyses to analyze instructional goals. | **Competent**  
- Values the subject matter (s)he teaches  
- Uses fair and consistent practices  
**Committed**  
- Demonstrates professionalism  
- Is a reflective decision-maker  
- Is dedicated to the profession | • NBCT’s know how to assess the progress of individual students as well as the class as a whole (**Proposition 3C**)  
• They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents (**Proposition 3D**) |
| 4. develop objectives and test specifications based on a test's purpose. | **Competent**  
- Values the subject matter (s)he teaches  
- Uses fair and consistent practices  
**Committed**  
- Demonstrates professionalism  
- Is a reflective decision-maker  
- Is dedicated to the profession | • They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals (**Proposition 3B**) |
<table>
<thead>
<tr>
<th>Course Objectives</th>
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<th>National Board Certified Teachers Standards</th>
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</thead>
<tbody>
<tr>
<td>5. develop instructional and test objectives that acknowledge diversity</td>
<td>Caring • Exhibits a belief that all students can learn</td>
<td>• NBCT’s are dedicated to making knowledge accessible to all students.</td>
</tr>
<tr>
<td></td>
<td>Competent • Is sensitive the student needs</td>
<td>(Proposition 1A)</td>
</tr>
<tr>
<td></td>
<td>• Appreciates multiple teaching strategies</td>
<td>• They treat students equitably. They recognize individual differences that</td>
</tr>
<tr>
<td></td>
<td>Competent • Uses fair and consistent practices</td>
<td>distinguish their students from one another and they take account for these</td>
</tr>
<tr>
<td></td>
<td>Committed • Demonstrates professionalism</td>
<td>differences in their practice (Proposition 1B)</td>
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<tr>
<td></td>
<td>• Is a reflective decision-maker</td>
<td>• They respect the cultural and family differences students bring to their</td>
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<td></td>
<td>• Is dedicated to the profession</td>
<td>classroom (Proposition 1D)</td>
</tr>
<tr>
<td></td>
<td>• NBCT’s are dedicated to making knowledge accessible to all students. (Proposition 1A)</td>
<td>• They are able to use diverse instructional strategies to teach for understanding</td>
</tr>
<tr>
<td></td>
<td>• They know how to engage students to ensure a disciplined learning environment, and</td>
<td>(Proposition 2C)</td>
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<tr>
<td></td>
<td>how to organize instruction to meet instructional goals (Proposition 3B)</td>
<td>• They know how to engage students to ensure a disciplined learning environment, and</td>
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<td></td>
<td>• They use multiple methods for measuring student growth and understanding, and they</td>
<td>how to organize instruction to meet instructional goals (Proposition 3B)</td>
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<td></td>
<td>can clearly explain student performance to parents (Proposition 3D)</td>
<td>• NBCT’s know how to assess the progress of individual students as well as the</td>
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<td></td>
<td></td>
<td>class as a whole (Proposition 3C)</td>
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<tr>
<td>6. write objective test items including completion, short answer, alternate</td>
<td>Competent • Values the subject matter (s)he teaches</td>
<td></td>
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<tr>
<td>response, matching/keyed response, multiple choice, and essay.</td>
<td>Competent • Uses fair and consistent practices</td>
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<tr>
<td></td>
<td>Committed • Demonstrates professionalism</td>
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<tr>
<td></td>
<td>• Is a reflective decision-maker</td>
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<td></td>
<td>• Is dedicated to the profession</td>
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<tr>
<td>7. calculate and interpret measures of central tendency, measures of group</td>
<td>Competent • Values the subject matter (s)he teaches</td>
<td></td>
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<tr>
<td>variability, norm- and criterion-referenced item analyses indices, and measures</td>
<td>Competent • Uses fair and consistent practices</td>
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<tr>
<td>of test reliability to evaluate individual and group performance.</td>
<td>Committed • Demonstrates professionalism</td>
<td></td>
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<tr>
<td></td>
<td>• Is a reflective decision-maker</td>
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<td></td>
<td>• Is dedicated to the profession</td>
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</tbody>
</table>
| 8. evaluate the effectiveness of assessment tools and instruction based on group performance. | Competent  
- Values the subject matter (s)he teaches  
- Uses fair and consistent practices  
Committed  
- Demonstrates professionalism  
- Is a reflective decision-maker  
- Is dedicated to the profession | NBCT’s know how to assess the progress of individual students as well as the class as a whole (Proposition 3C)  
- They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents (Proposition 3D)  
- They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice (Proposition 4C) |
| 9. design alternative (diverse) assessments and rating scales and checklists to evaluate performance, products, attitudes and/or behaviors. | Caring  
- Is sensitive to student needs  
Competent  
- Values the subject matter (s)he teaches  
- Appreciates multiple teaching strategies  
- Uses fair and consistent practices | They treat students equitably. They recognize individual differences that distinguish their students from one another and they take account for these differences in their practice (Proposition 1B)  
- They are able to use diverse instructional strategies to teach for understanding (Proposition 2C)  
- NBCT’s know how to assess the progress of individual students as well as the class as a whole (Proposition 3C)  
- They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents (Proposition 3D)  
- They know how to work collaboratively with parents to engage them productively in the work of the school. (Proposition 5E) |
| 10. Effectively interpret standardized test results | Caring  
- Demonstrates strong interpersonal skills  
Committed  
- Demonstrates professionalism  
- Is a reflective decision-maker | NBCT’s know how to assess the progress of individual students as well as the class as a whole (Proposition 3C)  
- They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents (Proposition 3D)  
- They know how to work collaboratively with parents to engage them productively in the work of the school. (Proposition 5E) |
V. TEACHING STRATEGIES: The content of this course is taught using a variety of instructional strategies. Those strategies include but are not limited to lecture, classroom discussion, group work, student presentations, role-playing, and practice exercises. Primary uses of technology include the overhead projector, and PowerPoint presentations.

VI. REQUIREMENTS AND ASSIGNMENTS:

1. The student will read assigned chapters and outside readings before the topics are discussed in class.
2. The student will participate in all class discussions and/or activities.

REQUIREMENTS:

2. The student is responsible for all information and materials presented in class.
3. The student is responsible for all assigned outside readings.
4. The student is responsible for his/her own work. Copying, plagiarism, or other forms of academic dishonesty are not acceptable behaviors. If a student engages in any form of academic dishonesty, action will be taken in accordance with university policy for graduate students (see Student Handbook).
5. The student is responsible for turning off his/her cell phone and/or pager before class begins or placing it on silent mode.

ASSIGNMENTS:

1. The student will construct, administer, and interpret an assessment instrument including: objectives, table of specifications, test items, directions and scoring key. An outline of essential features and an evaluation rubric will be provided by the professor. (Propositions 1A, 1B, 1D, 2B, 2C, 3B, 3C, 4C)
2. The student will compile a Teacher Work Sample. An outline of essential features and an evaluation rubric will be provided by the professor. (Propositions 1A, 1B, 1D, 2C, 3B, 3C, 3D, 4C)
3. The student will design and administer an alternative assessment instrument to evaluate performance, products, attitudes, or behaviors. A rating scale/checklist including essential features and an evaluation rubric will be provided by the professor. (Proposition 3C, 3D)
4. The student will create a sociogram. An outline of essential features and an evaluation rubric will be provided by the professor. (Propositions 3C, 3D 4C)
5. The student will complete a 10 (clock) hour field component. (Propositions 1A, 1B, 1D, 2C, 3B, 3C, 3D, 4C)

NOTE: The assessment instrument, teacher work sample, and field component are all an integral part of the course and must be completed in order for the student to pass the course. Any student not completing the assessment instrument assignment, or the teacher work sample assignment, or the required 10 hour field component will not receive a passing grade in the course.
VII. TEXTBOOK:


VI. EVALUATION/GRADING:

1. The student will be graded on a total point basis. Assignments and exams will have predetermined point values. Points will be earned as follows:

<table>
<thead>
<tr>
<th>Assessment instrument*</th>
<th>100 points</th>
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</thead>
<tbody>
<tr>
<td>Teacher Work Sample*</td>
<td>100 points</td>
</tr>
<tr>
<td>Reflection on Teacher Work Sample</td>
<td>40 points</td>
</tr>
<tr>
<td>Mid-term Exam</td>
<td>100 points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100 points</td>
</tr>
<tr>
<td>Sociogram*</td>
<td>25 points</td>
</tr>
<tr>
<td>Alternative Assessment*</td>
<td>25 points</td>
</tr>
</tbody>
</table>

Total 490 points

*Assignments will be assessed using a rubric provided by the professor. Students will be given all rubrics well in advance of submitting the assignment.

2. The student will have points tabulated on the following scale to determine the final course grade:

   - A = 441-490 points
   - B = 392-440 points
   - C = 343-391 points
   - D = 294-342 points
   - F = below 294 points

3. **Definition of late assignments:** Assignments should be submitted on or before the due date. An assignment will be considered late:
   
   - i. After 7:00 p.m. on the due date *if the student attended class that day.*
   - ii. At the beginning of the class period on the due date *if the student did not attend class that day.*

4. Scoring of late assignments:

   If an assignment qualifies as “late” it may be submitted to the instructor no later than **at the beginning** of the class immediately following the original due date. No work will be accepted after this time. Both the student and instructor will keep a written and accurate record of (a) when assignments are submitted and (b) grades received on all assignments and exams. Grading on late work will begin at 80% of the total possible points yielding a B at best for a final grade on the assignment. Unless a **valid** emergency arises, there will be no opportunities to make up missed exams. What constitutes a valid emergency is at the discretion of the instructor. It is the student’s responsibility to notify the instructor **immediately** upon realizing a conflict with an exam date. If the instructor gives approval, a student may take a make-up exam ONLY during the seven (7) days immediately following the original exam date – no time before and no time after these seven days. It is the student’s responsibility to arrange a day and time to make
up the exam. All make-up exams are given using an alternate format and are typically more
difficult than the original exam. Therefore, it is to the student’s benefit to make every effort to
take exams at the scheduled times. This make-up policy obviously does not apply to the final
exam as the semester will be over, nor does it apply in situations involving an extended illness if
acceptable documentation is provided. Assignments should be submitted in person, and in hard
copy. The professor takes no responsibility for assignments that are submitted electronically.

5. **Exams:** The final exam is comprehensive (over all material covered in the course). The
mid-term exam will cover only the material specified by the professor

**VII. ATTENDANCE/WITHDRAWAL POLICY:**

**ATTENDANCE:**

1. You are expected to attend all class sessions **and be on time for class.** If you feel
that you will be consistently tardy to class, you should reconsider enrolling in this
class at this time. You are responsible for material presented in class and
assignments given for completion at home whether you are present or not. If you
are absent, make arrangements for someone to obtain handouts and notes for you. No handouts
will be available from the professor after the day they are distributed in class.
It is the student’s responsibility to obtain any handouts, guidelines, instructions,
etc. (s)he missed due to absence.

2. Class attendance is important. Students who are absent will not benefit from class
activities which provide practice in using the concepts covered in the course.

3. Points will not be deducted for non-attendance. However, if you miss 1/5 of the classes in this
course, you have missed valuable experiences, discussions, content, and information necessary
for minimal competency in Tests and Measurement, regardless of the points you may have
earned. (If your circumstances have been such that you have had to miss more
than 3 classes, I would suggest you withdraw from the course and take it again
when you have the time to devote to it.)

**WITHDRAWAL POLICY:**

1. Students who cease to attend class and who do not bring an official Cameron drop
form for my signature will receive an "F" in the course regardless of their grades
at the time they cease to attend class. It is the responsibility of the student to fully
complete the official process for withdrawing from the course.

<table>
<thead>
<tr>
<th>Last date to enroll or add a class</th>
<th>(Please see current class schedule)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last date to drop without entry on transcript</td>
<td>(Please see current class schedule)</td>
</tr>
<tr>
<td>Last date to drop with a full refund</td>
<td>(Please see current class schedule)</td>
</tr>
<tr>
<td>Last date to withdraw with an automatic “W”</td>
<td>(Please see current class schedule)</td>
</tr>
<tr>
<td>Last date to withdraw from a class</td>
<td>(Please see current class schedule)</td>
</tr>
</tbody>
</table>
VIII. COURSE OUTLINE AND SCHEDULE:

WEEK 1  Chapters 1 - 3  
Syllabus & Course Overview  
Why you should know about assessment; Connections between instruction and assessment; Norm- and criterion-referenced interpretations; Goals and Objectives; Writing objectives; Congruence between objectives and items

WEEK 2  Chapters 8 & 9; Chapter 13: pg. 335  
Bloom's Taxonomy; Creating a Table of Specifications (Two-Way Grid); Writing directions for your test; Writing test items (general)

WEEK 3  Writing selected-response items: alternate response (binary-choice)  
Congruence of objectives, directions, and test items

WEEK 4  Chapters 6 & 9  
Writing selected-response items: matching and multiple choice; Bias in test items
*First drafts of alternate response items, objectives & directions may be handed in for feedback*

WEEK 5  Chapter 10  
Writing constructed response items: completion, short answer, and essay
*First drafts of matching items, multiple choice items, objectives & directions may be handed in for feedback*

WEEK 6  Teacher Work Sample  
*First drafts of completion and short answer items, objectives, scoring criteria & directions may be handed in for feedback*

WEEK 7  Chapter 12 & Chapter 14: pg. 365-366  
Correction for guessing; Conducting an item analysis
*First drafts of essay item, objective & scoring criteria may be handed in for feedback*

WEEK 8  Chapter 12 & Chapter 14: pg. 365-366  
Correction for guessing; Conducting an item analysis

WEEK 9  Sociograms  
Alternative Assessments  
Assessment Instruments Due

WEEK 10  MID-TERM EXAM

WEEK 11  Sociograms  
Alternative Assessments

WEEK 12  Appendix: Statistical Concepts  
Frequency distributions; graphing frequency data; types of distributions; measures of central tendency

Appendix: Statistical Concepts & Chapter 7: pg. 170 - 179
Properties of the normal curve; Measures of variability

WEEK 13  
Appendix: Statistical Concepts & Chapter 4
Correlation; Validity
Chapter 5
Reliability; Computing reliability coefficients; Standard error of Measurement

Sociograms Due

WEEK 14  
Grading systems

Alternative Assessments Due

WEEK 15  
Standardized Tests

Teacher Work Sample Due

WEEK 16  
FINAL EXAM

The above calendar is a tentative schedule. Changes may be made by the professor, as necessary, in order to best meet class instructional needs. At any given time, we may be slightly behind this schedule or slightly ahead of this schedule. At the same time, however, the schedule has been designed in such a way that we will not need to change due dates for assignments or exams. Therefore, it is the responsibility of the student to be in class and know where we are in the material.

It is the policy of Cameron University to accommodate students with disabilities, pursuant to federal and state law. Students with disabilities who need classroom accommodations must make their requests by contacting the Office of Student Development at (580) 581-2209, North Shepler Room 314.

IX. BIBLIOGRAPHY


