WILLIAM CAREY UNIVERSITY
EDU 450.11 WINTER 2013 TESTS, MEASUREMENTS, AND EVALUATION

Class Sessions: Tuesday, 6:00 pm until 9:45 pm
                LRS 117

Instructor: Allison Downing, Ph. D.   **Office Hours:** LRS 100
            601-318-6604 (Office)   Tues/Thurs 8:30am-12pm;
            601-318-6600 (Education Office)   1-2:30pm or before/after class
            adowning@wmcarey.edu

Catalog Description:
(Three hours) The study of measurement and evaluation of student learning with both criterion and norm-referenced procedures.

Required Readings:

Kubiszyn, T., & Borich, G. (2013). *Educational testing and measurement: Classroom application and practice* (10th ed.). New York: John Wiley & Sons.

For Additional information and Chapters Go to or Click:
        http://www.wiley.com/college/kubiszyn   Click on Student Companion Site

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author.

TST (RtI) Manuals and Documents (Link below)
http://www.mde.k12.ms.us/RtI/index.html

Academic Integrity Policy – found in D2L under Content

Plagiarism Tutorial (Either below)
http://www.acts.twu.ca/Library/plagiarism.swf

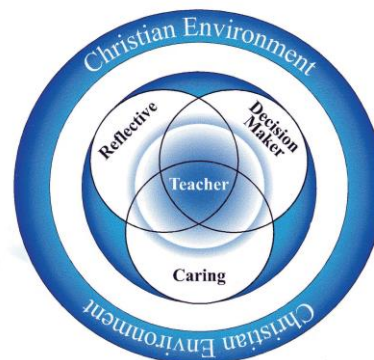http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php

NOTE: NO CELL PHONES

WCU Theme for 2013-2014:
 "Building on a Firm Foundation"
Luke 6:48; 1 Corinthians 3:11

Tentative Course Schedule:

Date	Topic	Readings		Requirements
Week 1	• Introduction • Review Syllabus and Requirements • An introduction to testing and measurement	Chapter 1 Supplementals		
Week 2	• High Stakes Testing • The Purpose of Testing • Norm-Referenced and Criterion-Referenced Tests • Measuring Learning Outcomes	Chapters 2, 3, 4 & 5	Chapters 2, 4, 5, & 6	
Week 3	• Writing Test Items (Objective & Higher Order) • Administering, Analyzing, and Improving the Test • Marks and Marking Systems Online	Chapters 6, 7, 10, & 11	Chapters 7, 8, 11 & 12	
Week 4	• Response to Intervention/Teacher Support Teams	Supplementals in D2L	Chapter 3 Supplementals in D2L	**Test Project** **DUE NLT Friday 8 am of Week 4 (12/13)**
Week 5	• MIDTERM • Performance Assessment • Portfolio Assessment	Chapters 8, 9 & Supplementals	Chapters 9, 10 & Supplementals	**MIDTERM In Class Tuesday (12/17)** **Online Assignment** **DUE NLT Friday 8 am of Week 5 (12/20)**
Week 6	• Summarizing Data and Measures of Central Tendency • Variability, the Normal Distribution, and Converted Scores • Correlation	Chapters 12, 13 & 14	Chapters 13, 14 & 15	
Week 7	• Validity • Reliability • Accuracy and Error	Chapters 15, 16 & 17	Chapters 16, 17 & 18	**Annotated Bibliography** **DUE NLT Friday 8 am of Week 7 (1/24)**
Week 8	• Standardized Tests • Types of Standardized Tests • Curriculum Based Measurement	Chapters 18, 19 & Supplementals in D2L	Chapters 19, 20 & Supplementals in D2L	
Week 9	• Assessing Children with Disabilities • Methods to Assess Children with Disabilities	Chapters 20 & 21	Supplementals in D2L	
Week 10	Final Exams			**In Class**

TECHNOLOGY:
Technology will be an important and vital part of the instruction delivery of this class. You will utilize D2L. Assignments are due in MICROSOFT WORD '97 OR NEWER. If an assignment is not in Microsoft WORD '97 version or newer, it will NOT be graded.
TK20: You will need to upload the Test Project to TK20. Failure to do so will result in a grade of Incomplete for the course.

<p align="center">**REQUIREMENTS**</p>

MIDTERM and FINAL EXAMINATION
Midterm will consist of objective, multiple-choice questions. Final examination is a mixture of question types. These may come from the notes or text readings. IF YOU MISS TAKING MIDTERM and/or FINAL EXAMINATION, IT IS A ZERO FOR THE MISSED ASSESSMENT, AND THERE IS NO MAKE UP!

TEST PROJECT
USE TEMPLATE PROVIDED FOR YOU IN D2L!

Each student is to develop a criterion-referenced test. The subject and grade level must be specified (no lower than 3rd grade). The test will be based upon predetermined learning objectives. Specific instructions are provided on the template provided for you in D2L. A cover page is required. Use rubric provided!

Test Project Rubric

_____ Cover Page (2)
_____ Grade level noted (2)
_____ Subject noted (2)
_____ MS Benchmarks/CCSS and Learning Outcomes (numbered) on second page (5)
_____ Learning Outcomes are well written with appropriate word usage
    (Use Cognitive taxonomy - identify, recognize, list, etc…) (5)
_____ Test Blueprint (10)
_____ Entire project is neat/organized (2)
_____ Test as the students see it is included (2)
_____ Test as key is included – copy the test as students see it but with the answers (2)
_____ Specific Learning Outcome Numbers are on key (to the left of the questions) (3)
_____ How much each question is worth is recorded on student's copy and key (5)
    (No question is worth enough to cause a student to obtain a B if question is missed)
_____ Age appropriate (5)
_____ Clear directions are provided (5)
_____ Content is appropriate for a unit test (appx. 5 to 7 days of instruction) (15)
_____ Learning Outcomes match test questions (15)
_____ Rules for Objective type test are met (have to have more than one format provided) (20)

Format for Test Project (USE TEMPLATE PROVIDED FOR YOU IN D2L!)
An example can be found in D2L under Content
1. Cover Page
2. Page with MS frameworks (As written in the MS Frameworks) and specific learning outcomes (numbered 1 through…)
3. Test Blueprint
4. Test as students would see it
5. Copy the test as students would see it and make that the Answer Key (use a text box and write "SLO ___" to the left of the questions).
6. Rubric provided at end of test if essay type questions are used

ANNOTATED BIBLIOGRAPHY: USE TEMPLATE PROVIDED FOR YOU IN D2L!

Choose a topic from the list provided. If you choose a separate topic it must be approved by the instructor. A sign up sheet will be provided.

Just a few possible topics for bibliography:
- Gardner's Multiple Intelligences
- Choose a specific standardized test
- IDEA 2004
- IQ
- Emotional Quotient/Intelligence
- Portfolio Assessment
- Performance Assessment
- No Child Left Behind 2002
- Norm Referenced Tests
- Criterion Referenced Tests
- Applied Behavior Analysis
- Functional Assessment
- Cultural issues related to testing, measurement, and/or evaluation
- Social Dysfunction
- Assessment in terms of leading to intervention strategies (peer reviewed/scholarly/empirical interventions)
- Multidisciplinary Teams (TST's etc…) and IEP teams
- Response to Intervention
- Learning Styles
- Technology and Assessment
- Differentiated Instruction
- Your own topic – just present it to me for approval before you conduct any research

Rubric

_____ Cover Page (5)

_____ Alphabetical Order and numbered (5)

_____ Five entries (25)

- scholarly/peer reviewed (4 of your entries)
- **ONE (and ONLY ONE) entry is a book or chapter in a book**
- **NO TEXT BOOKS**
- **NO WWW sites!**
- Each reading has to be a minimum of 5 pages in length
- **-20** for each entry that does not meet criteria! Read criteria provided on next page!

_____ APA (10)

_____ **Minimum of 3/4th page & no more than 1 ½ pages** (10)

   Summary and critique

_____ **Quality of writing** (15)

   If your writing is too bad, I will quit grading document. If you are weak in writing, have
   someone edit your document BEFORE you turn it in for a grade

_____ Liked/Disliked/Critique (5)

_____ Recommendation (5)

_____ Whole document in correct layout/Used Template (10)

_____ Appearance font, etc. (12 font, times new roman) (10)

COVER PAGE

   See example provided in D2L

ALPHABETICAL ORDER

   You alphabetize according to the FIRST author of a publication. You **DO NOT** change the
   order of authors for a particular publication!

FIVE ENTRIES (CRITERIA)

- Scholarly and/or peer reviewed publications (e.g., journals)
- One entry (and only ONE) has to be from a book preferably obtained from WCU. You may
  cite the entire book or a chapter from a book. You may use the EBRARY function from our
  library online sources.
- You may use only 1 publication from ERIC. You are not required to use an ERIC document.
  If it is an ERIC document, it will have an ERIC Document Reproduction Number.
- **Your choices have to be a MINIMUM of 5 full pages of text.**
- **No** reviews of books are allowed
- **No** www sites are allowed
- I need to approve any readings that have
       Pictures
       No references
       No author cited
       (These are RED Flags that the article MAY not be scholarly)

FORMAT/LAYOUT OF DOCUMENT
USE TEMPLATE PROVIDED FOR YOU IN D2L!

APA

You are expected to correctly cite your bibliographies. Use the APA Manual.

APPEARANCE

Everything is in 12 Font and Times New Roman.   Organized and Neat
Black ink   1" margins

Grading:

Midterm	15%	A	90-100
Test Project	30%	B	80-89
Annotated Bibliography	25%	C	70-79
Wk 5 Assignment	15%	D	60-69
Final Examination	15%	F	Below 60

IMPORTANT!

Please take note that the last day to drop with a "W" is December 6th.

The last day to drop with "WP" and "WF" is December 20th.

_____

LATE ASSIGNMENTS

It is your responsibility to have assignments in on time.

No assignments will be accepted after ONE week of due date.

Reduced grades are given for late assignments.

_____

It is your responsibility to have assignments in the appropriate format.

All assignments are to be in Microsoft WORD '97 or newer version. If it is not, it will not be graded.

All assignments are due in appropriate DROPBOX in D2L.

ATTENDANCE:
Attendance at all class meetings is expected. Please be on time and stay until class has ended. No credit is to be received if more than 5 full classes are missed. Two tardies will result in one absence. A tardy is either being late to class or leaving class early. If you come to class late it is YOUR responsibility to write a note to let me know you are present. If you leave class early, it is your responsibility to let me know as well.

There are NO excused or unexcused absences. If you miss more than the allotted classes, you will need to contact Dr. Breland, Vice President of Academic Affairs.

(See Undergraduate Catalog)

Disabilities Statement:
Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact Ms. Valerie Bridgeforth at 601-318-6188. Ms. Valerie Bridgeforth is located in Student Services Office in Lawrence Hall.

Academic Integrity:
     William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University's academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, or dismissal from the University. Complete procedural guidelines for dealing with incidents of academic dishonesty are on file in the Office of Student Services, the Office of Academic Affairs, each academic dean's office, and each campus dean's office.

Plagiarism:
Read the section on plagiarism in the APA Manual on pages 15-16, 170. Read the addendum to the student handbook. It is available to you in D2L under Content labeled **"Academic Integrity Policy."** Assignments uploaded in D2L are run through the program, *Turnitin*.

Tutorials of Plagiarism:
Go to either of these sites and go through the tutorial on plagiarism.
http://www.acts.twu.ca/Library/plagiarism.swf

http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php

Catastrophic Event Plan
In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website http://wmcarey.edu, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university's course management system at https://elearning.wmcarey.edu. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through SaderWatch, the WCU emergency message service. Sign up instructions can be found at http://wmcarey.edu/saderwatch.

TK20 Subscription Information for Undergraduate and Graduate Students

This is a great time to be at William Carey University. The State of Mississippi and all of its institutions of higher learning are committed to advancing excellence in education on campuses and across the state's schools. Our research expertise and well-prepared graduates will play an even larger role in leading Mississippi's children to excellence. In order to achieve this goal, we must systematically and regularly assess our progress and use the data we collect to inform where we focus our efforts to improve. Also each graduate teacher (B.S., B.M.E, B.A., M.Ed., and Ed.S.) will employ a comprehensive portfolio tool, TK20.

To help us in this effort, we have purchased TK20, a comprehensive system that will provide all of us with a rich set of tools to manage our growth, improve our processes, and make tasks easier. The TK20 system will allow you to:

1. Build your course and performance artifacts electronically online. Your artifacts will stay with you so you can use them for years - up to 7 years upon purchase. This will be a great benefit to you as you seek to advance in your education career and build your career portfolio over time. TK20 connects to the larger world of educators across the nation.

2. Create electronic portfolios for documenting your work for presentation to faculty and prospective employers. Many school districts now expect electronic portfolios. The Mississippi Department of Education will be instituting an artifact portfolio annual review beginning in 2012 for all Mississippi educators. Instead of burdening your principal with paper artifacts, this system will allow you to store your portfolio on the internet, including units, test data, teaching artifacts, etc.

3. Have a fully documented record of artifacts from your university classes and school.

Additionally the TK20 system will help us serve you better by providing instant data for advising and program improvement.

Students are to purchase a TK20 account by going to http://TK20.wmcarey.edu and clicking on "click here to purchase a student account", then follow the prompts. After purchasing your TK20 account, TK20 will email your log in information and further instructions. Your TK20 Account should be activated (purchased) by the end of the second week of classes. You will then begin exploring the system and its portfolio features. Make sure to get oriented to the system and complete the assignment your instructor will use for your key assessment.

On-line training materials have been organized to orient you to TK20. To access the on-line tutorials, go to http://TK20.wmcarey.edu and press the tutorials button. Please contact your program manager, Mrs. Regina Withers, for additional information and support (601-318-6088).

We do understand that a university education requires a significant investment of time and resources and we are committed to helping you achieve the greatest return on your investment. We have spent a considerable amount of time finding the best system to meet your needs and ours. As you become familiar with the system and realize its potential and benefits, I am sure that you will be pleased.

Learning Outcomes	Standards				WCU CF
	INTASC	ACEI	ISTE NETS-T	IRA	
Describe &/or identify major aspects of measurement in education including trends in testing, the accountability movement, purposes of testing, different types of tests, and formal and informal assessments	1	4			2, 3, 4
Discriminate &/or identify between norm-referenced tests and criterion-referenced tests, and identify the advantages and disadvantages of both with regards to how children learn and develop and how students will differ in their approaches to learning	2, 3	2a	4b		2, 3, 4
Develop &/or instructional goals and objectives focusing on a variety of strategies which encourage students' development of critical thinking and problem solving performance skills, and a positive classroom environment for active engagement in learning	4, 5	3a, 3b, 3c			2, 3, 4, 5
Describe &/or identify the process by which broad goals become measurable, specific objectives an discriminate between learning outcomes and learning objectives with the goal of planning instruction for different and diverse students of all learning an ability levels, demonstrate how goals, instruction, and assessment are aligned	7	2b 3a, 3b 4	2a, 2b, 2c, 2d, 2e, 3a, 3b, 3d, 4a, 4b, 4c	2.14, 12.2, 12.7	2, 3, 4, 5
Write &/or identify objective test items, essay test items, other forms of test and measurements, while utilizing, recognizing and developing test-taking skills			4a, 4b, 4c	8.5, 10.1, 10.2	2, 3, 4, 5
Describe &/or identify pertinent information for performance based-assessment, attitude assessments, and other assessments to foster inquiry, collaboration, another forms off supportive interaction in the classroom	6, 8	3b, 3d 4	4a, 4b, 4c	10.1, 10.2	4, 5
Use &/or identify statistical measure in evaluation including summarizing data, central measure of tendency, distributions, correlation coefficients, reliability and validity			4b		3, 5
State, explain &/or identify the purpose of standardized tests, their uses and misuses, and discriminate among the various types of standardized tests			4b		3, 4
Reflect on the materials and discussions of the class to foster learning through the use of various media and technology	9, 10	3e 5a, 5b	1a, 1b, 2d, 5a, 5b, 5c, 5d, 6a, 6b, 6c	16.2	3, 5
Foster relationships and communicate knowledge with members of the community, including parents, caregivers, paraprofessionals, professionals , allied professionals and others	9, 10	3a, 3b, 5a, 5b, 5c, 5d	5a, 5b, 5c, 5d, 6b, 6c, 6d, 6e	5.8, 11.2, 11.3, 11.4, 11.5, 13.1, 15.1, 15.4, 16.1, 16.3, 16.6	1, 2, 3, 4

Performance Assessments	Standards				
	INTASC	ACEI	ISTE NETS-T	IRA	WCU CF
The student will (TSW) create a criterion-referenced test	2, 3, 4, 5	2a, 3a, 3b, 3c	4a, 4b, 4c	2.4, 8.5, 10.1, 10.2, 12.2, 12.7	4, 5
TSW find, read, summarize and critique empirical writings related to tests, measurements and evaluations (annotated bibliography from research-based information)	9, 10	3e, 5a, 5b	1a, 1b, 2d, 5a, 5b, 5c, 5d, 6a, 6b, 6c	5.8, 11.2, 11.3, 11.4, 11.5, 13.1, 15.1, 15.4, 16.1, 16.2, 16.3, 16.6	1, 2, 3, 4, 5
TSW identify via a criterion-referenced assessment pertinent information related to criterion-referenced (objective and essay information), norm-referenced assessments (interpretation and types of), advantages and disadvantages of each; development of goals and learning outcomes to drive instruction and assessment for all learners (differentiating)	1, 7	4, 2b, 3a, 3b, 4	2a, 2b, 2c, 2d, 2e, 3a, 3b, 3d, 4a, 4b, 4c		1, 2, 3, 4, 5, 6
TSW present information to the class pertaining to research from annotated bibliography pertaining to a topic related to tests, measurements, and evaluation	6, 8, 9, 10	3a, 3b, 3d, 3e, 4, 5a, 5b, 5c, 5d	1a, 1b, 2d, 4a, 4b, 4c, 5a, 5b, 5c, 5d, 6a, 6b, 6c	5.8, 10.1, 10.2, 11.2, 11.3, 11.4, 11.5, 13.1, 15.1, 15.4, 16.1, 16.2, 16.3, 16.6	1, 2, 3, 4, 5, 6