Andrews University
School of Education
Department of Teaching, Learning, & Curriculum

EDTE424-001: Classroom Testing and Evaluation
January 6 - January 16, 2004

Lee Davidson Associate Professor of Teacher Education
Office: Bell Hall 014A, Andrews University, Berrien Springs, MI 49104-0114
Office Hours: by appointment
Phone: 471-6364
E-mail (probably the BEST way to contact me): davidsor@andrews.edu

Course Information

Course Procedures:
1. No food or drink (except water) in the classroom.
2. You are expected to attend class and to participate in its learning activities. By the time the last bell has rung, you should be in your seat ready for class to begin. An official attendance record will be taken of each class period. Whenever the number of absences exceeds 20% of the total course appointments, you may receive a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence. Late assignments may not accepted unless previous arrangements are made.

   Excused Absences. Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence-hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence-hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly from the dean’s office. Excused absences do not remove the student’s responsibility to complete all requirements of a course. Class work is made up by permission of the teacher.
3. All cell phones, pagers and walkman-like units must be turned off during the class period!
4. If you qualify for accommodations under the American Disabilities Act, please see the instructor as soon as possible for referral and assistance in arranging such accommodations.

5. Academic dishonesty, including plagiarism, is a serious offence. See the bulletin for policies concerning academic dishonesty.

Description:
This course will enable students to write instructional objectives, and prepare classroom tests to measure the attainment of those objectives. The concepts of reliability and validity, simple item analysis, interpreting data from standardized tests and other data in cumulative folders will be discussed. Practical knowledge of sociometric procedures, grading and reporting will also be obtained.

Knowledge Base/Research:
The mission of the School of Education is to serve an international clientele, preparing educators for excellence in thinking, teaching, service and research. As companions in learning, students and faculty are committed to global Christian service. The mission is succinctly captured in the phrase “Educar es Redimir” (to educate is to redeem) through harmonious development of students for service. The mission is expressed through six Knowledge bases that reflect the ideal development for all graduates of the School of Education as follows:

I. Worldview- addresses appreciation of the perspectives of others and development of a personal philosophy from which action and service arise; (WV)

II. Human Growth and Change- addresses principles of growth, development and learning, and the use of these principles to effect positive change; (HGC)
III. Groups, Leadership, and Change- addresses principles of group behavior and the use of these principles to effect positive change for individuals and organizations; (GLC)

IV. Communication and Technology- addresses oral, written, intrapersonal and interpersonal communication as the essence of human behavior and technology as it enables, supports, and enhances human interaction and learning; (CT)

V. Research and Evaluation- addresses valuing and conducting disciplined inquiry for decision-making; (RE)

VI. Personal and Professional Growth- addresses commitment to holistic personal and professional growth. (PPG)

The mission of the Teacher Preparation program is based on the overall mission of the School of Education to prepare competent, compassionate, confident, Christian teachers for service. The mission is expressed by another knowledge base of knowing what to do and how to do it within the content areas. Principles of Scripture, which promote respect for human dignity, are used as a guide for personal and professional relationships.

This course introduces the classroom teacher and prospective teacher to elements of measurement and evaluation that are essential to good teaching. People like Bloom, Cronbach and Norris have contributed to the knowledge base about the role of measurement and evaluation in teaching. Gronlund, Bloom, and TenBrink have done work in making preparing instructional objectives as learning outcomes.

There are numerous authors/researchers who have contributed to the base of knowledge as far as validity, reliability and other desired characteristics of an evaluation program. Some of these are Anatasi, Cronbach, Messick, and Norris.

In planning the classroom test and constructing objective test items, we look to the work of such people as Nehren, Lehmann, Gronlund, Roid, Haladyna, Bloom, Madaus and Hastings all who have worked in this area.

In recent years test scores are published by the media several times a year. There are hundreds of published achievement tests available for use. When looking at this area the teacher and prospective teacher must learn what the test scores really mean. The interpretation of these test scores we look to people like Mehrens, Lehmann, Salvia, Sattler, Lyman and Ysseldyke.

When marking and reporting the works of Geisinger, Ebel, Frisbie and Selden are considered. Arter, Sprindel, Baker, Aschbacher, Braddock Elley, Barham, Lamb, Wyllie, Herman, Shepard and many others have done research using authentic assessment or alternative assessment in the classroom. Paper and pencil tests are not able to evaluate some of the curriculum.

Objectives:
The student:
1. describes the interrelation of teaching, learning, and evaluation. (HGC, GLC, PPG)
2. develops a personal philosophy that includes statements on the how they will use assessment in their classes in a way that is fair to all students. (PPG)
3. will write effective course & instructional objectives in student performance terms and related test items using various levels of thinking skills for their chosen unit of concentration. (HGC, GLC, PPG)
4. will read and react to articles on assessment from professional journals and publications. (PPG)
5. will analyze standardized tests from various sources and prepare reports based on them for both administration and student’s parents. (HGC)
6. will analyze assessment software (both gradebook and testing) and be able to use at least one software program of each type. (PPG)
7. will participate in a variety of learning experiences modeled for them. (including lecture, group discussions, small group activities and others). Students will be actively involved in appropriate, practical, and meaningful learning experiences. (CT)
8. will demonstrate in assessment plans developed strategies for dealing with the needs of individual learners. (CT)
9. will develop and use a variety of classroom assessment techniques in planning for and
supporting instruction; including performance assessment, rubrics, checklists and projects. (PPG)

10. will keep a Journal where they reflect on various assessment activities and evaluate techniques as they learn them. (PPG)

11. defines the concepts of validity and reliability and describe their role in the construction, selection, interpretation, and use of tests and other evaluation instruments. (HGC, GLC, RE, PPG)

12. constructs classroom tests that measure a variety of intended learning outcomes. (HGC, GLC, RE, PPG)

13. describes how to administer tests properly and to use test results effectively. (HGC, GLC, RE, PPG)

14. interprets test scores. (HGC, GLC, RE, PPG)

15. describes how to construct, select, and use non-test evaluation procedures. (HGC, GLC, RE, PPG)

16. describes the educational accountability movement and the role of testing in educational reform. (HGC, GLC, RE, PPG)

17. discusses current trends and issues in educational measurement. (HGC, GLC, RE, PPG)

Textbook:

Grading Scale
A = 90-100%
B = 80-89%
C = 70-79%
D = 60-70%
F = 0-59%

Pluses and minuses are given withing grade grouping.

Late Assignment Policy
Points earned by late assignments are automatically reduced by 10% per class day. Some assignments may be designated as not being accepted if they are late. In the case of assignments missed due to illness, no reduction of the score will occur IF proper documentation is provided to the professor.

Selected Bibliography


Herman, J.; Aschbacher, P.; and Winters, L. A Practical guide to alternative assessment. ASCD. 1992


**EDTE 424 - Tentative Assignment Sheet**

You will have numerous word-processed assignments for this course. Please follow these guidelines for all assignments (except as otherwise indicated):

At the top left of the first page of each assignment, place:

- Your name
- Course / Term
- Date completed

Center the title of the assignment Include Assignment #

Use 12 point fonts for the body of all text; titles may be larger

Use regular font styles; no bolds or italics except for titles or emphasis

Use upper and lower case; DO NOT USE ALL CAPS, fancy or script fonts; they are difficult to read and are not found in professionally written materials

Margins should be 1" top, bottom and sides

**Double space** the body of your text

"Spelling counts" so be sure to use your word processor's spell checking and grammar checking features; if you don't know how, ask.

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic Title</th>
<th>Notes</th>
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<tbody>
<tr>
<td>#1</td>
<td>Introduction</td>
<td>What do you consider your best and worst Assessment/testing experience while you were a student? How do you feel about your methods of assessment now that you are the teacher? What especially do you wish to learn while taking this class? What are the current trends in assessment that you are aware of? What is the accountability movement? No matter what we do 50% of schools will be below average!</td>
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<tr>
<td></td>
<td>Current Trends</td>
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<td>Accountability</td>
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<td>Supporting Learning</td>
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**Assignment #1:** (Due Day #2) Explore [http://www.ncrel.org/sdrs/areas/as0cont.htm](http://www.ncrel.org/sdrs/areas/as0cont.htm)

Choose 2 current topics and write a 2 page summary of new ideas you encountered.

**In Class Assignment:** Read supplied article on Grading and discuss as directed. *(Heads up – you will be asked to write a philosophy of assessment on day 8)*

**Keep** an electronic journal as outlined in class.

**START** compiling thoughts for your Philosophy of Assessment and Grading. It will include how you will assess and give weight to various aspects of your classes, how you will handle late work, extra credit, failing students and other areas you feel are important. Describe why you think your philosophy, if followed, is fair to all students.

**Reading**

- Read Chpt 1 - p. 1-13
- Read Chpt 2 - p. 14-23
| #2 Quiz - Chpt 1&2 | Achievement, Assessment and Instruction | Relation Between Instruction and Assessment. Assessment in the Instructional Process. – Formative vs Diagnostic vs. Summative. Other Ways Assessment Can Aid Learning. – Motivation, Retention, Instructional effectiveness. Teachers’ Standards for Student Assessment - Major Types of Assessment Methods. - Table 2.1. Guidelines for Effective Student Assessment. Validity and Reliability in Assessment Planning. Norm-Referenced and Criterion-Referenced Assessment. | Assignment #2: (Due Day #3) Choose Learning Unit of Choice - You may choose from any area that you will be teaching. It is not so important what you choose – but that you make a choice and stay with it. It is not to your advantage to keep switching topics. Prepare a list of the main topics you will cover in this unit. This will be the basis for objectives you will be writing – and then the assessment you will prepare. |
| #3 Quiz - Chpt 3a | Instructional Objectives | Instructional Objectives as Learning Outcomes. Using the Taxonomy of Educational Objectives. Relating Objectives to Classroom Instruction. Using Instructional Objectives in Test Preparation. | Assignment #3: Due Day #4) Prepare a set of 10 Instructional Objectives (related to the unit you chose) defined by specific Learning Outcomes (See Chapter 3). The following may be useful: [link](http://www.gsu.edu/~mstmbs/CrsTools/cogverbs.html) [link](http://www.whitestag.org/resources/sb2a2.htm) |
| #4 Quiz - Chpt 3b | Planning for Assessment | Identifying and Defining the Intended Learning Outcomes. Preparing the Test Specifications. Considerations in Constructing Relevant Test Items. General Guidelines for Item Writing. | Assignment #4: (Rough draft due day #5) Prepare a set of test specifications (Chapter 3). May use form of handout. |

Read Chpt 3 - p. 31-40

Read Chpt 3-p. 40-54

Read Chpt 4 - p. 60-82 & Read Chpt 5 - p. 83-99
<table>
<thead>
<tr>
<th>Assignment #5: (Due February ____ at Student Teacher Seminar) Prepare a 30 item test minimum which includes: (NOT from materials included with a textbook)</th>
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<tbody>
<tr>
<td>a.  <strong>Complete</strong> directions for taking the test</td>
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<td>b.  Test items that are appropriate for the specific learning outcomes being measured. Use a <strong>variety</strong> of test item types.</td>
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<td>c.  A scoring key This means submitting a blank testing instrument and one marked with the correct answers, On the scoring key each test item should be <strong>keyed to a specific learning outcome</strong>, i.e., correct answer, learning outcome number)</td>
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<td>d.  A bibliography of books and other source material used in constructing the testing instrument.</td>
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<th>#5 Quiz - Chpt 4-5</th>
<th>Writing Selection Items: Multiple Choice</th>
<th>Nature of Multiple-Choice Items. Uses of Multiple-Choice Items. Rules for Writing Multiple-Choice Items True-False Items. Matching Items. The Interpretive Exercise</th>
<th>Read Chpt 6 - 100 - 115</th>
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<th>#6 Quiz - Chpt 6</th>
<th>Writing Supply Items: Short Answer and Essay</th>
<th>Short-Answer Items. Essay Questions. <strong>MDT - Multi-Digit Testing</strong></th>
<th>Read Chpt. 7 - 116-137 &amp; Read Chpt 8 - p. 139 - 155</th>
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| Assignment #6: Prepare a assessment procedure for determining mastery of content material and a rubric for evaluating mastery. This may be part of the test – or it may be a separate activity. |
| #8 | Portfolio Assessment | Advantages of Using Classroom Portfolios  
Planning for the Use of Portfolios  
Evaluating the Portfolio  
Selecting the Basis for Grading  
Combining Data for Grading  
Guidelines for Effective and Fair Grading  
Reporting to Students and Parents (and community?)  
Read Chpt 11 - p. 183 - 199  
Read Chpt 12 - p. 201-203, and pages 212-end |
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<td>Assignment #7: (Due Day #8) Finish Philosophy of Assessment and Grading. Include in it how you will assess and give weight to various aspects of your classes, how you will handle late work, extra credit, failing students and other areas you feel are important. Describe why you think your philosophy, if followed, is fair to all students.</td>
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| #9 | Interpreting Standardized Achievement Test Scores | Features of Standardized Achievement Test Scores.  
Interpreting Norm-Referenced Scores.  
Percentile Ranks.  
Grade Equivalent Scores.  
Standard Scores.  
Criterion-Referenced Interpretation  
Assignment #8: (Due Jan ____ at Student Teacher Seminar.) Find out from your supervising teacher what achievement test their school gives. Make a copy of a students report with the name blocked out and analyze it as you would as you prepare for a parent-teacher conference. Write a 1-2 page report of your analysis. Include strengths and weaknesses. Don’t just copy the parent summary that some test reports give. Analyze it for yourself. |
| #10 | Final Test | --- |