Mississippi Valley State University
Department of Teacher Education

Holistic Transformer:
Transforming and developing scholars, reflective thinkers and facilitators, and responsible professionals who will change and transform the Delta and society beyond.

ED305 Test and Measurement

Instructor:	**Class Meetings- Location/Time:**	**Office Location:**
Dr. B. Ealey	T/R OPL 2:33 1:00—2:20 P.M.	OPL 157
Office Phone:	**E-mail Address:**	**Office Hours:**
662-254-3615	dre503fall2012	T/R: 11-1; 2:25-3:40; TR:5-6, T:5-7

COURSE DESCRIPTION:
This course focuses on educational assessment and the use of assessment principles to measure and improve student learning. The goals of this course are consistent with the Holistic Transformer Model (HTM), in that it will foster scholarship, reflective thinking, and develop responsible professionals.

CREDIT HOURS: 3

PREREQUISITE(S):
ED102; Admission to Teacher Education

COURSE CONTENT:

Required Text(s):
Linn, R.L.; and Gronlund, N.E. (2013*). Measurement and Assessment in Teachin*g (9th Ed.), Upper Saddle River, New Jersey, Prentice Hall.

Secondary/Supplemental Resources:
Companion Website: URL: www.prenhall.com/linn
Taxonomy of Educational Objectives – Bloom

Major Areas of Study:
1. The Measurement and Assessment Process:
2. Instructional and Educational Objectives
3. Test Characteristics: Reliability and Validity
4. Planning classroom Assessment
5. Constructing Objective Test Items
6. Measuring Complex achievement
7. Assembling, Administering, and Appraising Classroom Tests
8. Measuring Complex Achievement
9. Interpreting Test Scores and Norms
10. Grading and Reporting
11. Evaluating Learning and Development: Observational Techniques

PURPOSE/RATIONALE:

This course introduces the fundamental and theoretical principles of classroom assessment. Candidates completing this course will be able to make sound pedagogical decisions based upon a variety of assessment techniques that reflect an understanding of the nature, principles, and purposes of classroom assessment. An emphasis will be placed on "hands-on" experiences in creating and/or selecting appropriate educational assessment. Additionally, this course will develop skillful educators who can facilitate learning among all children by making thoughtful pedagogical decisions using assessment results to modify instruction when indicated. Technology is an integral part of 21st century instruction and is linked to virtually every topic introduced in the course.

GENERAL COURSE GOALS:

1. Test and Measurement is a foundational course that requires candidates to understand the major principles of assessment and its relationship to instruction and learning.
2. Test and Measurement expects candidates to use principles of assessment to select and/or develop assessment items that are valid, reliable and relevant to the stated and expected learning goals.
3. Test and Measurement provides opportunities for candidates to use assessment data to inform educational decisions as to student readiness, prior knowledge, and degrees to which learning outcomes have been achieved.
4. Test and Measurements provides candidates with the opportunity to use and evaluate a variety of assessment procedures.
5. Candidates will provide each student with the opportunity to demonstrate that the have mastered the learning outcome by designing assessments that are relevant to the learning outcome being assessed.

MATRIX: LINKAGE OF THE HTM AND THE COURSE:

The following course outcomes represent what teacher candidates will know and be able to do at the completion of this course as it relates to the Holistic Transformer: (good to have 5 to 8)

General Course Goals	**HTM Scholar (Knowledge)**	**HTM Reflective Thinker and Facilitator (Skills)**	**HTM Responsible Professional (Dispositions)**
Goal 1	1.3	2.1, 2.3	3.2, 3.3
Goal 2	1.4, 1.3	2.1, 2.3	3.2, 3.3
Goal 3	1.4,	2.1, 2.3	3.2, 3.3
Goal 4	1.2	2.2, 2.3	3.1, 3.2, 3.3
Goal 5	1.4	2.4	3.4

Outcome: Content

Candidate Proficiencies (Knowledge)

1.0 Scholar

1.1 The candidate synthesizes in-depth knowledge of content in specific disciplines with research-based practices in the teaching and learning process.
1.2 The candidate **plans** instruction and integrates technology appropriately based on best practices.
1.3 The candidate **selects** reliable and valid assessments to measure student performance.
1.4 Candidate **demonstrates** theoretical, historical, and philosophical knowledge of diversity and equity.

Outcome: Processes, Skills

Candidate Proficiencies (Skills)

2.0 Facilitator and Reflective Thinker

2.1 The candidate regularly **reflects** on the state, national, and professional curriculum standards as a basis for continuously improving teaching and learning.
2.2 The candidate **designs and implements** unit and daily lesson plans that incorporate rigorous instructional strategies and infuses technology appropriately to enhance student learning.
2.3 The candidate **administers** formative and summative assessments to measure student learning outcomes and to facilitate data-based decisions about instruction.
2.4 The candidate **develops** adaptive instruction plans to meet the educational and social needs of all students in collaboration with community and parental support.

Outcome: Dispositions

Candidate Proficiencies (Dispositions)

3.0 Responsible Professional

3.1 The candidate actively **collaborates** with relevant P-20 learning communities and professional education associations as evidence of a personal commitment to professional learning and development.
3.2 The candidate **values, respects, and promotes** learning for all students and incorporates instructional technology.
3.3 The candidate **systematically analyzes** individual student outcomes and makes appropriate decisions for student learning.
3.4 The candidate **models** professional, responsible, and ethical behaviors to support social justice and equity in a diverse society.

COURSE OBJECTIVES:

At the end of the semester, the teacher candidate should be able to:

A: **Objective –Knowledge: Teacher as Scholar**

1. Describe the basic principles of creating or selecting educational assessments that inform decisions about student learning (HTM 1.3,2.3,3.3; InTASC1,2,7,8; NCATE 1.d; ACEI 4; M-Star1-2,11-5,11-6, TIAI 7, 8)

2. Explain uses, characteristics, advantages, and limitations of different types of assessments when evaluating student learning (HTM 1.3,2.3,3.3; InTASC1,2,7,8; NCATE 1.d; ACEI 4; M-Star1-2,11-5,11-6; TIAI 7)
3. Select appropriate assessment to measure students' knowledge before, during, and after instruction (HTM 1.2,2.3,3.3, InTASC 6, NCATE 1.a 1.d;ACEI 4; M-Star 11-5,11-6; TIAI 7)

4. Demonstrate knowledge of technical properties of tests, grading and consequences of high stake testing; and familiarity with test selection, test construction, test interpretation and test evaluation (HTM 1.3,2.3,3.3; InTASC1,2,7,8; NCATE 1.d; ACEI 4; M-Star1-2,11-5,11-6; TIAI 7)

B: **Objective – Skills: Teacher as Facilitator and Reflective Thinker**

5. Construct a teacher-made test that validly assessment student learning of curricular and common core standards develop assessment task that assesses critical thinking and problem-solving skills (HTM 1.3,2.3,3.3; InTASC1,2,7,8; NCATE 1.d; ACEI 4; M-Star1-2,11-5,11-6; TIAI 7)
6. Use a variety of formal and summative assessment techniques (observation, portfolios, teacher-made tests, performance tasks, projects, peer appraisal) to enhance their knowledge of learners (HTM 1.3,2.3,3.3; InTASC1,2,7,8; NCATE 1.d; ACEI 4; M-Star1-2,11-5,11-6; TIAI 7)
7. Evaluate students' progress and performances, and modify teaching and instructional strategies as indicated by assessment results (HTM 1.2,2.3,3.3, InTASC 6, NCATE 1.a 1.d;ACEI 4; M-Star 11-5,11-6; TIAI 7

C: **Objective – Disposition: Teacher as Responsible Profe**ssional

8. Demonstrate awareness of ethical responsibility in using test results to make educational decisions exhibit responsibility for informing students of individual progress including strengths and weaknesses. HTM1.2, 2.2, 2.3, 3.2, 3.4; TIAI 25; ACEI 5.2; NCATE 1.g; M-Star V-19)
9. Display a positive attitude toward teaching and learning process and exhibit responsibility for informing students of individual progress, including strengths and weaknesses (exhibit responsibility for informing students of individual progress including strengths and weaknesses

TECHNOLOGY INFUSION:

Technology is an integral part of the reinforcement of concepts presented in classroom. PowerPoint presentations and key lessons are housed on the internet at www.teacher.com/ms/mvsu. Links to key testing sites are available on this site.
Text Companion Website: www.prenhall.com/linn
CSTEEP – http://www.csteep.bc.edu/ctest
The Center for the Study of Testing, Evaluation, and Educational Policy is an educational research organization.

MAJOR STUDENT ACTIVITIES:

A. Summative test will be constructed to assess impact on student learning. This performance-based assessment will measure Objectives 4-8, 10.

Content will include:

a. Educational goals (based upon state standards) and learning outcomes. Candidates will review Common Core Standards, and using Bloom's Taxonomies, convert broad standards into teachable instructional goals based upon the model learned in class.

b. Content Outline that links subject matter/activities to educational goals

c. Table or specification, a test blueprint will be developed to ensure that the teacher-made test is valid and that the items include accurately represent the content taught.

d. Summative test that include at least thirty item test that reflects a variety of test item formats, i.e. multiple choice, essay, etc.

B. Make oral presentations using technology. This task will assess Objectives 1,2,3,9,11.

a. Each student is required to present via PowerPoint a presentation of a controversial issue in assessment, such as test bias toward ethnic groups, test usage in selection decisions and high stakes testing. This item will measure Objectives 1-3.

b. Students may choose a topic of special interest or they may be assigned a topic by the instructor. Students will prepare handouts for classmates and instructor

C. Evaluate usage of formative and summative assessments. This assessment will be a second measure of Objectives 8,9,10

a. Discuss various types of assessment and the use of multiple assessments.

b. Relate discussion to validity and reliability and predictability of assessment results.

c. Candidates will especially focus on use of test results to make instructional and other educational decisions.

D. Participate in class discussion and group activities. Candidate will use own scores from classroom tests to gain an understanding of test results and interpretation of scores and mastery of learning goals/state standards

E. Candidates will further use data gain from classroom measurements to interpret meaning of data to classmates, rank themselves based on personal score; inform parents of their students' progress.

CLINICAL AND FIELD EXPERIENCE

Candidates will perform eight (8) hours of classroom observations.
Will use checklist to monitor the types and frequency of assessment tools used by classroom teacher. Also note the extent to which assessment result are used to monitor student progress and assist in instructional decision making.

INSTRUCTIONAL STRATEGIES:

A. Lecture
B. Group Discussion
C. PowerPoint Presentations (Teacher and Student)
D. Oral Reports
E. Low Stakes Writing – In class assignments

STUDENT EVALUATION:

A. Tests and Final Examinations 4 (Objectives 1,3,4,7,10
B. Teacher-Made Test (Objectives 1, 2, 3, 5, 6. 8).
C. Oral and Written Reports (Objective 1,2)
D. Interpretation of scores (Objectives 4, 7)
E. Group Presentation (Objective 1, 3,)

Grading Procedures-performance based:

This course is designed as performance-based course. Therefore, adequate performance on specified semester project significantly affects the semester grade In addition to the course projects, you will also have three quizzes and two examinations (a mid semester and a final).

Grading Scale:

Outstanding effort and performance	A = 90 – 100
Above average effort and performance	B = 80 – 89
Average effort and performance	C = 70 – 79
Minimal effort and performance	D = 60 - 69
Failure to meet the assignments	F = 0 – 59

A. Tests and Final Examinations 4 (Objectives 1,3,4,7,10	25%
B. Teacher-Made Test (Objectives 1, 2, 3, 5, 6. 8).	45%
C. Oral and Written Reports (Objective 1,2, 15)	10%
D. Interpretation of scores (Objectives 4, 7,12)	10%
E. Group Presentation (Objective 1, 3,)	10%
	100%

Assessment Strategies:

A. Traditional method (essay, multiple choice, short answers, true/false, etc.) to assess knowledge and comprehension of key ideas and terms.

Attendance policy:

Because so much new information is covered in this course it is essential that you attend all class sessions. You are required to come to class on time, stay for the full class, and participate actively. You are responsible for all assignments, projects, and readings—whether you attend class or not. Therefore, if you are absent from class, it is your responsibility to find out about any work you missed. It is a good practice to select a classmate who will collect handouts and provide you will copies of notes.

Late Assignments

All assignments are to be submitted via the internet to the above email address by 9:00 p.m. on the assigned date. Because this class is so fast-moving, it is recommended that you stay on task and avoid getting behind on assignments. The expectation is that you will complete all assigned task and within the allotted time frame.

Make-up Policy: Generally granted with official excuse

ADA/STUDENTS WITH SPECIAL NEEDS:

(For your reference) Mississippi Valley State University's ADA (American with Disabilities Act) Office offers students with disabilities (as defined by the ADA definition of a disability) accommodations according to provided documentation. Disability may include learning, psychiatric, physical disabilities, or chronic health disorder. A disability is a permanent condition which substantially limits one or more major life activities. For additional information contact MVSU ADA Office at (662) 254-3434.

PLAGARISM/ACADEMIC INTEGRITY:

(For your reference) Honesty and integrity are essential values of the Valley's mission to pursue truth and knowledge. Therefore, cheating in any fashion will not be tolerated, including, but not limited to plagiarizing another's words, work, or ideas on class assignments. All work is intended to be your own. Please see MVSU undergraduate catalog pp. 112-114 for the grading policy.

CELL PHONE POLICY

Cell phones are welcomed in the classroom AS A RESOURCE TOOL only. Examples of usage include: locate information, concepts, word meanings, theories, charts, graph, etc. It is expected that all phones will be silenced. Texting, talking, etc. is expected to resume AFTER class.

CALENDAR OF ACTIVITIES/COURSE TENTATIVE SCHEDULE:

Week	Course Objectives	Reading	Assignment
1	Syllabus Overview, Group Assignments, Student Data, E-Mail addresses. Test Construction Project. Using Assessment results to Make Educational Decisions	Chapter 1	Classify examples of educational decisions Construct
2	Developing Instructional Goals and Learning Outcomes	Chapter 2	Write Goals/Learning Outcomes Download State Standards & Bloom's
3	Validity Complete early field experience application	Chapter 3	Align Instructional Goals and State Standards (Groups). Link goals to Bloom's.
4	Quiz Reliability	Chapter 4	Identify threats to reliability; provide corrective solutions
5	Professional, Ethical, and Legal Responsibilities in Assessment	Chapter 5	Add to Portfolio
6	Planning for Integrating Assessment and Instruction	Chapter 6	Develop Test Blueprint for 50 Item Test. Web-Based Assignments
7	Midterm Developing Completion, True/False, and Constructed-Response Test Items	Chapter 7	Write True/False, etc. items based upon best practice. Group Presents PowerPoint
8	Develop Multiple Choice and Matching Exercises	Chapter 8	Write test items based on best practice. Group --Web-Based Assignments
9	Essay Assessment Performance and Authentic Assessment	Chapter 9 Chapter 11	Construct Rubrics. Web-Based Group Presentation
10	Assessing Higher Order Thinking Quiz	Chapter 10	Student Presentation, Record in portfolio
11	Constructing Performance Tasks, Portfolios, Rating Scales and Rubrics	Chapter 11 Chapter 12	In Class, apply principles Web-Based Assignments
12	Formative/Summative Assessment Diagnostic Assessment (Formal/Informal)	Chapter 13 Chapter14	Make decisions based on test results
13	Evaluating and Grading Student Progress	Chapter 15	Test Project Due
14	Standardized Achievement Test Finding and Evaluating Published Test	Chapter 16 Chapter 18	Visit Buros Mental Measurement Web
15	Norm-Referenced Interpretation Final Class Review	Chapter 17	In-class computation of basic statistics
16	Final Examinations		

REFERENCES:

American Psychological Association, (2010). *Ethical principles of psychologists a d code of conduct*. Washington, DC, APA.

Anderson, L.W. and Krathwohl (2001). *A Taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objective*. New York: Longman.

Burke, K. , Fogarty, R. and Belgard S. (2001) *The portfolio connection: Student work linked to standards* (2nd ed.). Arlington Heights, IL: SkyLight Professional Development.

Chatterji, M. (2003). *Designing and using tools for educational assessment*. Boston: Allyn and Bacon.

Choate, Joyce S.; Enright, Brian E.; Miller, Lamoine J; Poteet, James A.; Rakes, Thomas A. (1995) .
Curriculum-Based Assessment and Programming (3rd Ed.), Boston, Massachusetts: Allyn and Bacon.
Kubiszyn, T. and Borich, G. (2013). *Educational testing and measurement*. (7th ed). John Wiley & Sons. Inc.

McMillan, J. H. (2004). *Classroom assessment: Principles and practice for effective instruction*. Boston: Pearson.

Nitko, A.J. (2012). *Educational assessment of students* (5th Ed.), Englewood Cliffs, New Jersey, Prentice-Hall, Inc.

WEBSITES

American Federation of Teachers -- http://www.aft.org
This site provides the latest AFT union, conference and policy information.

Argus Clearinghouse – http://www.clearinghouse.net
This site includes an extensive research library

CSTEEP – http://www.csteep.bc.edu/ctest
The Center for the Study of Testing, Evaluation, and Educational Policy is an educational research organization.

Disclaimer: The information and schedule of events contained in this syllabus are subject to change.