



MALONE COLLEGE  
GRADUATE EDUCATION DEPARTMENT  
COURSE SYLLABUS  
EDUC 560

Educational Tests and Measurements  
Summer Semester II, 2006  
3 Semester Credit Hours  
Saturdays: (8:00-4:00 p.m.)  
Room Location: MH 303

**Course Instructor: Elaine Ulrich**  
Office Phone – 330-806-9149  
Email – elaineulr@aol.com

**Course Description:**

A study of the principles and techniques of measurement and evaluation used for collecting data to improve student and teacher performance (as well as program effectiveness). The graduate student will develop extended competence with contemporary measurement and evaluation techniques including the interpretation of standardized test scores and the development of informal assessment measures. Technology applications are included.

**Course Textbooks:**

Kubiszyn, T. and Borich, G. (2003). *Educational testing and measurement: Classroom application and practice*. (8<sup>th</sup> Ed.) New York: John Wiley & Sons, Inc.  
ISBN 0-471-14977-2

Ohio Department of Education (Jan. 2005) *Ohio statewide testing rules book*.

(The rules book will be available in class for \$5, which covers the cost of copying and the 3-ring binder.)

**Course Objectives**

**Upon successful completion of EDUC 560, the graduate student will:**

**Stewardship**

Effectively use all relevant knowledge (particularly assessment data), experiences, and resources to inform discussions and guide practices that provide the very best learning experience for all children. (skill/2)

**Philosophy**

1. Develop a philosophy of educational assessment that is grounded in sound principles of testing and evaluation and reflects values of fairness and compassion for all children, regardless of race, culture, or disability. (disposition/1/D)\*
2. Describe philosophical foundations of educational assessment that give evidence to a Christian worldview. (disposition/10)

**Knowledge Base**

3. Describe the role of measurement, testing, and evaluation for improving student achievement, teacher performance, and instructional design. (knowledge/4,5)
4. Identify social, legal, and ethical implications of testing and examine issues regarding testing including its effect on public policy, calls for increased accountability in education, performance-based curricula, test bias, and right to privacy. (knowledge/4,5)
5. Related to specific content areas and age-appropriateness, describe sound principles of classroom test construction including objective items, essay items, and performance-based (authentic) assessment. (knowledge/4,5)
6. Identify and examine Ohio standards for K-12 state testing, including the alignment with K-12 state curriculum models. (knowledge/4)
7. Explain the nature and measurement of intelligence, aptitude, academic achievement, student interests, and other affective aspects as they relate to evaluating and improving student performance. (knowledge/5)
8. Contrast and compare measures of central tendency, variability, and correlation as descriptive statistics with value for educational assessment. (knowledge/5)
9. Identify principles and implications for the assessment of children with special needs in the regular classroom as detailed in IDEA-97 and Section 504. (knowledge/5/D)\*

**Communication**

10. Develop effective communication skills in order to clearly convey the meaning of and implications for assessment results, especially standard scores, to students, parents, school personnel and the community. (skill/7)
11. Effectively articulate an understanding of assessment principles and terminology through class discussion and written assessments. (skill/7)
12. Develop a variety of age-appropriate and subject-specific assessment activities that clearly communicate intent and necessary requirements. (skill/7)

**Collaboration**

13. Identify various strategies to effectively collaborate with children, parents, and school personnel in order to strengthen the assessment of student learning, particularly the achievement of those with special needs. (knowledge/8/D)
14. Collaborate with classroom peers to provide constructive feedback as assessment items and other course assignments are developed. (skill/8)

\* (Domain of learning/candidate proficiency/diversity or technology emphasis)

### **Professional Practice**

15. Develop learning outcomes, instructional objectives, objective items, essay items, and performance assessment activities, including scoring rubrics, for particular grade levels and academic subject content. (skill/4,5)
16. Statistically analyze, interpret, and summarize data obtained through testing and apply useful criteria to improve test validity, reliability, and objectivity. (skill/5)
17. Examine various resources and current research pertaining to new and innovative assessment techniques in given content areas, including strategies for informal assessment.
18. Identify social, legal, and ethical implications of testing and examine issues regarding testing including its effect on public policy, calls for increased accountability in education, performance-based curricula, test bias, and right to privacy. (skill/5)
19. Examine strategies and standards developed to enhance the use and interpretation of standardized tests results commonly used in today's schools. (skill/5)
20. Utilize the Ohio Statewide Testing Rules Book in order to answer important questions related Ohio's testing program as well as analyze the program in light of AERA guidelines for high-stakes testing. (skill/5)
21. Use technology in educational assessment for the purpose of constructing learning outcomes, test items, identifying innovative assessment strategies for various subject areas, analyzing test data, storing student information, and determining final grades. (skill/4,7/T)\*

### **Reflection**

22. Reflect upon factors that have the potential to affect the validity of assessment activities, including factors within the test item, the test taker, and the environment, and identify strategies that may decrease measurement error. (skill/4,5)
23. After careful reflection, describe ways in which one can intentionally integrate faith and professional practice in educational assessment. (disposition/10)

\* (Domain of learning/candidate proficiency/diversity or technology emphasis)

### **Assessment of Course Objectives**

1. Exams will be administered at various points during the semester to formally assess student knowledge, comprehension, and application of course content, including all assigned reading. The exams are not comprehensive and will cover selected content from the previous class session. (Course objective #s 3-10, 16, 21, 22\*)

See "Course Policies" for the grading scale and also for steps students may take if they miss a test due to an excused absence.

\* Course objectives assessed by the given assessment activities.

2. Along with administered tests, additional assignments will be used to formally and informally assess the accomplishment of course objectives. Grades will be awarded based on the percentage of points earned for each. (See grading scale under “Course Policies.”) The assignments include the following:

A. In order to become aware of the most recent trends in assessment related to a particular subject area and grade level, graduate students will identify two journal articles that make a strong contribution to the understanding of such assessment trends. These articles must be ones that have not been reviewed or used in any other graduate course work. More specific directions for writing the journal article summary and reaction will be provided. (17\*)

B. In order to become more familiar with pressing issues related to educational assessment, graduate students will make an in-class presentation on a particular topic. This will be a group presentation of approximately 20 minutes in length followed by 10-15 minutes of relevant facilitated discussion. The following is a list of topics. More specific information related to the presentation will be provided. (10, 11, 13, 18, 19\*)

A District-Wide Assessment Policy  
Making Sense of “Adequate Yearly Progress”  
Teaching to the Test: The Good and Bad of It  
Effectively Communicating Student Achievement  
What If They Don’t Pass the Test?  
Distinguishing Aptitude from Achievement  
Value Added Instruction – Meaning and Import  
IDEA 97 Implications for Assessment

C. Assignments for both in-class and out-of-class completion will be required in order to allow for practical application of the assessment concepts and principles learned in class. The assignments may include but are not limited to the following:

(1, 2, 10-16, 18-23\*)

Comparing Ohio’s Statewide Testing Program to AERA Guidelines  
Analyzing Classroom Assessment Tasks and Policies  
Graphically Portraying Student Data  
Using Data to Make Informed Educational Decisions  
Reviewing a Test Critique: Making Sense of Validity and Reliability Coefficients  
Interpretation of Standardized Test Results  
Assessment Accommodation for Students with Special Needs  
A Personal Philosophy of Educational Assessment

\* Course objectives assessed by the given assessment activities.

### Course Policies

1. Attendance and participation are required.

#### Malone College Graduate Education Attendance Policy

Graduate students are expected to be punctual and 100% in attendance especially in Saturday courses because of their intensive format. In the event of an emergency or illness or other significant conflict, students are responsible for notifying the professor and for fulfilling all class requirements according to the professor's directions. Absence from a class may be excused provided only that the student: 1) Expresses in writing to the professor (copy to the Director of Graduate Education) an acceptable reason for the absence; 2) Receives permission from the professor; and 3) Agrees to do all make-up work required by the professor. Absence from two or more classes in a course, if unexcused, will result in a failing grade.

2. Graduate students will be required to come to class prepared to discuss all assigned material. See required texts on first page. It is recommended that students bring a 3-ring notebook to organize notes and various handouts that will be provided.

3. A calculator with basic mathematical operations, including a square root function key, will be needed for statistical applications. (A statistical calculator is not permitted.)

4. Assignments will be given for both in-class and out-of-class completion and evaluated based on the specified requirements for the given assignment. Out-of-class assignments must be word-processed, and double-spaced unless otherwise indicated by the instructor. Multi-page assignments should be fastened with a single staple in the upper left-hand corner. All written assignments must demonstrate proper writing mechanics.

5. Assignments turned in after the due date will be penalized for each day the assignment is late. Regardless of how late the work may be, even if it results in a letter grade of F or no points, the assignment must still be turned in to fulfill course requirements and to receive credit for the work category.

6. If a graduate student has a question concerning the results of a test or other graded assignments, the student is asked to make an appointment to talk with Ms. Ulrich in his office. Out of concern for privacy, discussion and subsequent decisions about a particular grading issue for a given student will not take place during class.

7. The following is the grading scale for tests and assignments.

**Grading scale** 98 – 100 = A+ 79 – 78 = C+ 59 or below = F  
97 – 93 = A 77 – 73 = C  
92 – 90 = A- 72 – 70 = C-  
89 – 88 = B+ 69 – 68 = D+  
87 – 83 = B 67 – 63 = D  
82 – 80 = B- 62 – 60 = D-

The final grade for the course will be assigned based on the “evaluation distribution” found on the following grade. According to Malone Graduate School policy, no passing grade lower than “C” will be awarded.

### **Tentative Evaluation Distribution**

Class Presentation = 20%  
Journal Article Reviews = 20%  
Application Activities = 20%  
Exams = 40%

### **Academic Integrity Policy**

Graduate students are expected to be honest in their academic work. Plagiarism, collusion, cheating, giving or receiving or offering or soliciting information during examinations, or the use of previously prepared material during examinations or quizzes are violations of academic integrity. Students are obligated to abide by the Malone College Academic Integrity Policy and its procedures as described in the Malone College Catalog. Students are required to understand their responsibilities under this policy and to demonstrate integrity in all areas of their academic study. Failure to do so will result in serious consequence.

### **Contact with Ms. Ulrich**

Please feel free to contact Ms. Ulrich for additional information and assistance by using e-mail, or making an appointment. (E-mail is preferred to voice mail messages in order to facilitate a quick reply.)

### **Course Highlights - Key Terms, Concepts and Principles Covered in EDUC 560:**

- Principles of measurement, testing assessment, and evaluation in education.
- Issues and concerns in educational assessment.
- Statewide and national testing programs and policies.
- Effective classroom assessment (designing selected response items, essay items, and performance assessments).
- Designing evaluation criteria, rubrics, scoring keys and guides.
- Test item critique.
- Measures of central tendency, variability, and relationship.
- Ohio K-12 testing requirements and mandates.
- Normal distribution and empirical distributions.
- Types of standardized tests and the interpretation of standard scores.
- Reliability, validity, objectivity, discrimination, and usability.
- Standard error of measurement.
- IDEA-97 and Section 504 implications for educational assessment
- Cultural considerations in testing.
- Calculating final grades and marks.

