George Mason University
Graduate School of Education

COURSE SYLLABUS

EDRS 630 Educational Assessment

Spring 2011

Instructor:	**Charles L. Thomas, PhD**
Class Day & Time:	**Wednesday, 4:30 – 7:10 pm**
Location:	**103 Robinson B**
Office:	**2006 West Bldg**
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Office Hours:	**Wed, 3:00-4:00 & Thu., 4:00-5:00 pm**
	Other Times arranged by appointment

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.*

Specific Course Description
EDRS 630 is a graduate introductory course in educational assessment which ……

Prerequisite: None

Course Goal

The goal of the course is to facilitate each student reaching a level high of competence and professional-level understanding of assessment practices used in educational settings. The general instructional objective is to facilitate student engagement in learning experiences that will lead to the attainment of the course goal. Social justice and equity throughout the process of schooling represents the conceptual framework for course content.

Student Outcomes & Relationship to Professional Standards

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) guide the course content and emphasis for reaching the learning objectives.   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 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) developed the latter standards. Appendices D and E summarize the standards. For additional reading related to their development, see *Recommended Readings*.

Those standards deemed most relevant to addressing the learning targets for the course are those that state that *students will have the knowledge, skill and disposition to:*

1. Apply basic principles of sound assessment practices for addressing specific educational needs
2. Select assessment methods appropriate for instructional decisions
3. Develop assessment methods appropriate for instructional decisions
4. Administer, score, and interpret the results of both externally-produced and teacher-produced assessment instruments
5. Use assessment results in instructional planning, teaching, developing curriculum, and school improvement
6. Communicate assessment results to varied stakeholders
7. Recognize and appropriately act against the unethical, illegal, and otherwise, inappropriate assessment methods and uses of assessment information.
8. Recognize the implications of educational assessment for social justice in our public schools.
9. Discern critical issues related to the role of assessment in public school accountability and high stakes testing

RELATIONSHIP BETWEEN PROGRAM GOALS AND PROFESSIONAL ORGANIZATIONS

The program goals are consistent with areas of expertise associated with the following learner-centered psychological principles (APA Division 15) outlined by the American Psychological Association Presidential Task Force in Education.

- Principle 1: The Nature of Learning Process
- Principle 2: Goals of the Learning Process
- Principle 3: Construction of Knowledge
- Principle 4: Strategic Thinking

- Principle 5: Thinking about Thinking
- Principle 6: Context of Learning
- Principle 13: Learning and Diversity

Please see:

American Psychological Association (1997). Learner-Centered Psychological
Principles*: Guidelines for the Teaching of Educational Psychology in Teacher
Education Programs*.
Retrieved October 14, 2002 from http://www.apa.org

Nature of Course Delivery

Learning Experiences

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.

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

Associated Learning Resources

Required Textbooks

Salvia, J., Ysseldyke. J. E. & Bolt, S. (2010).   **Assessment: In special and inclusive
education. 11th Edition.** Boston: Wadsworth. e-t ext: ISBN-10 1-4390-
2537-1 Print: ISBN-10 0-547-13437-1

Required Readings

Cumming, J. J. (2008). **Legal and educational perspectives of equity in assessment**
Assessment in Education: Principles, Policy & Practice, 15 (2), 123-135.

Nitko, A.J. (2007). 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

Kirpes, A. L. & Price, C. (2009). Demystifying assessments: Understanding the test
development process in large-scale assessments. *Edge*, January/February, 4 (3),
3- 19.

Southwest Regional Development Laboratory. Reading assessment database-overview. Retrieved January 13, 2011 at http://www.sedl.org/reading/rad/.

Wren, S. (2001). *The cognitive foundations of learning to read: A framework. Austin, TX.* Southwest Educational Development Laboratory. [On Blackboard]

Wren, S. (). Methods of assessing cognitive aspects of early reading development. Retrieved January 13, 2011 at: The Southwest Educational Development Laboratory • www.sedl.org

Barbara S. Plake, B. S., Buckendahl C. W. & Impara, J. C. (2004). **Classroom-based assessment system for science: A model.** Washington, DC: National Academy of Sciences. [On Blackboard]

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). Avalioano 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-Based 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 platform for web-based resources is **Black Board** where students have access to handouts and web links associated with the course.

<u>Use of Assessment Case Studies</u>

O'Neill, G., Huntley-Moore, S., Race, P. Case studies of good practices in assessment in student learning in higher education. AISHE Readings 2007: Number 1. Retrieved January 11, 2011 at: http://www.aishe.org/readings/2007-1/aishe-readings-2007-1.html.

Oxford Brookes University. Assessment under pressure-14 innovative case studies. Oxford Centre for Staff and Learning Development. Retrieved January 11, 2011 at: http://www.brookes.ac.uk/services/ocsd/2_learntch/aup14pr.html#08

Teams Educational Resources. Case studies. Retrieved January 11, 2011 at http://teams.lacoe.edu/reading/cases/cases.html.

Teacher Vision. Assessment accommodations: Case studies. Retrieved January 11, 2011 at: http://www.teachervision.fen.com/teaching-methods/educational-testing/4133.html.

<u>Additional Web-based Resources</u>

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

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

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

TeacherVision**.** Assessment accommodation. Index of type of assessment
accommodation. Access January 12, 2011 at:
http://www.teachervision.fen.com/teaching-methods/educational-testing/4170.html.

Course Requirements

1. **Personal Philosophy Statement (10 %)**. This product includes an initial,
   amended, and final statement of your beliefs about the role, instructional value
   and ethics of educational assessment. Students will write an initial statement
   on the first day of class but will not submit it to the instructor. Students will
   submit a**n amended version instructor on April 6 for initial credit (S or U-
   resubmit).   A final statement is due at the end of the semester**. 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 prior to study of the many facets of classroom
   assessment, and subsequent growth throughout the semester. There are no
   length specifications, but generally, approximately 2-3 pages long have been
   the modal length for concisely written statements in the past.

2. **Assessment and Social Justice (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 5-6 pages, double-spaced. **Due date**: **Feb. 16**

3. **Case Studies (60%).** Four case studies related to some aspect of educational
   assessment are required. Each case study is worth 15%. Students can access
   guidelines for the case studies on Blackboard. An assessment report involving
   the actual administration of assessments in an educational assessment may be
   substituted for two (2) of the case studies. The assessment report therefore
   would represent 30% of the total course grade. See the Class Schedule
   (Appendix A) for submission dates.

4. **E-Portfolio (10%).** The e-portfolio is an assessment in itself; namely, it
   provides evidence across the array of products (e.g., items 1-3 above) of your
   unfolding learning of course content, your thoughts on the connections among
   the various learning activities, and exhibition of your final products. The
   e-portfolio exhibits previously submitted products as well as any learning
   products deemed to be important for telling the story of learning. Submit the
   portfolios on a CD-RW disk. **Due**: **May 11**

5. **Oral Presentation (5%).** The e-Portfolio will be presented on **Exam Night:
   May 11**

Class Participation and Attendance is 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.

Evaluation and Grading Policies

Evaluation of student work will be performance-based and guided by grading rubrics. Final letter grades are based on the cumulative percentages shown in the table below.

Table 1. Letter Grade Equivalent for Quality Percentage Points

Letter Grade	Quality Percentage
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 must 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

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].

- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].

- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

APPENDIX A

EDRS 630. EDUCATIONAL ASSESSMENT CLASS SCHEDULE OF COURSE TOPICS AND ASSIGNMENTS: SPRING 2011

DATES	TOPICS	ASSIGNMENTS
Jan 26	**Introduction and Orientation to the Course** • Purpose and Context of Educational Assessment (1, 2) • Educational Assessment and Social Justice	**Independent Assignments & in Class Activities** * Initial draft of your assessment philosophy statement • Self Assessment **Read:** Cumming (2008)
Feb 2	**Quantitative Assessment Indices: Assumptions, Meaning, & Adequacy** • Tests, Test Scores, & Interpretations (3)Technical Adequacy (4)	**Read:** Kirpes and Price (2009).
Feb 9	• Test Adaptations and Accommodations in the Service of Validity and Social Justice (5)	
Feb 16	**Assessment in the Classroom** • Use of Observations • Teacher-made tests (6. 7)	• **Social Justice Paper Due**
Feb 23	• Teacher-made tests (con't) • Managing Classroom Assessment (8)	• **Case Study 1**: Teacher Informal Assessment Practices **Due**
Mar 2	**Formal Measures in Educational Assessment** • Use of Multiple-Skill Measures (10) • Diagnostic Reading Measures (11)	**Read:** • Nitko (2007) • Southwest Regional Development Laboratory (2011). • Wren (2001, 2011)
Mar 9	• Diagnostic Mathematics Measures (12) • Measures of Oral and Written Language (13)	**Read:** • Plake et al (2004)
Mar 23	• Measures of Intelligence :Theories, Constructs and Categories(14; pp 240-250))	**Case Study 2:** Description of a Formal District-Level Assessment Program **Due**
Mar 30	• Measures of Intelligence: Assessment Approaches (14, 250-269)	
April 6	• Measures of Perceptual and Perceptual-Motor Skills (15) • Measures of Social and Emotional Behavior (16)	• Amended Draft of Assessment philosophy Due
April 13	• Measures of Adaptive Behavior (17) • Measures on Infants, Toddlers and Preschoolers (18: Independent Rdg)	**Case Study 3**: General or Pre-Referral Assessment Practice **Due**
April 20	**Using Assessment Results to Make Educational Decisions** • Making Instructional Decisions (20)	
April 27	• Making Accountability Decisions (22)	
May 4	• Communicating Assessment Information (22) • Communicating Assessment Information	
May 11 May 18	e-Portfolio Presentation and Submission	• **Case Study 4**: (Case Study: Special Ed Referral Practice and Assessment Team Leaders) **Due** • Final Statement of Assessment Philosophy **Due**

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, a number of organizations have emerged over the years prompted by concerns over the unintended negative consequences of testing. Much of their focus has been on the potential impact on racial, ethnic and language minority children. For example, The National Center for Fair and Open Testing (Fair Test) began as a social monitor of assessment practices in the public schools as related to equity issues. Many of these issues reflect issues within the conceptual framework of *social justice*. In this vein, all of the topics have implications for social justice.

Students will select one of the topics of study from the textbook and research the literature for its relevance to f 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 should be no longer than six 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 relative to advancing social justice in American education.
       iv. References

Assessment Case Studies
An assessment case study is a descriptive narrative of the use o use of assessment to
address a specified problem or educational objective for a given individual or educational
program. **Guidelines** t**o be posted on 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
assessment medium to capture these outcomes. The electronic portfolio 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

<u>Overview</u>
The initial e-product should be an overview of the e-portfolio content giving a description
of the exhibits *accompanied by hyperlink*s for the reader.
<u>Exhibits</u>
The e-portfolio should display the major products (assessment philosophy, social justice,
cases studies) each accompanied by:
  1. description of the exhibit
  2. reflections on its relevance to personal growth in the understanding
     educational assessment

 <u>Overall Self-Assessment</u>
The final e-product is a reflection on the student's assessment of overall growth in
understanding educational assessment. The narrative should begin with a self-assessment
of how the student's view of educational assessment has changed over the course of the
semester *as evident in the final philosophy of educational assessment statement.* The
overall self-assessment should emphasize the *connections* among the various learning
products and activities and their contribution to overall understanding of educational
assessment.

Please submit the electronic portfolio on a CD-RW disk on the final exam night.   We
will discuss the e-Portfolio in detail in class and the Guidelines 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. Include an abstract (250 works maximum) that provides a synopsis of the content, such as purpose, procedures, findings and conclusions. In terms of general style, the format provided in the sixth edition of **Publication Manual of the American Psychological Association** (American Psychological Association, 2010) should be followed. Students should pay close attention to:

■ Margins ■Headings/Subheadings ■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 then to the instructor. In most cases, the projects will be submitted through Blackboard on designated due dates.

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 affect 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.

Important Dates

Dates listed on this page are for full semester courses only. For add/drop deadlines for courses that meet less than a full semester, see Non-standard Sections Dates.

January 1 Day of Week	*Friday*
Martin Luther King Day (no classes)	Mon Jan 17
Last Day Waitlist Overrides issued (full semester classes)	Thu Jan 20
First day of classes; last day to submit Domicile Reclassification Application; Payment Due Date; full semester waitlists removed	Mon Jan 24
Last day to drop with no tuition penalty	Tues Feb 8
Last day to add classes—all individualized section forms due	Tues Feb 8
Last day to drop with a 33% tuition penalty	Tues Feb 15
Last day to drop with a 67% tuition penalty	Fri Feb 25
Last day to drop	Fri Feb 25
Immunization Record Deadline	Tue Mar 1
Midterm progress reporting period (100-200 level classes)—grades available via Patriot Web	Mon Feb 21 - Fri Mar 25
Selective Withdrawal Period (undergraduate students only)	Fri Feb 28 - Fri Apr 1
Spring Break (Saturday classes meet Mar 6)	Mon Mar 14 - Sun Mar 20
Incomplete work from fall 2010 due to instructor**	Fri Apr 1
Incomplete grade changes from fall 2010 due to registrar**	Fri Apr 8
Dissertation/Thesis Deadline**	Fri May 6
Last day of classes	Sat May 7
Reading Days	Mon May 9 & Tue May 10
Exam Period (beginning at 7:30 a.m. on Wed May 11)	Wed May 11 - Wed May 18
Commencement and Degree Conferral Date	May 21, 2011