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Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) <input type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input type="checkbox"/> Course Revision <input type="checkbox"/> Course Number and/or Title Change <input type="checkbox"/> Catalog Description Change		
Syllabus of Record Amnesty EDSP 477		
<i>Current Course prefix, number and full title</i>		<i>Proposed course prefix, number and full title, if changing</i>
2. Additional Course Designations: check if appropriate <input type="checkbox"/> This course is also proposed as a Liberal Studies Course. <input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African) <input type="checkbox"/> This course is also proposed as an Honors College Course.		
3. Program Proposals <input type="checkbox"/> New Degree Program <input type="checkbox"/> Program Title Change <input type="checkbox"/> Other <input type="checkbox"/> New Minor Program <input type="checkbox"/> New Track <input type="checkbox"/> Program Revision		
<i>Current program name</i>		<i>Proposed program name, if changing</i>
4. Approvals		
Department Curriculum Committee Chair(s)	<i>Victoria B. Damiani</i>	12/19/06
Department Chair(s)	<i>Edward Zeman</i>	12/12/06
College Curriculum Committee Chair	<i>Joseph Demarzio</i>	12/12/06
College Dean	<i>May Ann Kafath</i>	1/2/07
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs		

Received * where applicable

JAN - 2 2007

Liberal Studies

Syllabus of Record

EDSP 477 Assessment of Student Learning: Design & Interpretation of Educational Measures

I. Course Description: This course is designed to acquaint students with major methods and techniques of evaluation used to assess and report growth, development, and academic achievement of learners in preschool, elementary, and secondary schools, including interpretation of standardized test information.

II. Course Objectives: General course objectives for the student include:

1. Awareness of the role of assessment in teaching
2. Understanding of the role of reliability and validity in both classroom and standardized tests
3. Understanding of the various methods of assessment and their alignment with learning goals
4. Skill building in the development of various teacher-made tests and evaluative procedures
5. Capability in the use of assessment before, during, and after instruction
6. Awareness of the needs of special populations, such as those with disabilities, multicultural populations and those not proficient in English, as they relate to assessment
7. Interpretation and utilization of data/scores provided by standardized tests through the use of elementary statistics
8. Awareness of trends, issues, and relevant research in assessment related to educational reform
9. Awareness of the use of technology in assessment

Course Objective	Course Assessment Measuring Objective
1	Test 1, Test Critique, Test Construction Project*
2	Exam 1, Class Activities,
3	Test Construction Project*, Exam II
4	Test Construction Project*, Class Activities
5	Test Construction Project*, Exam II
6	Class Activities, Exam II
7 & 8	Exam II
9	Website Activity

* Indicates Key Assessment

COURSE SCHEDULE*

Date	Topic	Assigned Reading
Week 1	Course Overview/Role of Assessment in Education Use of Assessment Throughout the Instructional Process Sample Activities**: Print the word <i>Test</i> on the board. Have students write their immediate reactions & discuss the emotional elements of testing/Have students write a brief paragraph describing their worst & best test experience /Present lifelike student scenarios. Ask students what they need	

to know to better serve the student's educational needs
 Then have them choose what type of assessment method
 might help them get that information./Have students read a controversial article on
 assessment & discuss/Have students review test publisher catalogs to learn the
 variety of tests, as well as the costs, & business aspect of testing

Week 2	The Role of Assessment (cont'd) Validity/Reliability Sample Activities: Have students locate an article in the popular press relating to testing & assessment & have students write a reflection paper/List several aspects of validity & reliability & have students note whether they apply to validity, reliability, or both	L & M Ch 1, 2, 4
Week 3	Validity/Reliability/Instructional Objectives Sample Activities: Have students choose one thing they are good at & list what someone would have to learn to be good at that activity. Ask them how they would determine if the person had learned it or not/Given a pair of objectives, have students choose which is stated in performance terms/Have students list learning outcomes for 3 general instructional objectives	Ch 5
Week 4	Quiz #1/ Instructional Objectives Components of Instrument Construction	Ch 3
Week 5	Ethics & Procedures in Testing Planning Classroom Instruments and Assessments Sample Activities: Using life-like scenarios, have an "ethics committee" of students reflect on how they might be handled and what laws, best practices, & ethical issues are involved. Provide Code of Responsibilities in Measurement for use in the activity	Code of Responsibility Ch 6
Week 6	Oral Questioning Techniques Creating Pencil & Paper Assessments Website Assignment Due Sample Activities: Pose several questions and have students evaluate the quality of each/Have students list 2 effective & 2 ineffective questions they hear in their own classes on a given day	Ch 7, 8
Week 7	Written Tests-Constructing Selected Response & Free Response Items Sample Activities: Have a table of model tests constructed by past classes/Have students create test items based on a text chapter. Then have the different teams evaluate each other's items	Ch 9, 10
Week 8	Exam 1	
Week 9	Performance-Based Assessment/Portfolios Sample Activities: Use essay responses from a prior 477 class and have students evaluate with a rubric	Ch 11, 12
Week 10	Performance-Based Assessment/Portfolios (cont'd) Test Construction Project Work Time	Ch 14

TEST CRITIQUES DUE

Week 11	Quiz #2/Assembling & Administration Curriculum-Based Assessment, for example, DIBELS Suggested Activity: Have students view these procedures by accessing the AIMSWeb and DIBELS websites in class	
Week 12	TEST CONSTRUCTION PROJECT DUE Achievement & Aptitude Tests Suggested Activities: Bring selected tests to class for student review	Ch 16, 17
Week 13	Evaluating and Interpreting Test Performance, for example, PSSA Grading & Reporting Graphing of Pre and Post Assessment Data Sample Activities: Have students do scatter plots on the board for a variety of hypothetical tests in different content areas at different schools & interpret meaning/Obtain PSSA reports from a school district & have them interpret as a class/Stage mock parent conferences where teachers (students) provide standardized test results to parents	Ch 15, 18, 19
Week 14	Special Populations/Current Trends & Issues Sample Activities: Show samples of real tests that have been modified for students with special needs/ Have students review school district reports to the community and newspaper articles for themes regarding the role of assessment/ Have a speaker from a school district or IU to present on methods of modification & assistive technology	
Week 15	Exam II (Final Exam)	

* Topic dates are approximate

**Sample activities are suggestions only and will vary by instructor

III. Sample Course Requirements & Evaluation Methods (May vary with instructor)

- ◆ 2 exams and 2 quizzes covering reading and class material (Each exam is worth 45 points. Each quiz is worth 20 points.)

Exams and quizzes will include multiple choice, short answer, and essay questions. Responses will be evaluated with respect to accuracy and amount of substantive content; evidence of understanding of material covered in lectures, reading and class discussion; and depth of awareness regarding issues related to assessment in education.

- ◆ Construction of a teacher-made test in the student's content area of choice (worth 90 pts.) This test must include a variety of item types as well as a performance assessment and a description of how the test would be modified for a child with a specific disability. A table of specifications should also be provided. Students should do readability studies on their instrument to insure the appropriate grade level. Procedures for doing this will be provided in class.

Further instruction to be provided in class.

- ◆ Critique of 1 test. It can be a test you have been administered, a test from a class in which you are currently observing or teaching, or a test from a packaged curriculum. (worth 60 pts.)

Further instruction to be provided in class.

- ◆ The location of 1 Web site related to issues of assessment for classroom teachers. You will be given a list of questions to answer regarding this website. (worth 15 pts.)
- ◆ Participation in the classroom learning community including involvement in cooperative learning activities, class discussion, and in-class exercises.

Class Policies

Assignments will be due as scheduled. See University policies regarding attendance, grading, plagiarism, and withdrawal from a course

Required Reading (Alternatives will be reviewed by the Department chair or curriculum committee.)

Linn, R., & Miller, M. D. (2005). *Measurement and assessment in teaching* (9th ed.). Columbus: Prentice Hall.

Linn, R., & Miller, M. D. (2005). *Student exercise manual for measurement and assessment in teaching* (9th ed.). Columbus: Prentice Hall.

Reading Packet (available from Pro-Packet)

NCME (1995). *Code of professional responsibilities in educational measurement*. Washington, DC: Author.

Pennsylvania Department of Education 2005 Accommodation Guidelines. Harrisburg: Author.

Sample Grading Scale

A - 90%-100% of total pts possible	C - 70%-79% of total pts possible
B - 80%-89% of total pts possible	D - 60%-69% of total pts possible
	F - less than 60% of total pts possible

V. Resource Requirements

No special materials or equipment required other than readings and test to critique.

V. Bibliography

Airasian, P. (2005). *Classroom assessment: Concepts and applications*. New York: McGraw-Hill.

- American Educational Research Association. (1999). *Standards for educational and psychological testing*. Washington, DC: Author.
- Anderson, L. W. (2003). *Classroom assessment: Enhancing the quality of teacher decision making*. Mahwah, NJ: Lawrence Erlbaum.
- Andrade, H. G. (2000). Using rubrics to promote thinking and learning. *Educational Leadership*, 57(5), 13-18.
- Arter, J., & Busick, K. U. (2001). *Practice with student involved classroom assessment*. Upper Saddle River, NJ: Merrill Prentice Hall.
This is a workbook with many examples and ideas for creative assessment approaches.
- Barootchi, N., & Keshavarz, M. H. (2002). Assessment of achievement through portfolios and teacher-made tests. *Educational Research*, 44(3), 279-288.
- Burger, S. E., & Burger, D. L. (1994). Determining the validity of performance-based assessment. *Educational Measurement: Issues and Practice*, 31(1), 9-15.
- Chase, C. I. (1999). *Contemporary assessment for educators*. New York: Longman.
- Chappuis, S., & Stiggins, R. J. (2002). Classroom assessment for learning. *Educational Leadership* 60(1), 40-44.
- Frisbie, D.A., Miranda, D. U., & Baker, K.K. (1993). An evaluation of elementary textbook tests as classroom assessment tools. *Applied Measurement in Education*, 6(1), 21-36.
- Gallagher, J. D. (2000). *Classroom assessment for teachers*. Upper Saddle River, NJ: Merrill.
- Gronlund, N. (2000). *How to write and use instructional objectives*. Upper Saddle River, NJ: Prentice Hall.
Provides assistance in writing clear objectives essential to the instructional and assessment process.
- Guskey, T. R. (2003). How classroom assessments improve learning. *Educational Leadership*, 60(5), 6-11.
- Herrnstein, R.J. & Murraray, C. (1994) *The bell curve*. New York: Free Press.
A controversial look at the use of assessment, intellectual ability, and achievement in American society.
Guaranteed to stimulate your thinking!
- Hoy, C., & Gregg, N. (1995). *Assessment: The special educator's role*. Pacific Grove, CA: Brooks/Cole.
- Hughes, S. (1993). What is alternative/authentic assessment and how does it impact special education? *Educational Horizons*, 72(3), 28-35.
- Klitz, G. (2002). Involving students in the improvement process through portfolios. *Journal of School Improvement*, 3(1), 54-56.
- Lane, S., Mei, L., Ankenmann, R.D., & Stone, C.A. (1996). Generalizability and validity of a mathematics performance assessment. *Journal of Educational Measurement*, 33(1), 71-92.
- Lescher, M.L. (1995). *Portfolios: Assessing learning in the primary grades*. Washington, D.C: NEA Professional Library.
- Lukhele, R. Thissen, D., & Wainer, H. (1994). On the relative value of multiple choice, constructed response, and examinee selected items on two achievement tests. *Journal of Educational Measurement*, 31(3), 243-250.
- Madhavi, J., Bursuck, W., Havekost, D.M., Epstein, M.H., & Palloway, E.A. (1994). School district testing policies and students with disabilities: A national survey. *School Psychology Review*, 23(4), 694-703.

- McMillan, J.H. (2004). *Classroom assessment: Principles and practice for effective instruction*. Boston: Allyn & Bacon.
 Good chapter on effective oral questioning and appropriate teacher responses.
- Mehrens, W. A., Popahm, W. J., & Ryan, J. M. (1998). How to prepare students for performance assessments. *Educational Measurement: Issues and Practice*, 17(1), 18-22.
- Montgomery, K. (2001). *Authentic assessment: A guide for elementary teachers*. New York: Longman.
- Naizer, G.L. (1997). Validity and reliability issues of performance-portfolio assessment. *Action in Teacher Education*, 18(4), 1-9.
- Overton, T. (2002). *Assessment in special education: An applied approach*. New York: Merrill.
- Penta, M. Q. (2002). Student portfolios in a standardized world. *Kappa Delta Pi Record*, 38(2), 77-81.
- Popahm, W.J. (2005). *Classroom assessment: What teachers need to know*. Boston: Allyn & Bacon.
 Easy to read and very teacher friendly.
- Sachs, P. (1999) *Standardized minds*. Cambridge, MA: Persuis.
- The President's Advisory Commission on Educational Excellence for Hispanic Americans: *Testing Hispanic students in the United States*. (2000). Washington, DC: Author.
- Salvia, J. & Ysseldyke, J. (2003). *Assessment in special and inclusive education*. Boston: Houghton Mifflin.
- Seidel, S., Walters, J., Kirby, E., Olf, N., Powell, D., Scripp, L., & Veenema, S. (1997). *Portfolio practices: Thinking through the assessment of children's work*. Washington, DC: NEA Professional Library.
 Contains a good deal of practical advice for laying the groundwork in the development of portfolio use.
- Shinn, M.R. (Ed.). (1989). *Curriculum-based measurement: Assessing special children*. New York: Guilford.
 An in-depth look at this procedure.
- Siegle, D. (2002). Creating a living portfolio: Documenting student growth with electronic portfolios. *Gifted Child Today*, 23(3), 60-64.
- Spinelli, C. G. (2005). *Classroom assessment for students in special and general education*. Upper Saddle River, NJ: Prentice Hall.
- Stiggins, R. J. (2005). *Student-involved assessment for learning*. Upper Saddle River, NJ: Merrill Prentice Hall.
 An emphasis on assessments for classroom use with concentration on the appropriate use of performance-based assessment.
- Trice, A. D. (2000). *A handbook of classroom assessment*. New York: Longman.
 This is basically a reworking of what is in your text, but sometimes it helps to read it in more than one place and presented a bit differently.
- U.S. Department of Education. (1994). *Changing education: Resources for systemic reform*. (PIP 94-1509). Washington, DC: U.S. Government Printing Office.
 Short articles of interest on many of the topics discussed in this course with special emphasis on issues of importance in the reform movement.
- Weber, E. (1999). *Student assessment that works: A practical approach*. Boston: Allyn & Bacon.
 Some good ideas on how to collaborate with other educators and work with parents around the assessment issue.

Relevant Websites

www.aimsweb.com

There is a small fee to use this site but you can download materials for curriculum-based assessments.

A site to assist with the readability assessment of your test.

www.med.utah.edu/pated.authors/readability.html

Another site addressing readability levels.

www.school.discovery.com/schrockguide/fry/fry.html

California Reading Comprehension Standards

<http://www.cde.ca.gov/cdepress/Eng-Lang-Dev-Stnd.pdf>

Florida Math Standards

<http://www.firn.edu/doe/curric/prek12/pdf/math6.pdf>

History and Social Science Standards

<http://www.pen.kqw.va.us/VDOE/supertendent/Sols/historysol2001.pdf>

Center for Research on Evaluation, Standards, and Student Testing

<http://www.cse.ucla.edu>

Hands-on science performance assessment task

<http://www.ed.gov/NCES/naep>

A curriculum-based measurement manual for teachers and learn about a variety of academic interventions.

www.interventioncentral.org

Information about item analysis by computers

<http://www.principalproducts.com>

Assessment System Corporation

<http://www.assess.com>

About the PSSA

http://www.pde.state.pa.us/a_and_t/site/default.asp

Achievement Test Publishers:

CTB/McGraw-Hill <http://www.ctb.com>

Riverside Publishing <http://www.riverpub.com>

Harcourt Educational Measurement <http://www.hemweb.com>

Information and Ideas about Portfolios

Provides guidance on the use of student portfolios in instruction and assessment

<http://www.literacynet.org/icans/chapter02/portfolios.html>

Example of scoring criteria that could be used in a student portfolio for history

<http://www.edheritage.org/forms/portfolio.htm>

Electronic portfolios for pre-student teachers

<http://depts.washington.edu/ncate/exhibitroom/worksamples/studentwork.html>