

# COURSE SYLLABUS

**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
Educational Psychology Program**

**EDRS 630 Educational Assessment (3:3:0)**

**EDRS 620 001**

**Spring 2010**

**1004 West Bldg**

**Thursday, 4:30-7:10 pm.**

**PROFESSOR:** Charles L. Thomas, PhD

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**Other Times arranged by appointment**

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## **COURSE DESCRIPTION:**

**Prerequisites:** EDRS 590 or equivalent experience

### **Course Catalog Description**

**630 Educational Assessments (3:3:0).** *Examines research theory and practice relevant to assessments. Focuses on assessment strategies for students including developing the skills to select, score, and interpret educational assessments.*

## **NATURE OF COURSE DELIVERY:**

A variety of learning approaches will be used to engage students in classroom learning. The primary modes will be small group and whole-class discussions. Mini-lectures will generally open each class period to set the focus for the evening's session, followed by whole-class discussion. While the mini-lectures are relevant to specific chapters in the required textbook, they are not taken exclusively from this source. The final segment of the class period will be devoted to small group work sessions designed to provide hands-on experiences with assessment methods and discussion of current literature on educational assessment.

## **LEARNER OUTCOMES:**

The over-arching framework for the various topics in the course is the use of educational assessment to promote social justice. This focus is reflected in the mini-lectures and in

the course requirements. See **Appendix A** for the list of instructional units, pertinent assignment due dates, and the chapter readings related to each instructional unit.

The goal of the course is to facilitate each student reaching a level high of competence and professional-level understanding of sound classroom assessment practices. The general instructional objective is to facilitate student engagement in learning experiences that will lead to the attainment of the course goal. The conceptual framework that will be used to connect the various topics is the promotion of social justice in United States public school education.

### **PROFESSIONAL STANDARDS:**

The course content and emphasis for reaching the learning objectives are guided by the *Standards for Teacher Competence in Educational Assessment of Students* (AFT, NCME, NEA, 1990) and the *Standards for Competence in Student Assessment* (AASA, NAESP, NASSP, NCME, 1990). The former standards are the culmination of the joint efforts of three major educational organizations: the American Federation of Teachers (AFT), National Council on Measurement in Education (NCME), and the National Education Association (NEA). The latter standards were developed by the American Association of School Administrators (AASA), National Association of Elementary School Principals (NAESP), National Association of Secondary School Principals (NASSP), and the National Council on Measurement in Education (NCME). A summary of the standards are found in appendices D and E. For additional reading related to their development, see *Recommended Readings*.

Those standards deemed to be most relevant to addressing the learning targets for the course are those that state that *students will be skilled in* –

1. Applying basic principles of sound assessment practices for addressing specific educational needs
2. Selecting assessment methods appropriate for instructional decisions
3. Developing assessment methods appropriate for instructional decisions
4. Administering, scoring, and interpreting the results of both externally-produced and teacher-produced assessment instruments
5. Using assessment results in instructional planning, teaching, developing curriculum, and school improvement
6. Using pupil assessment results for valid grading procedures
7. Communicating assessment results to varied stakeholders
8. Recognizing and appropriately acting against the unethical, illegal, and otherwise, inappropriate assessment methods and uses of assessment information.
9. Recognizing the implications of educational assessment for social justice in our public schools.
10. Discerning critical issues related to the role of assessment in public school accountability and high stakes testing

## **REQUIRED TEXT & READINGS:**

McMillan, J. H. (2007). Classroom Assessment. Principles and practices for effective standards-based instruction. 4<sup>th</sup> Edition. Boston: Allyn & Bacon

Nitko, A.J. Using Mental Measurement Yearbook Review and other materials to evaluate a test. Retrieved January 21, 2007 at: <http://www.unl.edu/buros/bimm/html/lesson02.html>

## **Suggested Readings**

Diederich, P. B. (1973). Short-cut statistics for teacher-made tests. Retrieved January 20, 2007 at: <http://www.unl.edu/buros/biaco/pdf/teachermade.pdf>

Nitko, A.J. Using Mental Measurement Yearbook Review and other materials to evaluate a test. Retrieved January 21, 2007 at:  
<http://www.unl.edu/buros/bimm/html/lesson02.html>

Thomas, C.L. (2002). Avaliaoano educacional nos Estados Unidos: um impeto para areforma da Escola Pablica (Educational assessment in the U.S.A.: An impetus for public school reform). In *Associao de Professores de Portuguese (Ed.), Portugue Association de Professores de Professores propostas para o futuro 3*. Lisboa, Portugal: Associao de Professores de Portuguese.

## **Additional Text Resources:**

American Association of School Administrators. (1997). Competency standards in student assessment for educational administrators. Retrieved January 21, 2007 at: <http://www.unl.edu/buros/bimm/html/article4.html>

American Psychological Association. (2002). *Publication manual of the American Psychological Association. (5th Ed.)*. Washington, DC: Author.

American Federation of Teachers, National Council on Measurement in Education & National Education Association. (1990). Standards for teacher competence in educational assessment of students. Retrieved January 21, 2007 at: <http://www.unl.edu/buros/bimm/html/article3.html>

Bloom, B. S. (Ed.). (1956). *Taxonomy of educational objectives, handbook I: Cognitive domain*. New York: McKay

Ennis, R. H. (1987). A taxonomy of critical thinking dispositions and abilities. In J.B.

Baron and J. J. Sternsberg (Eds.) *Teaching thinking skills: Theory and practice*. New York: W. H. Freeman.

Marzano, R. J., Pickering, D., & McTighe, J. (1993). *Assessing student outcomes. Performance assessment using the dimensions of learning model*. Alexandria, VA: Association for Supervision and Curriculum Development.

Nitko, A.J. Using Mental Measurement Yearbook Review and other materials to evaluate a test. Retrieved January 21, 2007 at:  
<http://www.unl.edu/buros/bimm/html/lesson02.html>

Quellmalz, E. S. (1987). Developing reasoning skills. In J.B. Baron and J. J. Sternsberg (Eds.) Teaching thinking skills: Theory and practice. New York: W. H. Freeman.

### **Web-Based Resources**

The primary web-based resource is **Black Board**. Students will be enrolled in Black Board where they will have access handouts associated with the course.

Additional resources are listed in Williamson (2010) as well as the links listed below.

Buros Institute of Mental Measurements (University of Nebraska). Leading source on information on tests published in the United States, including reviews.  
<http://www.unl.edu/buros/>

Center for Research on Evaluations, Standards, and Student Testing (CRESST-UCLA). (A research center that has devoted 36 years in the development of scientifically based evaluation and testing techniques.) Retrieved January 20, 2007 at:  
[www.cse.ucla.edu](http://www.cse.ucla.edu)

Multimedia Educational Resources for Learning and Online Teaching (MERLOT). (A useful site for accessing a number of assessment tools such as scoring rubrics and performance assessment tools.) Retrieved January 20, 2007 at:  
<http://www.merlot.org/merlot/materials.htm?keywords=Rubrics>

Mueller, J. [Authentic Assessment Toolbox](#) (Tutorial). (The Authentic Assessment Toolbox site is a tutorial for learning all about authentic assessment.) Retrieved January 20, 2007 at: <http://www.merlot.org/merlot/viewMaterial.htm?id=>

National Center for Fair and Open Testing (Fair Test) (Cambridge, MA). (A Public interest group that focuses on issues of individual rights, public policy, and legality of assessment.) Retrieved January 20, 2007 at: [www.fairtest.org](http://www.fairtest.org)

Queendom.Com. This site contains one of the biggest collections of Personality tests on the Web. Some are purely for fun, most are of questionable reliability, but it generates a good discussion about whether testing is valid. Retrieved January 20, 2007 at: <http://www.queendom.com/>

### **COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENTS, AND EVALUATION CRITERIA**

Student Products include:

1. **Personal Philosophy Statement (10 %)**. This product includes an initial and amended statement of your beliefs about the role, instructional value and ethics of educational assessment. An initial statement will be written on the

first day of class but not submitted to the instructor. This statement is not viewed to be incorrect, inappropriate, or judged for lack of prior knowledge about educational assessment. It represents where you are at the beginning of the course and prior to study of the many facets of classroom assessment. An re-draft of the statement *will be* handed in midway of study. A final draft will be incorporated into the electronic portfolio (see below). **Interim draft statement due date: April 8.**

2. **Assessment and Social Justice Paper (15%).** This paper is a review of two (2) articles related to some aspect of social justice and one of the topics of study you have found particularly of interest from this perspective. The paper should be no longer than ten (10) pages, double spaced. **Due date: March 18**
3. **Review and Evaluation of a Standardized Assessment Instrument (10%).** A brief paper summarizing your review and evaluation of one standardized test. **Due date: February 25.**
4. **Portfolio of Assessment Tools (40%).** Three mini-assessment instruments reflecting students' skills in preparing selected response, essay, and performance assessments. (40 points)<sup>1</sup> **Due at end of semester as part of the e-portfolio (see below).**
5. **e-Portfolio (30%).** The e-portfolio is an assessment in itself; namely, it provides evidence across the array of products (items 1-4 above) of your unfolding learning of course content, your thoughts on the connections among the various learning activities, and exhibition of your final products. Previously submitted products (with revisions) are exhibited in this portfolio that will be submitted on a CD-RW disk. **Due: May 6**  
**Oral Presentation (5%).** The e-Portfolio will be presented on **Exam Night: May 6**
6. **Oral Presentation (5%).** The e-Portfolio will be presented on **Exam Night: May 6**
7. **Class Participation and Attendance** are essential. These elements of behavior will reflect the professional attitude implied in the course goals and *will account for 5% of the course grade.* If it is necessary to miss a class, you must notify me (preferably in advance) and you are responsible for completing all assignments and readings for the next class.

### **Grading Policy & Relative Weights**

Evaluation of student work will be performance-based and guided by grading rubrics. Quality percentage points are accrued across products and the final letter grade for the

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<sup>1</sup> See Appendix C for guidelines for the development of a *new* assessment instrument.

course is derived from the cumulative percentages based on the table below.

**Table 1. Letter Grade Equivalent for Quality Percentage Points**

<b>Letter Grade</b>	<b>Quality Percentage</b>
A+	98.0-100
A	93.5-97.9
A-	91.5-93.4
B+	89.5-91.4
B	83.5-89.4
B-	80.5-83.4
C+	78.5-80.4
C	75.5-78.4
C-	72.5-75.4
D	< 72.5

**Note:**

- All written assignments must be typed and must follow APA format
- Grading on written work will take into account the following factors: quality of written work, knowledge of content area, and adherence to requirements of assignment. All work will be turned in on the assigned dates. A late assignment is subject to a penalty of 10% of the award for every day that it is overdue

**HONOR CODE:**

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set forth the following code of honor. Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a council of their peers. In the event that the individual is found guilty, he or she will be punished accordingly. For further information, please refer to the University Catalog or Website at [www.gmu.edu](http://www.gmu.edu).

**STATEMENT REGARDING DISABILITIES:**

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS. <http://ods.gmu.edu>

**GMU EMAIL ACCOUNTS**

Students must activate their GMU email accounts to receive important University information, including messages related to this class.

## **OTHER USEFUL CAMPUS RESOURCES:**

- *WRITING CENTER*: A114 Robinson Hall; (703) 993-1200;  
<http://writingcenter.gmu.edu>
- *UNIVERSITY LIBRARIES* “Ask a Librarian”  
<http://library.gmu.edu/mudge/IM/IMRef.html>
- *COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)*: (703) 993-2380;  
<http://caps.gmu.edu>

## **UNIVERSITY POLICIES**

The University Catalog, <http://catalog.gmu.edu>, is the central resource for university policies affecting student, faculty, and staff conduct in university affairs.

## APPENDIX A

- Jan. 21      **Introduction and Orientation to the Course**  
Mini-lecture Topics:
- Assessment, Learning Targets, & Standards: An Introduction to educational assessment and the role of assessment in classroom instruction
  - Classroom Assessment and Social Justice
- Individual Class Work:  
\* Initial draft of your assessment philosophy statement  
Associated Reading: (McMillan (McM), 1) & Thomas article (2002))
- Jan. 28 -      **Measurement Concepts Useful for Classroom Assessments**  
Feb.11      Mini-lecture Topics:
- Review of descriptive statistics (McM 13: 393-400; Diederich, P. B. (1973).)
  - Types of Score Reporting Schemes (McM 13:401-423)
  - Essential features of high-quality assessment methods (McM 3)
  - Survey of Standardized and Standards-Based Assessment Instruments (Handouts) (Nitko, 2007)
- Feb. 18 -      **Assessment, Learning Targets, & Standards**  
Feb. 25      Mini-lecture Topics:
- Links among planning, instruction and evaluation in assessment procedures
  - Anatomy and Usefulness of Learning Targets (McM 2)
  - Assessment for Planning & Ongoing Instruction (McM 4, 5)
  - **Test Review Due, Feb 26**
- Group Discussions: Informal report of tentative content area and learning targets to be used to guide the development of assessment instruments
- Mar 4 -      **Assessment for Basic Knowledge & Understanding**  
Mar 18      Mini-lecture Topic:
- Developing assessments for basic understanding (McM 6)
  - **Social Justice Paper (SJP) due March 19**
- Group Discussions: exchange of drafts of selected response assessments for peer review and discussion.
- Mar 25-      **Preparing Assessments for Higher Understanding and Complex Skills**  
Apr 8      Mini-lecture Topics:
- Tests vs. alternative assessment methods
  - Assessing higher understanding (McM 7)
  - Assessing reasoning and performance skills (McM 8,9)
  - **Interim Assessment Philosophy Statement due April 9**
- Group Discussions: exchange of drafts of essay and performance assessments for peer review and discussion.



- Apr 15 - **Assessing Affective Traits, Dispositions & Special Needs**  
Apr 22 Mini-lecture Topics:
- Assessment of affective traits and dispositions
  - Assessing students with special
- Apr 29 **Grading and Reporting`**  
Mini-lecture Topics:
- Grading and reporting student performance status
  - Trouble-shooting the development of the e-portfolio
- May 6 **● e-Portfolio Due & Oral Presentation**

## APPENDIX B

### Guidelines for Major Products

**Assessment and Social Justice.** Current literature on the role and value of educational assessment is replete with articles discussing such issues as fairness, equity, barriers to advancement (e.g., toward economic independence), etc. Moreover, there are a number of organizations that have emerged over the years due to concerns over the unintended negative consequences of testing for racial, ethnic and language minority children. For example, The National Center for Fair and Open Testing (Fair Test) was established to serve as a social monitor of assessment practices in the public schools as related to equity issues. Many of these issues are discussed within the conceptual framework of *social justice*. In this vein, all of the topics that will be examined during the semester have implications for social justice.

Students will select one of the topics and research the literature on how the selected aspect of assessment is related to some dimension of social justice (e.g., equity, empowerment, expanding opportunity, eliminating bias, closing the achievement gap, etc.). For example, take the issue of valid use of assessment methods. You may link this unit topic with such issues as: “valid use of classroom assessment methods for ... (*English as Second Language students (ESL)*), (*ethnic minority students*), (*improving the self-esteem of ethnic/racial minority students*), etc. The paper will provide a brief summary of two authors’ articles on the topic of choice and reflections of the implications of their perspectives for classroom practice from your point of view. *Both aspects are important elements for the paper.*

The parameters for this requirement are:

- a. One paper drawn from one of the topics listed in the schedule of study (Appendix A)
- b. Paper worth ten (10) points.
- c. Paper to be no longer than ten (10) pages in length.
- d. Double spaced in APA format.
- e. The order of the major sections are
  - i. Brief Introduction of the purposes and types (research, discussion paper, review of the literature, etc.) of articles reviewed
  - ii. Summary of Major Ideas, Arguments, or Findings
  - iii. Your reflections on the articles in terms of their relevance to advancing social justice in American education.
  - iv. References

**Standardized Test Reviews.** You will review and evaluate one standardized assessment instrument. Access to test reviews can be done online via the GMU Library. I recommend that you read the online document by A. J. Nitko (January 21, 2007) found in the “*Recommended Reading*” in preparation for this assignment. Guidelines for this project will be discussed in class and placed in the *Handouts* folder in **Blackboard**.

**Portfolio of Classroom Assessments.** This is a collection of mini-assessment instruments (traditional selected response, essay, and performance assessments you will

devised to demonstrate competence in assessment development. Guidelines for this project will be placed in the *Handouts* folder in **Blackboard**.

**Electronic Portfolio.** Course outcomes are performance-based, requiring students to develop products that give durable evidence of accomplishments in the course. The electronic portfolio is the medium that will be used to capture these outcomes. The electronic portfolio will serve a number of purposes. Namely, it will provide:

1. performance-based evidence of attainment of course objectives
2. evidence of synthesis and reflective learning
3. evidence of competence for future professional assessment practices
4. an important segment for future portfolio development to meet GSE requirements
5. documentation of competencies for employment considerations

The electronic portfolio will be submitted on a CD-RW disk the last class night that is reserved for exams. The portfolio will display the required student products and student-selected work. Copies of most of the required products (see below) will be submitted to the instructor as hard copies earlier in the semester for review and evaluation. These products can be revised for the portfolio. Guidelines for the e-Portfolio will be discussed in class and posted in the *Handouts* folder in **Blackboard**.

## APPENDIX C

### GENERAL GUIDELINES TO WRITTEN ASSIGNMENTS

All course projects should be typed, double-spaced, and include a cover page. In addition, **the text of the papers should be preceded by an abstract of no more than 250 words** that provides a synopsis of the content, such as purpose, procedures, findings and conclusions. In terms of general style, the format provided in the fifth edition of **Publication Manual of the American Psychological Association** (American Psychological Association, 2002) should be followed. The features that should be given close attention are:

! Margins      ! Headings      ! Citations in the Text      ! Reference Page

The *cover page* should include the title of the assignment, the standard course requirement statement, your name, date, and institutional affiliation information.

You should make a copy of your projects before submitting it to the instructor. **In the case of the Applications Project, the instructor will keep the original.** You are welcomed, of course, to make an appointment to see the instructor concerning the evaluation of the project.

## APPENDIX D

### **Standards for Teacher Competence in Educational Assessment of Students**

#### **1. Teachers should be skilled in choosing assessment methods appropriate for instructional decisions.**

Skills in choosing appropriate, useful, administratively convenient, technically adequate, and fair assessment methods are prerequisite to good use of information to support instructional decisions. Teachers need to be well-acquainted with the kinds of information provided by a broad range of assessment alternatives and their strengths and weaknesses. In particular, they should be familiar with criteria for evaluating and selecting assessment methods in light of instructional plans.

Teachers who meet this standard will have the conceptual and application skills that follow. They will be able to use the concepts of assessment error and validity when developing or selecting their approaches to classroom assessment of students. They will understand how valid assessment data can support instructional activities such as providing appropriate feedback to students, diagnosing group and individual learning needs, planning for individualized educational programs, motivating students, and evaluating instructional procedures. They will understand how invalid information can affect instructional decisions about students. They will also be able to use and evaluate assessment options available to them, considering among other things, the cultural, social, economic, and language backgrounds of students. They will be aware that different assessment approaches can be incompatible with certain instructional goals and may impact quite differently on their teaching.

Teachers will know, for each assessment approach they use, its appropriateness for making decisions about their pupils. Moreover, teachers will know of where to find information about and/or reviews of various assessment methods. Assessment options are diverse and include text- and curriculum-embedded questions and tests, standardized criterion-referenced and norm-referenced tests, oral questioning, spontaneous and structured performance assessments, portfolios, exhibitions, demonstrations, rating scales, writing samples, paper-and-pencil tests, seatwork and homework, peer- and self-assessments, student records, observations, questionnaires, interviews, projects, products, and others' opinions.

#### **2. Teachers should be skilled in developing assessment methods appropriate for instructional decisions.**

While teachers often use published or other external assessment tools, the bulk of the assessment information they use for decision-making comes from approaches they create and implement. Indeed, the assessment demands of the classroom go well beyond readily available instruments.

Teachers who meet this standard will have the conceptual and application skills

that follow. Teachers will be skilled in planning the collection of information that facilitates the decisions they will make. They will know and follow appropriate principles for developing and using assessment methods in their teaching, avoiding common pitfalls in student assessment. Such techniques may include several of the options listed at the end of the first standard. The teacher will select the techniques which are appropriate to the intent of the teacher's instruction.

Teachers meeting this standard will also be skilled in using student data to analyze the quality of each assessment technique they use. Since most teachers do not have access to assessment specialists, they must be prepared to do these analyses themselves.

**3. The teacher should be skilled in administering, scoring and interpreting the results of both externally-produced and teacher-produced assessment methods.**

It is not enough that teachers are able to select and develop good assessment methods; they must also be able to apply them properly. Teachers should be skilled in administering, scoring, and interpreting results from diverse assessment methods.

Teachers who meet this standard will have the conceptual and application skills that follow. They will be skilled in interpreting informal and formal teacher-produced assessment results, including pupils' performances in class and on homework assignments. Teachers will be able to use guides for scoring essay questions and projects, stencils for scoring response-choice questions, and scales for rating performance assessments. They will be able to use these in ways that produce consistent results.

Teachers will be able to administer standardized achievement tests and be able to interpret the commonly reported scores: percentile ranks, percentile band scores, standard scores, and grade equivalents. They will have a conceptual understanding of the summary indexes commonly reported with assessment results: measures of central tendency, dispersion, relationships, reliability, and errors of measurement.

Teachers will be able to apply these concepts of score and summary indices in ways that enhance their use of the assessments that they develop. They will be able to analyze assessment results to identify pupils' strengths and errors. If they get inconsistent results, they will seek other explanations for the discrepancy or other data to attempt to resolve the uncertainty before arriving at a decision. They will be able to use assessment methods in ways that encourage students' educational development and that do not inappropriately increase students' anxiety levels.

**4. Teachers should be skilled in using assessment results when making decisions about individual students, planning teaching, developing curriculum, and school improvement.**

Assessment results are used to make educational decisions at several levels: in the classroom about students, in the community about a school and a school district, and in society, generally, about the purposes and outcomes of the educational enterprise. Teachers play a vital role when participating in decision-making at each of these levels and must be able to use assessment results effectively.

Teachers who meet this standard will have the conceptual and application skills that follow. They will be able to use accumulated assessment information to organize a sound instructional plan for facilitating students' educational development. When using assessment results to plan and/or evaluate instruction and curriculum, teachers will interpret the results correctly and avoid common misinterpretations, such as basing decisions on scores that lack curriculum validity. They will be informed about the results of local, regional, state, and national assessments and about their appropriate use for pupil, classroom, school, district, state, and national educational improvement.

### **5. Teachers should be skilled in developing valid pupil grading procedures which use pupil assessments.**

Grading students is an important part of professional practice for teachers. Grading is defined as indicating both a student's level of performance and a teacher's valuing of that performance. The principles for using assessments to obtain valid grades are known and teachers should employ them.

Teachers who meet this standard will have the conceptual and application skills that follow. They will be able to devise, implement, and explain a procedure for developing grades composed of marks from various assignments, projects, inclass activities, quizzes, tests, and/or other assessments that they may use. Teachers will understand and be able to articulate why the grades they assign are rational, justified, and fair, acknowledging that such grades reflect their preferences and judgments. Teachers will be able to recognize and to avoid faulty grading procedures such as using grades as punishment. They will be able to evaluate and to modify their grading procedures in order to improve the validity of the interpretations made from them about students' attainments.

### **6. Teachers should be skilled in communicating assessment results to students, parents, other lay audiences, and other educators.**

Teachers must routinely report assessment results to students and to parents or guardians. In addition, they are frequently asked to report or to discuss assessment results with other educators and with diverse lay audiences. If the results are not communicated effectively, they may be misused or not used. To communicate effectively with others on matters of student assessment, teachers must be able to use assessment terminology appropriately and must be able to articulate the meaning, limitations, and implications of assessment results. Furthermore, teachers will sometimes be in a position that will require them to defend their own assessment procedures and their interpretations of them. At other times, teachers may need to help the public to interpret assessment results appropriately.

Teachers who meet this standard will have the conceptual and application skills that follow. Teachers will understand and be able to give appropriate explanations of how the interpretation of student assessments must be moderated by the student's socio-economic, cultural, language, and other background factors. Teachers will be able to explain that assessment results do not imply that such background factors limit a student's ultimate educational development. They will be able to communicate to students and to their parents or guardians how they may assess the student's educational progress. Teachers will understand and be able to explain the importance of taking measurement errors into account when using assessments to make decisions about individual students. Teachers will be able to explain the limitations of different informal and formal assessment methods. They will be able to explain printed reports of the results of pupil assessments at the classroom, school district, state, and national levels.

**7. Teachers should be skilled in recognizing unethical, illegal, and otherwise inappropriate assessment methods and uses of assessment information.**

Fairness, the rights of all concerned, and professional ethical behavior must undergird all student assessment activities, from the initial planning for and gathering of information to the interpretation, use, and communication of the results. Teachers must be well-versed in their own ethical and legal responsibilities in assessment. In addition, they should also attempt to have the inappropriate assessment practices of others discontinued whenever they are encountered. Teachers should also participate with the wider educational community in defining the limits of appropriate professional behavior in assessment.

Teachers who meet this standard will have the conceptual and application skills that follow. They will know those laws and case decisions which affect their classroom, school district, and state assessment practices. Teachers will be aware that various assessment procedures can be misused or overused resulting in harmful consequences such as embarrassing students, violating a student's right to confidentiality, and inappropriately using students' standardized achievement test scores to measure teaching effectiveness.



## APPENDIX E

### Synthesis of Competency Standards in Student Assessment for Educational Administrators

#### Competencies associated with *assisting teachers*:

- 1. Have a working level of competence in the *Standards for Teacher Competence in Educational Assessment of Students*.
- 2. Know the appropriate and useful mechanics of constructing various assessments.

#### Competencies associated with *providing leadership in developing and implementing assessment policies*:

- 3. Understand and be able to apply basic measurement principles to assessments conducted in school settings.
- 4. Understand the purposes (e.g., description, diagnosis, placement) of different kinds of assessment (e.g., achievement, aptitude, attitude) and the appropriate assessment strategies to obtain the assessment data needed for the intended purpose.
- 5. Understand the need for clear and consistent building- and district-level policies on student assessment.

#### Competencies needed in using assessments in *making decisions and in communicating assessment results*:

- 6. Understand and express technical assessment concepts and terminology to others in nontechnical but correct ways.
- 7. Understand and follow ethical and technical guidelines for assessment.
- 8. Reconcile conflicting assessment results appropriately.
- 9. Recognize the importance, appropriateness, and complexity of interpreting assessment results in light of students' linguistic and cultural backgrounds and other out-of-school factors in light of making accommodations for individual differences, including disabilities, to help ensure the validity of assessment results for all students.
- 10. Ensure the assessment and information technology are employed appropriately to conduct student assessment.
- 11. Use available technology appropriately to integrate assessment results and other student data to facilitate students' learning, instruction, and performance.
- 12. Judge the quality of an assessment strategy or program used for decision making within their jurisdiction.

## APPENDIX F

### Important Dates (Modified from GMU, January 11, 2010)

*Dates listed on this page are for full semester courses only.*

<i>Event</i>	<i>Date</i>
Martin Luther King Day (no classes)	Mon Jan 18
<b>First day of classes; last day to submit Domicile Reclassification Application; Payment Due Date</b>	Tues Jan 19
Last day to drop with no tuition penalty	Tues Feb 2
<b>Last day to add classes—all individualized section forms due</b>	Tues Feb 2
Last day to drop with a 33% tuition penalty	Feb 9
Last day to drop with a 67% tuition penalty	Feb 19
<b>Last day to drop</b>	Fri Feb 19
Selective Withdrawal Period (undergraduate students only)	Mon Feb 22 - Fri Mar 26
Spring Break (Saturday classes meet Mar 7)	Mon Mar 8 - Sun Mar 14
<b>Incomplete work from fall 2009 due to instructor</b>	Mar 26
<b>Incomplete grade changes from fall 2009 due to registrar</b>	Apr 2
Last day of classes	Mon May 3
<b>Reading Days</b>	Tue May 4
<b>Exam Period</b> (beginning at 7:30 a.m. on Wednesday, May 5)	Wed May 5 - Wed May 12
Degree Conferral Date	May 15, 2010