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**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
GRADUATE SCHOOL OF EDUCATION  
EDUCATIONAL PSYCHOLOGY PROGRAM**

**EDRS 630-17342: Educational Assessment  
3 Credits, Spring 2014**

**Dates:** January 21, 2014 to May 13, 2014

**Meeting Days/Time:** Tuesdays, 7:20-10:00

**Location:** Thompson Hall L018

**PROFESSOR:**

Lori C. Bland, Ph.D., Associate Professor

Assessment, Evaluation, and Data-Driven Decision-Making

**Office phone:** 703-993-5047

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**COURSE DESCRIPTION:**

**A. Prerequisites/Corequisites:** None

**B. University Catalog Course Description:** Examines research theory and practice relevant to assessments. Focuses on assessment strategies for students including developing skills to select, score, and interpret educational assessments.

**C. Expanded Course Description:** The course will inform participants of the important role of assessment in the context of current school reform initiatives and how data derived from the assessments can be used to inform policy at the federal, state and local levels and practice at the school, classroom, or individual level. A variety of learning approaches will be used to engage students in classroom learning. The course will utilize a problem-based learning focus, supplemented with discussion, mini-lectures, in-class assignments and product development. Participants will have the opportunity to work in groups or individually. Mini-lectures work in tandem with the required readings; they are not taken exclusively from these sources. Small group discussions and practice work sessions will provide hands-on experience to develop deep understanding of assessment strategies.

## **LEARNER OUTCOMES:**

The learner outcomes listed below are linked to professional standards. The goal of this course is to facilitate each participant reaching a high level of competence and professional level understanding of assessment practices used in educational settings. The course will improve participants' understanding, skills, and dispositions related to ensuring the measures they develop adhere to professional standards. As a result of this course, participants will be able to:

- Understand and explain the cognitive bases for learning and their connections to various forms of assessments of learning.
- Understand the nature, purposes for, and uses of different types of assessments and be able to select and administer the appropriate assessment for the intended purpose.
- Understand the conceptual framework underlying classroom, school, or system level assessment data, and use the framework to design assessments and scoring methods that will allow stakeholders to draw valid inferences from the assessment data.
- Understand how to administer, score, and interpret various types of assessment results, such as teacher-made or externally-produced and criterion-referenced, standards-referenced, or norm-referenced, assessments.
- Use evidence from multiple sources of data to make valid inferences.
- Explain scores, results, data, and analysis of various types of assessments to stakeholder groups.
- Use various types of assessment data to make appropriate decisions related to instructional planning, teaching, developing curriculum, educational programs, and/or school improvement.
- Understand concepts related to validity, reliability, fairness, ethical use, social justice and other basic principles of sound assessment and apply to practice in development and use and also by addressing misconceptions and misapplications of the concepts when employed by others.
- Identify critical issues, trends, and best practice derived from research related to the role of the design of assessments for accountability.
- Explain the relationship between learning, testing, and issues of social justice.

## **PROFESSIONAL STANDARDS**

Learner outcomes are consistent with the Educational Psychology Program standards:

- Educators will demonstrate an understanding of principles and theories of learning, cognition, motivation, and development as they apply to a wide variety of contemporary assessment contexts.
- Educators will use their knowledge, skills, and dispositions to apply principles and theories of learning, cognition, motivation, and development to analyze and develop instruction based on sound assessment principles.
- Educators will demonstrate an understanding of the basic concepts, principles, techniques, approaches, and ethical issues involved in educational assessment.

- Educators will use their knowledge of quantitative and qualitative research methodology to develop education assessment methods for continuing improvement of student learning.

The student outcomes are also informed by the Standards for Teacher Competence in Educational Assessment of Students (AFT, NCME, NEA, 1990), the Standards for Competence in Student Assessment (AASA, NAESP, NASSP, NCME, 1990), the Standards for Educational and Psychological Testing (AERA, NCME, & APA, 1999), and the InTASC Model Core Teaching Standards (CCSSO, 2011).

Those standards most relevant to address the learning targets for the course are those that state that *educators will have the knowledge, skills and dispositions to:*

- Apply basic principles of sound assessment practices for addressing specific educational needs.
- Distinguish between the nature and uses for norm-referenced and criterion-referenced tests.
- Select assessment methods appropriate for instructional decisions.
- Develop assessment methods appropriate for instructional decisions.
- Administer, score, and interpret the results of both externally-produced and teacher-produced assessment instruments.
- Use assessment results in instructional planning, teaching, developing curriculum, and school improvement.
- Communicate assessment results to varied stakeholders.
- Recognize and appropriately act against unethical, illegal, and otherwise, appropriate assessment methods and uses of assessment information.
- Recognize the implications of educational assessments for social justice in schools.
- Discern critical issues related to the role of the design of assessments for school accountability and high stakes testing.
- Gather evidence from multiple sources of data to draw valid inferences about student learning.

### **REQUIRED TEXTS:**

American Educational Research Association (AERA), American Psychological Association, & National Council on Measurement in Education. (1999). *Standards for educational and psychological testing*. Washington, DC: AERA.

American Psychological Association. (2009). *Publication manual of the American Psychological Association*. (6th ed.). Washington, DC: Author.

Nitko, A. J., & Brookhart, S. M. (2011). *Educational assessment of students*. (6th ed.). Boston: Pearson.

## REQUIRED READINGS:

Readings can be found on the indicated website, Blackboard, or will be distributed by the instructor in class.

American Association of School Administrators. (1997). *Competency standards in student assessment for educational administrators*. Retrieved from:

<http://buos.org/competency-standards-student-assessment-educational-administrators>

American Federation of Teachers, National Council on Measurement in Education & National Education Association. (1990). *Standards for teacher competence in educational assessment of students*. Retrieved from: <http://buos.org/standards-teacher-competence-educational-assessment-students>

Barton, P. E., & Coley, R. J. (2009). *Parsing the Achievement Gap II*. Princeton, NJ: Educational Testing Service. Retrieved from:

<http://www.ets.org/Media/Research/pdf/PICPARSINGII.pdf>

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

Jordan, W. J. (2010). Defining equity: Multiple perspectives to analyze the performance of the diverse learner. *Review of Research in Education*, 34(1), 142-178. doi: 10.3102/0091732X09352898

Luke, A., Green, J., & Kelly, G. J. (2010). What Counts as Evidence and Equity? *Review of Research in Education*, 34(1), vii-xvi. doi:10.3102/0091732X09359038

National Research Council. (2010). *State Assessment Systems: Exploring Best Practices and Innovations: Summary of Two Workshops*. Alexandra Beatty, Rapporteur. *Committee on Best Practices for State Assessment Systems: Improving Assessment While Revisiting Standards*. Center for Education, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.

Policy Analysis for California Education and Rennie Center for Education Research & Policy. (May 2011). *The Road Ahead for State Assessments*. MA: Rennie Center for Education Research & Policy. Retrieved from: <http://edpolicyinca.org/publications/road-ahead-state-assessments>

Quellmalz, E., Silberglitt, M., & Timms, M. (2011). *How Can Simulations Be Components of Balanced State Science Assessment Systems?* San Francisco, CA: WestEd. Retrieved January from: <http://simscientist.org/downloads/SimScientistsPolicyBrief.pdf>

Rudner, Lawrence M. (1994). Questions to ask when evaluating tests. *Practical Assessment, Research & Evaluation*, 4(2).

Stiggins, R. (2008). Assessment For learning. The achievement gap and truly effective schools. Portland: ETS Assessment Training Institute. Retrieved from:  
[http://www.ets.org/Media/Conferences\\_and\\_Events/pdf/stiggins.pdf](http://www.ets.org/Media/Conferences_and_Events/pdf/stiggins.pdf)

Virginia Department of Education. (April 28, 2011). *Board of Education Agenda Item*. Richmond, VA: Author. Retrieved from:  
[http://www.doe.virginia.gov/boe/meetings/2011/04\\_apr/agenda\\_items/item\\_1.pdf](http://www.doe.virginia.gov/boe/meetings/2011/04_apr/agenda_items/item_1.pdf)

Xiang, Y., Dahlin, M., Cronin, J., Theaker, R., & Durant, S. (2011, September). *Do high flyers maintain their altitude? Performance trends of top students*. Washington, DC: Thomas Fordham Institute. Retrieved from: <http://www.edexcellence.net/publications/high-flyers.html>

## WEBSITE RESOURCES

Assessment Basics

<http://www.ctb.com/ctb.com/control/assessmentBasicsTabAction?p=underAssess>

Assessment Training Institute (ATI)

<http://ati.pearson.com/about-ati/index.html>

Buros Center for Testing, including the Mental Measurements Yearbook

<http://www.unl.edu/buros/>

Center for Assessment and Research Studies (CARS)

<http://www.jmu.edu/assessment/resources/Overview.htm>

Council of Chief State School Officers (CCSSO)

[http://www.ccsso.org/Resources/Digital\\_Resources/Toolkit\\_for\\_Evaluating\\_Alignment\\_of\\_Instrunctional\\_and\\_Assessment\\_Materials\\_.html](http://www.ccsso.org/Resources/Digital_Resources/Toolkit_for_Evaluating_Alignment_of_Instrunctional_and_Assessment_Materials_.html)

Multimedia Educational Resources for Learning and Online Teaching (MERLOT)

<http://www.merlot.org/merlot/materials.htm?keywords=Rubrics>

National Center for Fair and Open Testing (Fair Test)

[www.fairtest.org](http://www.fairtest.org)

National Center for Education Statistics

<http://nces.ed.gov>

National Research Center on Evaluation, Standards, and Student Testing (CRESST),

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

Southwest Regional Development Laboratory. *Reading assessment database.*

<http://www.sedl.org/reading/rad/>.

TeacherVision

<http://www.teachervision.fen.com/teaching-methods/educational-testing/4170.html>.

Thomas B. Fordham Institute

<http://www.edexcellence.net/publications/?issuestopics=standards-testing-accountability>

Virginia Department of Education

<http://www.doe.virginia.gov/testing/index.shtml>

WestEd

[http://www.wested.org/area\\_of\\_work/standards-assessment-accountability/](http://www.wested.org/area_of_work/standards-assessment-accountability/)

Wisconsin Center for Education Research

<http://www.wcer.wisc.edu/>

## **COURSE ASSIGNMENTS AND EXAMINATIONS:**

### **A. Assignments:**

#### **1. Class participation (10 points)**

Because of the importance of lecture and class discussions to students' learning experience, I expect each student to come to class on time and participate in class discussions. Additionally, assigned readings are to be completed before class. Attendance, punctuality, preparation, and active contribution to small and large group discussions and individual, small, or large group activities are essential. All in class assignments are to be completed by the end of class, or by the start of the next class period. These elements of your behavior will reflect the professional dispositions implied in the course goals and will account for 10% of your course grade. Students who miss a class must notify the instructor (preferably in advance) and are responsible for completing all assignments and readings for the next class.

**2. Classwork/Homework (10 points)**

- a. Throughout the class, assessment problems will be posed for students to complete in class, or for homework if not completed in class.
- b. The purpose for these assignments is to acquaint students with current issues in educational assessment, to provide students with opportunities to think through potential solutions, and to provide students with the opportunity to develop a creative solution that may be linked to further development through the other assignments.
- c. The directions for each problem are posted to Blackboard, including choices in the problem and criteria related to further development for each problem.

**3. Social Justice and Educational Assessment Reflection (10 points)**

- a. The purpose for this assignment is to examine the role of social justice within educational assessment.
- b. The directions for this assignment are posted to Blackboard.
- c. Student choices in assignment:
  - i. Work individually or in a group, reporting out authorship in assignment development.
  - ii. Mode of material delivery, such as presentation, poster, paper, etc.
  - iii. Students must notify the instructor of decisions about the choices in class the week before the assignment is due.

**4. Case Study of an Assessment System (10 points)**

- a. The purpose for this assignment is to study an assessment system.
- b. The directions for this assignment are posted to Blackboard.
- c. Student choices in assignment:
  - i. Work individually or in a group, reporting out authorship in assignment development.
  - ii. Mode of material delivery, such as presentation, poster, paper, etc.
  - iii. Level of case study: local, state, national or international level.
  - iv. Students must notify the instructor of decisions about the choices in class the week before the assignment is due.

**5. Assessment Paper (20 points)**

- a. The purpose for this assignment is to identify an assessment problem that you will solve with a new assessment that you develop in the **Assessment Development Project (#6)**.
- b. The directions for the overall assignment with student choices about assessment content are posted to Blackboard.
- c. You may use previous class work as the **basis** for this paper with instructor approval (previous work in this class, previous work in 531, or previous work in 592).
- d. This assignment is the selected performance based assessment for this course; however, there is no TaskStream requirement at this time.

**6. Assessment Development Project (140 points)**

- a. The purpose for this assignment is to understand and complete a test development cycle for an educational assessment in order to understand how to integrate all of the components of educational assessment (testing, administration, reporting, and using the results to make data-driven decisions).
- b. The directions for the overall assignment with student choices about assessment content are posted to Blackboard.
- c. There are 5 main parts to this assignment: *Assessment Description, Assessment Plan, Test Development, Quality Control, and Final Products*. In order to receive credit for this assignment, all parts must be completed, else an incomplete will be assigned for this Project.
- d. Each of the 5 main parts (*Assessment Description, Assessment Plan, Test Development, Quality Control, and Final Products*) has sub-parts. In order to receive credit for this assignment, all sub-parts must be completed, else an incomplete will be assigned for this Project.
- e. Specific directions for each part/sub-part of the assignment are posted to Blackboard.
- f. Parts/subparts and weighting for each part/subpart follow in “B: Assignment Examination Weighting”.



## B. Assignment Examination Weighting

Major Assignment	Assignment Parts	Points	Percent
<b>Class Participation and Attendance</b>		<b>10</b>	<b>5%</b>
<b>Classwork/Homework</b>		<b>10</b>	<b>5%</b>
<b>Social Justice Reflection</b>		<b>10</b>	<b>5%</b>
<b>Case Study</b>		<b>10</b>	<b>5%</b>
<b>Assessment Paper (Selected PBA)</b>		<b>20</b>	<b>10%</b>
<b>Assessment Development Project:</b>		<b>140</b>	<b>70%</b>
<i>Assessment Plan*</i>		20	10%
	Development Procedures	5	
	Administration Procedures	5	
	Reporting Procedures and Report Sample	5	
	Sample Report(s)	5	
<i>Assessment Description*</i>		20	10%
	Assessment Narrative	10	
	Assessment Blueprint	10	
<i>Test Development*</i>		40	20%
	Test Development – Selected Response	10	
	Scoring Scale – Selected Response	10	
	Test Development – Constructed Response	10	
	Rubric Development	10	
<i>Quality Control*</i>		20	10%
	Expert Review	10	
	Pilot Test Administration and Data Analysis	10	
<i>Final Products*</i>		40	20%
	Final Test	10	
	Final Rubrics/Scoring Scales	10	
	Final Assessment Project: All Parts	10	
	Presentation of Assessment Project	10	
<b>Total</b>		<b>200</b>	<b>100%</b>

\* All parts of the assignment are needed to earn points for the assignment, else the assignment will be listed as incomplete and no points will be awarded for that assignment.

### C. Grading Policies

1. E-mail an electronic copy of all assignments using your GMU e-mail account *before class begins* on the due date of the assignment.
2. Late assignments will **NOT** be accepted. If there is an emergency, please contact the instructor as soon as possible.
3. Letter grades will be assigned as follows:

Points/Percent	Letter Grade
98-100%	A+
93-97.49%	A
90-92.49%	A-
88-89.49%	B+
83-87.49%	B
80-82.49%	B-
70-79.49%	C
Below 70%	F

### D. Other Expectations (Attendance, Writing Requirements, etc.)

1. **Class participation.** The elements listed reflect the professional dispositions implied in the course goals. Therefore, I expect each student to:
  - a. Attend and be punctual for every class session.
  - b. Complete assigned readings before class begins so that you can participate in classroom activities that reflect critical reading of materials. Responding to phone calls, texting, checking e-mails, Twitter, Facebook, etc., or other electronic communication modes should not occur during class time.
  - c. We will use the text books in class.
  - d. Complete and submit in-class assignments at the end of class and homework and all other assignments by the start of the next class period.
  - e. If a class is missed, inform the instructor via e-mail.
  - f. There is a class Blackboard site that contains course documents, relevant links, and specific directions for each assignment. Students are required to download pertinent documents for class and to log into Blackboard at the beginning of every class.

#### 2. General Guidelines for Written Assignments

Follow the format provided in the sixth edition of Publication Manual of the American Psychological Association (APA, 2009).

**E. Selected Performance-based Assessment:** The assessment paper and assessment plan are the major performance-based assessments for this class. Students are NOT required to submit this assessment to TaskStream.

### **Taskstream Requirements**

Every student registered for any Educational Psychology course with a required performance-based assessment (PBA) is required to submit the assessment to TaskStream (regardless of whether a course is an elective, a onetime course, or part of an undergraduate minor). For EDRS 630, there is no required PBA. Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks following the semester.

### **GMU POLICIES AND RESOURCES FOR STUDENTS**

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/> ].
- c. 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.
- d. 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/>].
- e. 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/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>].

- h. The Emergency Preparedness Guides are available at [http://ehs.gmu.edu/guides\\_EP.html](http://ehs.gmu.edu/guides_EP.html). You are strongly encouraged to register your mobile phone to receive emergency notifications from Mason Alert ([alert.gmu.edu](http://alert.gmu.edu)). In the event of a campus emergency, you would receive instructions on how to respond.

### **PROFESSIONAL DISPOSITIONS**

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

### **CORE VALUES COMMITMENT**

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

## PROPOSED CLASS SCHEDULE

Session	Date	Topic/Learning Experiences	Readings and Assignments
1	1/21	Introduction and Orientation to the Class	S: AASA & AFT
2	1/28	<ul style="list-style-type: none"> <li>Standards and General Assessment Principles: Fairness, Validity, Reliability</li> <li>Current Issues in Assessment</li> </ul>	W: Barton, Jordan, Luke, Stiggins, & Xiang
3	2/4	Constructs	Standards: Introduction, Ch. 7, 8, 9, 10 Nitko: Ch. 1, 2, 3, 4, 5, 6, 7 <b>Social Justice Reflection Due Class</b>
4	2/11	<ul style="list-style-type: none"> <li>Types of Assessments</li> <li>Understanding Assessment Scores</li> <li>Inferences from Assessments</li> </ul>	BB: Kirpes; W: Rudner Standards: Ch. 1, 2, 3, 4, 5, 6 Nitko: Ch. 15, 16, 17, 18 <b>Assessment Paper Due</b>
5	2/18	<ul style="list-style-type: none"> <li>The Test Development Process</li> <li>Test Blueprints</li> <li>Guiding Decision-Making</li> </ul>	W: Policy Analysis & Virginia Standards: Ch. 11, 12, 13, 14, 15 Nitko: Ch. 11 & Appendix D, E, F, G <b>Case Study Due</b>
6	2/25	<ul style="list-style-type: none"> <li>Development of Selected Response Items</li> <li>Scoring Scales for SRI(s) and Issues</li> </ul>	BB: NRC Nitko: Ch. 8, 9, Appendix K, L <b>Assessment Plan Due</b>
7	3/4	<ul style="list-style-type: none"> <li>Constructed Response Items (CRIs)</li> <li>Scoring Scales and Rubrics for CRIs</li> </ul>	Nitko: Ch. 10, 12, Appendix H <b>Assessment Description Due</b>
8	3/11	<ul style="list-style-type: none"> <li>Criteria for Test Reviews</li> <li>Alternate Assessment Formats</li> </ul>	W: Quellmalz Nitko: Ch. 13, Appendix I, J <b>SRIs and Scoring Scale Due</b>
9	3/18	No Class. GMU Spring Break	<b>CRI and Rubric Due</b>
10	3/25	Analyzing Pilot Test Data	Nitko: Appendix A, B, C <b>Quality Control Review Due</b>
11	4/1	No Class. Pilot Test Administration	
12	4/8	Measuring Growth: Portfolios	<b>Pilot Test Data, Analysis, and Revised Assessments, Scale and Rubric Due</b>
13	4/15	Grading and Reporting	Work on Final Assessment Project
14	4/22	What Does It All Mean?	Work on Final Assessment Project
15	4/29	<b>Last Class – Presentation</b>	<b>Presentation Due</b>
16	5/6		<b>Final Assessment Project Due: All Parts</b>

**EDRS 630**  
**Assessment Paper**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Score: \_\_\_\_\_ and Points: \_\_\_\_\_

Overall Comments:

<b>Criteria</b>	<b>Outstanding (4)</b>	<b>Competent (3)</b>	<b>Minimal (2)</b>	<b>Unsatisfactory (1)</b>
<b>Introduction</b> <i>Include a synthesis of the most important elements describing the problem</i>	The introduction provides a clear and complete synthesis of the problem most important elements of the problem. No extraneous text is included.	The introduction may have minor issues with clarity or extraneous text. The introduction is mostly complete, but may lack a piece of key information about the problem.	The introduction has several issues with clarity and/or extraneous text. The introduction is incomplete, lacking more than one piece of key information about the problem.	The introduction is unclear and/or too brief to completely communicate information about the problem.

<b>Statement of the Assessment Problem</b>				
<i>Identify the problem</i>	The description of the problem is clear and complete. No extraneous text is included.	The description of the problem may have minor issues with clarity or extraneous text. The description is mostly complete, but may lack a piece of key information about the problem. More than one example is used to explain the problem, but they are lacking in details or clarity.	The description of the problem has several issues with clarity and/or extraneous text. The description is incomplete, lacking more than one piece of key information about the problem. One example is provided, with some details. The example may not be clear.	The description of the problem is unclear and/or too brief to completely communicate information about the problem.
<i>Provide a context for the problem</i>	The description of the context is clear and complete with no extraneous text.	The description of the context may have minor issues with clarity or extraneous text. The context is mostly complete, but may lack key information.	The description of the context has several issues with clarity and/or extraneous text. The context is incomplete, lacking more than one piece of key information.	The description is unclear and/or too brief to completely communicate information about the context. Multiple key pieces of information are missing.

<p><i>Provide evidence</i></p>	<p>A clear, well-reasoned, comprehensive, and persuasive argument is provided for the importance of the problem. Evidence from the literature is provided.</p>	<p>The argument is persuasive, but has minor issues with the reasoning, or may be unclear. There are minor examples where evidence from the literature may not be complete, or may not directly relate to the problem.</p>	<p>The argument is general, and the reasoning for the importance may be unclear. The argument includes information from the literature, but the writing lacks specific connections to the literature, or examples illustrating the points in the argument are missing.</p>	<p>The argument is missing. Examples from the literature may be provided, but without reasoning to explain the importance of the problem. Or, there may be statements about the importance of the problem without examples from the literature.</p>
<p><i>Analyze the problem</i></p>	<p>Analysis of the problem fully addresses issues related to specific ability, achievement, or affect. More than one example is used to clearly explain the problem. The analysis is accurate, with no misunderstandings.</p>	<p>Analysis of the problem adequately addresses issues related to specific ability, achievement, or affect. The analysis adequately addresses learning issues related to cognitive complexity within the subject. The examples may be missing details impacting clarity. The analysis may have minor inaccuracies or misunderstandings.</p>	<p>Analysis is limited, with only one example, or there may be many examples, but they lack many details impacting clarity. The analysis has several inaccuracies or misunderstandings related to specific ability, achievement, or affect.</p>	<p>Analysis is barely complete or lacks examples. The analysis is inaccurate with major misunderstandings related to specific ability, achievement, or affect.</p>



<b>Conclusion</b>				
<i>Include a synthesis of the most important points from the paper</i>				
<i>Provide recommendations for future assessment development that will solve the problem</i>				
<b>APA Style</b>				
<i>Use APA writing style.</i>	Writing is concise, coherent, well-organized, and correctly uses APA style.	Writing lacks some clarity or has minor organizational problems affecting the overall coherence, and/or there are some errors in APA style.	Writing has multiple problems with clarity, coherence, and organization. There are many errors in APA style, citations, and/or references. Multiple references are missing or incomplete.	Writing lacks clarity and coherence, has many errors, and/or no use of APA style, and/or citations and references are minimal or absent.
<i>Use APA formatting for the paper.</i>	The paper applies APA formatting with no errors.	The paper applies APA formatting with minor errors.	Formatting is not consistent, with many errors or a major formatting mistake made consistently.	The paper does not consistently apply APA formatting. There are many major errors.
<i>Include citations within text and references in APA format.</i>	Citations and references match and are correct.	Citations and references may have few minor errors or may not match completely.	Citations and references may have many errors, or have multiple mismatches.	Citations and references may be missing, incomplete, or have major errors.



## GENERAL GUIDELINES TO WRITTEN ASSIGNMENTS

All course projects should be typed, double-spaced, and include a cover page. Include an abstract (250 words 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, 2009) should be followed. Students should pay close attention to:

- Margins
- Headings/Subheadings
- Writing Style
- 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 them to the instructor.

Submit assignments as a paper copy in class and via e-mail.

## 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, in class 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.



## 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, and placement) of different kinds of assessment (e.g., achievement, aptitude, and 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.