

Augusta State University
College of Education Dept. of Educational Leadership, Counseling, and Special
Education
Fall 2009 [1st 8 weeks]

Course: EDUC 6040: Tests & Measurements for Educational Leaders
Time: On-line only.
Instructor: Dr. Philip Smith
Office: UH 304
Telephone: 667-4492 (W); Email: psmith28@aug.edu
Office Hours: W: 3:00-5:00 or by appointment.

Required Text:

Reynolds, C.R., Livingston, R.B. & Willson, V. (2009) *Measurement and Assessment in Education, Second Edition*. Upper Saddle River NJ: Pearson

Course Description:

This course is concerned with practical procedures and methods in assessment and measurement. Content will include considerations involved in the construction and/or selection of tests and assessment tools (including standardized tests), interpretation of tests scores, and teacher-made tests/assessments.

Prerequisite: Admission to graduate program in education. Completion of EDUC 6021 or it's equivalent is highly recommended.

LiveText. All students admitted to degree programs in the College of Education are required to purchase *LiveText* software through the ASU bookstore. *LiveText* is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. If LiveText is used in the course, all students will upload assignments, their portfolio, and other required documents into *LiveText*. *LiveText* works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to their computers. LiveText will not be used in this course.

WebCT. In this course, all course activities will be conducted on-line through WebCT. If you do not know how to use WebCT, you are encouraged to seek help with IT or consult other students who know how to use them very quickly. A brief introduction will be given during an in person orientation meeting the first week of classes. Any written assignments must be submitted through WebCT as Microsoft Word documents.

Course Objectives:

Upon completion of this course, the student will be able to develop, within a multicultural framework, an understanding and ability to apply knowledge, skills and professional dispositions related to:

- (a) understand the interrelated nature of teaching, learning and student evaluation
- (b) understand the concepts of validity and reliability and their role in the construction,

- selection and use of assessment instruments
- (c) plan/construct/evaluate classroom assessment
- (d) select standardized tests that are most appropriate for a particular situation
- (e) administer tests properly and use test results effectively
- (f) interpret test score results
- (g) appreciate the potential and limitation of formal tests/assessments
- (h) understand how evaluation procedures can contribute to the teaching-learning process
- (i) understand the technical aspects of test construction and interpretation

College of Education Conceptual Framework

Understanding for Teaching, Teaching for Understanding

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce **prepared, able, and responsive** professionals to teach diverse learners.

This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the College of Arts and Sciences, and the local community educational system and the Partner School Network.

Element: Prepared (PD)

P1: Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.

P2: Use self assessment and analysis to form the basis for collaboration with colleagues and the development of a desire to be a lifelong learner.

P3: Participate in graduate study to extend and refine the knowledge base of educators to build expertise.

P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.

P5: Understand how students learn and develop (intellectually, socially, and individually) and be able to provide developmentally appropriate learning opportunities and support for these opportunities.

P6: Demonstrate knowledge of how to implement effective verbal and nonverbal information and technology techniques to foster active inquiry, collaboration, and supportive interaction in educational settings.

Element: Able (AD)

A2: Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.

A3: Plan, guide, and support instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.

A4: Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Element: Responsive (RD)

R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.

R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally

R5: Fostering of relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

Methods of Instruction:

The course will be conducted through readings, individual projects and group discussions.

Course Assignments and Materials

All course activities will be conducted on-line through WebCT. If you do not know how to use WebCT, you are encouraged to seek help with IT or consult other students who know how to use them very quickly. A brief introduction will be given during an in person orientation meeting the first week of classes. Any written assignments must be submitted through WebCT as Microsoft Word documents. When doing an assignment in Word to turn in via WebCT, be sure that your file name begins with your last name and first initial[e.g., SmithPassignment1.doc] so that I can identify it.

Course Progression

This course is an eight week course. Each week a topic will be discussed and readings will be assigned. Students will be assigned a discussion “group” each week. There will be a group discussion leader each week and that assignment will be rotated. Each member of the group will be required to make 4 posts to the discussion which will be asynchronous [not real-time]. Students must complete an on-line quiz related to the content assigned for the week. Students must write a one paragraph summary of the discussion threads that they did not participate in. Tasks to be completed each week:

Topic Discussion Participation: Wednesday noon through Monday 10 PM. A primary question or issue will be posted. There will be 3-4 groups formed for the week’s discussion. It is the responsibility of the ***group leader*** to begin the discussion with a summary of the issue or an initial response to the question. The ***group leader*** is noted with an asterisk (*) on the discussion schedule sheet. The initial post by the discussion leader must be made by Thursday 6 PM. If the group leader fails to provide an initial post by Thursday at 6 PM, any group member may begin the discussion. Each group member will be required to make four postings within their discussion group. The first

post by each person must be made before Friday at 6 PM and two posts must be made before Sunday at 6 PM. All postings must be thoughtful, informed and based on the readings or additional literature. (see the *discussion scoring rubric/example posts in the additional course materials folder on WebCT*) Postings will be evaluated as such. The student who completes this discussion appropriately according to the rubric will earn 5 points for that week. Students who do not or only partially meet this requirement during the week will be assigned points accordingly. There will be multiple discussion threads with around 8 participants for each thread. Be sure to consult the discussion participation schedule (in additional course materials folder) for the appropriate participation group each week. Students are encouraged to review all discussion threads each week.

Assignments: Each student will be required to complete a weekly assignment for the first 7 weeks of the course. Assignments will be worth 10 points each. Assignments will be available at 4 PM on Wednesday and are due by 4:30 PM the following Wednesday. Assignments are submitted under the “Submit Assignment folder on WebCT. **No late assignments will be accepted.**

Bi-Weekly Evaluations: Bi-weekly evaluations will be available from Sunday at 6:00 PM through Tuesday midnight on the 2nd, 4th, 6th and 8th weeks of the course. Each evaluation will consist of 50 questions and must be completed in 3 hours. Most of the questions will be multiple choice but there will also be completion and paragraph response questions. Each evaluation will be worth 50 points. Evaluations will be available in the WebCT folder labeled “evaluations”.

Discussion Thread Summaries: Each week students must submit a one paragraph summary of their discussion thread. These summaries are required, but will be ungraded. Students will submit these summaries as Word documents in the “Discussion Summaries” folder on WebCT. The summaries must be submitted by 6:00 PM on the Wednesday following the assigned chapters (e.g., the first summary is due the second Wednesday). **Students who do not submit the summary will lose 5 points from their course total for each occurrence.**

Course Outline:

Tentative Schedule

Topic 1: Historical Foundations and Statistical Considerations. Ch1,2. [Interview Assignment; Discussion]

Topic 2: Scores, Reliability. Ch 3,4 [Assignment; Discussion; Evaluation]

Topic 3: Validity, Item Analysis. Ch. 5,6 [Assignment; Discussion]

Topic 4: Assessment in the Classroom. Ch. 7,8 [Assignment; Discussion; Evaluation]

Topic 5: Assessment in the Classroom. Ch. 9, 10 [Assignment; Discussion]

Topic 6: Assigning Grades, Achievement testing. Ch 11, 12 [Assignment; Discussion; Evaluation]

Topic 7: Ability, Intelligence and Aptitude Testing; Career assessment and personality assessment. Ch. 13, 14 [Assignment; Discussion]

Topic 8: Special Issues. Ch. 15, 16, 17; Student Assessment Project Summaries [Discussion; Evaluation]

* these two weeks the topic will be on standardized testing and related topics. The order and length of treatment of each subtopic will vary.

Note: The topics listed above will correspond to the 8 weeks of class. Each “week” will run from Wednesday to the following Wednesday. Discussion of the readings will occur from Wednesday of the class week through Monday 6:00 PM. The bi-weekly evaluations will be available from Sunday 6:00 PM to Tuesday midnight. Discussion thread summaries will be due by 6:00 PM the following Wednesday. There will be no make up opportunities for missed assignments without prior approval. The lowest quiz score will be dropped.

Evaluation Course Grading Procedure:

Students will be evaluated on the basis of the following

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|------------------------------------|-----------------|
| 1. Discussion Participation | 40 pts |
| 2. Bi-weekly evaluations | 200 pts. |
| 3. Assignments | 70 pts |

Final grading will be based on total points as follows:

- A: 275-310**
- B: 240-274**
- C: 210-239**
- D: 180-209**
- F: 0-179**

NOTE: An “A” consists of averaging 4 points per week on the assignments and 90% on all other activities.

Pipeline Accounts

Most of our communication will be done through WebCT. However, campus e-mail will be more convenient. Make sure your ASU email is forwarded to your normal account (i.e., yahoo, hotmail, gmail) if you don’t regularly check your ASU email. Students should check their Pipeline and WebCT (Vista; GeorgiaVIEW) accounts daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. If you have

trouble accessing your accounts, you should contact Information Technology Services at 737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus internet cafes for students who do not have access from a home computer.

Academic Honesty

Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the 2009–10 *Augusta State University Catalog*. In part, the policy reads:

Academic honesty requires the presentation for evaluation and credit of one's own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student's own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person's actual works, whenever one appropriates another person's ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge.
(p.43)

Pipeline Account

Students are encouraged to check their Pipeline account daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus Internet cafes for students who do not have access from a home computer.

Department of Educational Leadership, Counseling and Special Education Website

Students are invited to visit the departmental website at: <http://www.aug.edu/clinical> A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and students can download Adobe Acrobat Reader for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>

Writing Center

You may contact the ASU Writing Center (737-1402) for help with developing and improving composition skills. If you would like additional help with writing or with learning APA style, inform the class instructor.

Students with Disabilities

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of class to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

Student Safety

Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

Cell Phones

The use of cell phones for calls, text messaging, or other tasks is prohibited in class.