

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.

In addition to readings, students will:

- Develop a short selected response test that mixes flawless and intentionally flawed items.
- Collaborate and critique a fellow student's test questions.
- Design a worthwhile performance task and create an accompanying rubric to assess student performance
- Investigate an assessment-related topic of interest to them.
- Create and deliver a 7 to 10 minute presentation to the class and provide the instructor and student raters with a brief summary of the project.

Assignments, Exams, and Grading Criteria:

Assignment	Points available	Points earned
Article critique #1_____ #2_____	40 (20 points each)	
Midterm project	60	
Research paper	50	
Final project	60	
Attendance, participation, and professionalism	60	
Total	270	

Grading Scale:

Grade	Percent	Points
A	93% - 100%	251-270
B	86% - 92%	232-250
C	78% - 85%	210-231
D	70% -77%	189-209
F	0 - 72%	0-188

If you have extenuating circumstances that require you to be absent for an extended amount of time (i.e. death in your immediate family, extended illness, accident, etc.) please contact me. I will work with you if you keep me informed. **NO LATE WORK WILL BE ACCEPTED UNLESS PREVIOUSLY AGREED TO BY INSTRUCTOR**

ICL Department Attendance Policy: For classes that meet once a week: Attendance is required. At the 2nd unexcused absence 5 points are deducted from your final grade. At the 3rd unexcused absence the student receives an automatic "F" in the course. Arrival at class late or leaving early twice equals one absence.

Technology:

Students are expected to use U of M email channels. 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.

All cell phones should be turned off during class. Childcare should be arranged in advance because children in class can be disruptive to other students.

Required information:

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 is 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.

Plagiarism: Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers of other academic materials. Please refer to the University's "Code of Student Conduct" for actions that may result from student academic misconduct.

Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all. Please refer to the University's "Code of Student Conduct" for actions that may result from student academic misconduct.

Tentative schedule and assignments:

Date	Ch(s)	Topic	Assignment(s) Due
Sept. 2	1	Why do teachers need to know about assessment?	•
Sept. 9	2-3	Reliability and Validity of assessments	•
Sept. 16	4	Absence of bias	•
Sept. 23	5	Deciding what to assess and how to assess it	• Critique of “Using Student-Involved Classroom Assessment to Close Achievement Gaps”
Sept. 30	6-7	Selected and constructed response tests	• Submit subject or title of research paper along with 3 possible resources. • Bring samples of selected response tests you have taken, used with students, or found on the Internet. Bring copies for all.
Oct. 7	10	Affective assessments	• Critique of “Working Inside the Black Box: Assessment for Learning in the Classroom” • Download and read “Including Affective Behavior in Course Grades” from eCourseware.
Oct. 14	8-9	Performance and portfolio assessments - ONLINE	• See the directions on eCourseware. Dr. R. will be out of town.
Oct. 21		MIDTERM performance task	• May bring books, notes or other resources. May refer to “Item-writing rules: Collective wisdom”
Oct. 28	11	Improving teacher-developed assessments	• Bring student copies of selected response tests used with students’ names removed.
Nov. 4	12	Instructionally orientated assessment	•
Nov. 11	13	Making sense out of standardized test scores	•
Nov. 18	14-15	Appropriate and inappropriate test-preparation practices; Evaluating teaching and grading students	•
Dec. 2		Round table presentation of research papers	• Research paper dealing with an aspect of assessment
Dec. 16		FINAL performance task	• May bring books, notes or other resources.