



University of Memphis College of Education

College of Education
The University of Memphis
Instruction and Curriculum Leadership

ICL 7030-001

Assessment and Evaluation

Fall 2009

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<http://umdrive.memphis.edu/lfrncsch/stash/>

College of Education Norms

I take 100% responsibility.

I seek equity of voice.

I am willing to talk about sensitive issues.

I listen for understanding.

I appreciate the strengths and contributions of

others.

I bring positive energy and encouragement to the team.

I implement the mission of the college.

ICL 7030: Assessment and Evaluation

Course Description: To investigate issues of "test construction and methods of evaluation, [with emphasis on] teacher-made tests, standardized tests, test data management, interpretation and application of test data to instructional decisions, and reporting of test results to teachers and parents."

Prerequisites: None

Text(s): Popham, W. James. (2008). *Classroom assessment: What teachers need to know* (5th ed.) Boston: Pearson Education, Allyn and Bacon.

REQUIRED ARTICLES:

- [Popham, W. J. \(2001-2002, Winter\). A somewhat pseudo self-test about testing. American Educator, 24\(4\), 35-39.](#)
- [Stiggins, R., & Chappuis, J. \(2006\). Using student-involved assessment to close achievement gaps. Theory into Practice, 44\(1\), 11-18.](#)
- [Frey, B. B., Petersen, S., Edwards, L. M., Teramoto Pedrotti, J., & Peyton, V. \(2005\). Item-writing rules: Collective wisdom. Teaching and Teacher Education, 21, 357-364.](#)
- [Black, P. Harrison, C., Lee, C., Marshall, B., & William, D. \(2004, September\) Working inside the black box: Assessment for learning in the classroom. Phi Delta Kappan, 86\(1\), 9-21.](#)

Support of Conceptual Framework: To realize an institution's vision, mission, and commitments leaders must continually assess and evaluate the effectiveness of its processes and outcomes. Within educational settings, knowing and applying assessment concepts and procedures enables teacher leaders to gauge student achievement and attitudes ; to make sound instructional and curricular decisions based on the results of both their own assessments and those of others; and to foster higher and more equitable levels of learning for all students.

Methods of Instruction:

The Secondary Education Program has adopted the CREDE standards for its instructional practices:

- *Joint Productive Activity*: Facilitate learning and development through joint productive activity among leaders and participants.
- *Language Development*: Promote learners expertise in professionally relevant discourse.
- *Making Meaning*: Contextualize teaching, learning, and joint productive activity in the experience and skills of participants.
- *Cognitive Challenge*: Challenge participants toward more complex solutions in addressing problems.
- *Instructional Conversation*: Engage participants in dialogue, especially the instructional conversation.

Objectives:

- Describe the differences between commonly used assessment instruments according to characteristics, purposes, and uses.
- Explain basic terminology related to assessment.
- Define and interpret various assessment procedures in the three domains: cognitive, affective, and psychomotor.
- Develop selected response and constructed response types of test items.
- Interpret and analyze test results through the application of statistical procedures and error analysis.
- Evaluate the strengths and weaknesses of test items using item analysis procedures.
- Describe procedures for constructing survey instruments.
- Describe legal aspects of assessment and release of information.
- Identify and discuss multicultural and exceptionality issues as applied to assessment and evaluation.
- Formulate a weighted evaluation system.
- Compare and contrast various grading methods.
- Discuss teaching/classroom issues related to assessment and evaluation.
- Discuss the concepts of validity and reliability with respect to norm-referenced and criterion-referenced tests and multicultural influences.
- Identify multicultural, global, and urban education issues inherent in assessment and evaluation.
- Understand how measurement can include critical thinking and problem solving for instructional information.
- Appreciate the professional practice elements of student assessment and evaluation.

Major Topics:

- Purposes, uses, modes of assessment
- Validity, reliability, and absence of bias.
- Preparation, construction, administration of tests in cognitive and affective domains.
- Construction of different types of selected response test items
- Construction of constructed response test items
- Location/construction of product/performance rubrics.
- Location/construction of questionnaire and other research instruments.
- Test item analysis.
- Interpreting results of standardized tests.
- Assessing strengths and weaknesses of classroom and external tests.
- Grading methods, accountability systems.
- Multicultural issues related to assessment and evaluation.
- Professional/ethical issues related to assessment and evaluation.

Class Schedule

DATE	ASSIGNMENT	PAGES
Wednesday, Sept 2	Course Overview/Chapter 1	
Wednesday, Sept 9	Chapter 1 Review, Pseudo Self Test, & Video	pp. 1-27
Wednesday, Sept 16	Chapter 2 (Reliability), Quiz 1	pp. 28-47
Wednesday, Sept 23	Chapter 3, (Validity)	pp. 48-72
Wednesday, Sept 30	Chapters 4, (Bias) 5 Stiggins & Chappuis article	pp. 73-124
Wednesday, Oct 7	Chapters 6 part 1 and 7 part 1 Frye et al article	pp.129-133, 138-152
Wednesday, Oct 14	Chapter 6 part 2 (MC) Chapter 11	pp.133-158, 237-254
Wednesday, Oct 21	Midterm/ First Draft of Test Creation Due	
Wednesday, Oct 28	Midterm Opportunity/In-Class Test Critique	
Wednesday, Nov 4	Final Test Creation Due; Chapter 7 part 2 and Chapter 8 Video	pp. 154-171,172-193
Wednesday, Nov 11	Chapters 9 and 10 Video	pp. 194 - 212; 214-236
Wednesday, Nov 18	Chapters 12 /Black et al article/Rubric Due	pp 255-280
Wednesday, Nov 25	Chapter 13	pp. 281-305
Wednesday, Dec 2	Student Presentations, Scavenger Hunt due	
Wednesday, Dec 9	Student Presentations	
Wednesday, Dec 16	Student Presentations Take Home Final Due	

Assignments

In addition to readings, students will :

- develop a short selected response test that mixes flawless and intentionally flawed items.
- critique a fellow student’s test.
- use the Internet to locate items and bits of information on a scavenger hunt
- design a worthwhile performance task and create an accompanying rubric to assess student performance
- engage in one of two types of assessment projects:
 - either investigate an assessment-related topic of interest to them.
 - or administer a questionnaire to a group of participants, enter the data for processing.
- make a 7 to 13 minute presentation to the class and provide the instructor and student raters with a brief summary of the project/abstract

Assignments, Exams, and Grading Criteria:

- *Midterm Exam: 35%*
- *Final Exam: 25%*
- *Two short quizzes: 5 %*
- *Create a 20 point selected response test: 10 %*
 - *Task/Rubric Assignment 10%*
 - *Assessment Project/Report 10%*
 - *Scavenger Hunt 5%*
 - *Score on “professionalism” rubric 5%*

Grading scale will be as follows

93% to 100 = A

92 to 86 = B

85 to 78 = C

77 to 70 = D

Below 70 = F

Within these ranges, plus and minus grades will be assigned (e.g., 98 -100 = A+; 97-95 = A 94-93 = A-)

- **Course Requirements:**

Professional Participation: Your active participation in this class is essential for building a productive learning community. It is expected that you will give freely of your ideas, constructively react to the ideas of others, and offer constructive suggestions for the good of the group. Responsibility for participation also includes: completing assigned readings and computer activities, willingness to take risks in sharing your opinions, and verbally participating in class discussions and activities.

Attendance Requirements for this Course: Students are expected to attend all classes for the full time period called for in the schedule, and complete all readings prior to the class meeting assigned (with the exception of the first session). Departmental policy encourages the following: students with an unexcused absence will have 8 points deducted for each absence, and students with more than two (2) unexcused absences will be dismissed from the course with a grade of "F." Please note that two tardies shall count as one absence. It is the responsibility of students to provide satisfactory evidence of medical or other emergencies that may qualify as an excused absence to the instructor. In the event that a student has more than two (2) excused absences, s/he will be permitted to drop the course without penalty.

ICL7030 will use a “professionalism” rubric that addresses attendance, assignment, and tardiness criteria, along with class participation/discussion and collegiality.

Technology: Students are expected to use U of M email channels, since “reminder” emails are sent weekly re; the class agenda. While students are free to use other accounts (gmail, hotmail, etc.), it is the student’s responsibility to see that U of M emails are redirected to the preferred account.

Because most of the handouts provided for the class are online, students are welcome to bring their laptops to class FOR PURPOSES OF THIS COURSE. Abuse of this privilege may result in having all laptops banned from class.

Americans with Disabilities Act: The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination. Faculty are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.*

Written Assignments and Academic Misconduct: All written work submitted must be the student’s original work and conform to the guidelines of the *American Psychological Association (APA) available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. It is the student’s responsibility to know all relevant university policies concerning plagiarism.* Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Education.

Teacher Professionalism Rubric for ICL 7030

Instructor: Dr. Lou Franceschini

Student Name: _____

CRITERIA	SUPERIOR (4)	GOOD (3)	AVERAGE (2)	POOR (1)	Score
Participation/ Discussion <i>The student's ideas enhance the class.</i>	Routinely provides useful ideas when participating in a group or in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in a group or in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in a group or in classroom discussion. A satisfactory class member who does what is required.	Rarely provides useful ideas when participating in a group and in classroom discussion. May refuse to participate.	
Collegiality <i>The student's relates to others in a positive way.</i>	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.	
Attendance <i>The student is present in class.</i>	The student attends all class meetings without exception.	The student attends all class meetings except one and provides a good excuse for missing class beforehand.	The student attends all but two classes and provides good excuses for missing classes beforehand.	The student misses more than two classes or misses ANY classes without providing a good excuse beforehand.	
Assignments <i>The student submits work on time.</i>	All assignments are completed turned in on time.	All but one assignment is turned in on time.	Two assignments are not turned in on time.	More than two assignments are not turned in on time.	
Tardiness <i>The student arrives at class on time.</i>	The student is always on time for class.	The student is tardy once or twice during the semester	The student is tardy three times during the semester.	The student is tardy more than three times during the semester.	
Total					
Scoring ranges: 20 - 17 = 5 (GREAT); 16 - 13 = 4 (GOOD); 12 - 9 = 3 (OK); 8 - 4 = 2 (POOR)					