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

**EDRS 630-001, 13628: Educational Assessment  
3 Credits, Spring 2016  
Mondays, 4:30-7:10  
Innovation Hall, Room 222**

**PROFESSOR:**

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

**Office hours:** By appointment on Mondays

**e-mail hours:** sometime during normal business hours, 9-5, M-F

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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 goal for participants is to attain a high level of professional understanding and competent use of educational assessment practices. Course content focuses on understanding theory, research, and practice related to educational assessment of learning. Specific content addresses standards for educational and psychological measurement; the role of assessment in the context of current school reform initiatives; best practices in assessment development; and how assessment data can be used to inform policy and practice. Course learning approaches focus on student engagement and development of deep understanding and appropriate praxis using multiple strategies. For example, students use problem-based learning to examine and assess an education problem in their work environment or in which they are interested. Problems can address K-12, adult learning, formal or informal learning leading to the development and analysis of an educational assessment. Other strategies include readings and classroom discussions, mini-lectures, in-class assignments and quizzes, product development and testing. Participants will have the opportunity to work in groups or individually. Mini-lectures work in tandem with the required readings. However, lectures are not derived exclusively from readings. Small group discussions and practice work sessions will provide hands-on experience to develop deep understanding of assessment strategies.

## **LEARNER OUTCOMES:**

This course is designed to enable students 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, or develop classroom-based assessments.
- 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 results from various types of assessment, such as classroom assessment or standards-based or norm-referenced assessments.
- Use various types of assessment data to make valid inferences and appropriate decisions related to instructional planning, teaching, developing curriculum, educational programs, and/or school improvement.
- Explain scores, results, data, and analysis of various types of assessments to stakeholder groups.
- 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, 2014), 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 AND READINGS:**

American Educational Research Association (AERA), American Psychological Association, & National Council on Measurement in Education. (2014). *Standards for educational and psychological testing*. Washington, DC: AERA.

American Psychological Association. (2010). *Publication manual of the American Psychological Association*. (6th ed.). Washington, DC: Author.

Brookhart, S. M., & Nitko, A. J. (2015). *Educational assessment of students*. (7th ed.). Boston: Pearson.

Readings can be found on the indicated website, BlackBoard (BB), or will be distributed by the instructor in class. The schedule on the syllabus indicates which readings are required. The other readings may be helpful to you as you prepare your assignments.

### **Additional Readings:**

- 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.
- Joint Committee on Standards for Educational Evaluation. (2012, September). *Classroom assessment standards: Draft 5*. Boone, NC: Author.
- 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
- Layton, L. (2015, October 24). Study says standardized testing is overwhelming nation's public schools. *The Washington Post*. [https://www.washingtonpost.com/local/education/study-says-standardized-testing-is-overwhelming-nations-public-schools/2015/10/24/8a22092c-79ae-11e5-a958-d889faf561dc\\_story.html](https://www.washingtonpost.com/local/education/study-says-standardized-testing-is-overwhelming-nations-public-schools/2015/10/24/8a22092c-79ae-11e5-a958-d889faf561dc_story.html)
- 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 Center for Fair and Open Testing (Fair Test)  
[www.fairtest.org](http://www.fairtest.org)
- 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.

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). <http://pareonline.net/getvn.asp?v=4&n=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)

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 for Review**

Achieve, The Council of Chief State School Officers, & Student Achievement Partners. (2014). *Toolkit for evaluating alignment of instructional and assessment materials to the Common Core State Standards*. Washington, DC: Author. [http://www.achieve.org/files/MaterialsAlignmentToolkit\\_Version2-12-08-2014.pdf](http://www.achieve.org/files/MaterialsAlignmentToolkit_Version2-12-08-2014.pdf)

Assessment Basics

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

Assessment Training Institute (ATI)

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

Buros Center for Testing, including the Mental Measurements Yearbook

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

Council of Chief State School Officers (CCSSO)

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

Multimedia Educational Resources for Learning and Online Teaching (MERLOT)

[https://www.merlot.org/merlot/materials.htm?hasCollections=false&hasEtextReviews=false&isContentBuilder=false&filterOtherOpen=false&hasAssignments=false&hasAwards=false&category=2267&filterSubjectsOpen=true&hasRatings=false&filterTypesOpen=true&filterMobileOpen=false&hasCourses=false&filterPartnerAffiliationsOpen=true&hasSercActivitySheets=false&sort.property=&\\_materialType=&materialType=Assessment+Tool&filterOS=&\\_hasPeerReviews=&\\_hasEditorReviews=&\\_hasComments=&\\_creativeCommons=&\\_hasAccessibilityForm=](https://www.merlot.org/merlot/materials.htm?hasCollections=false&hasEtextReviews=false&isContentBuilder=false&filterOtherOpen=false&hasAssignments=false&hasAwards=false&category=2267&filterSubjectsOpen=true&hasRatings=false&filterTypesOpen=true&filterMobileOpen=false&hasCourses=false&filterPartnerAffiliationsOpen=true&hasSercActivitySheets=false&sort.property=&_materialType=&materialType=Assessment+Tool&filterOS=&_hasPeerReviews=&_hasEditorReviews=&_hasComments=&_creativeCommons=&_hasAccessibilityForm=)

National Center for Education Statistics

<http://nces.ed.gov>

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

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

National Research Council. (2014). *Developing Assessments for the Next Generation Science Standards*. Committee on Developing Assessments of Science Proficiency in K-12. Board on Testing and Assessment and Board on Science Education, J.W. Pellegrino, M.R. Wilson, J.A. Koenig, and A.S. Beatty, *Editors*. Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.

[http://www.nap.edu/catalog/18409/developing-assessments-for-the-next-generation-science-standards?utm\\_medium=email&utm\\_source=The+National+Academies+Press&utm\\_campaign=NAP+mail+new+2014.06.03&utm\\_content=&utm\\_term=&utm\\_expid=4418042-5.krRTDpXJQISoXLpdo-1Ynw.0](http://www.nap.edu/catalog/18409/developing-assessments-for-the-next-generation-science-standards?utm_medium=email&utm_source=The+National+Academies+Press&utm_campaign=NAP+mail+new+2014.06.03&utm_content=&utm_term=&utm_expid=4418042-5.krRTDpXJQISoXLpdo-1Ynw.0)

PARCC website. <http://www.parcconline.org/parcc-assessment>

Smarter Balanced Website. Review of web pages about the tests

<http://www.smarterbalanced.org/smarter-balanced-assessments/>

Southwest Regional Development Laboratory. *Reading assessment database*.

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

Virginia Department of Education (VDOE) website on Standards of Learning, Accountability, Reporting. <http://www.doe.virginia.gov/testing/>

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)

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/articleindex/index.php>

## COURSE ASSIGNMENTS AND EXAMINATIONS:

### A. Assignments

#### 1. Class Participation Responsibilities (10 points)

- a. **Communication with the Instructor:** I will only communicate you via your GMU e-mail. I do expect you to check your e-mail at least once per day, especially if students ask questions about assignments.
- b. **Attendance:** Because of the importance of the mini-lectures and class discussions to students' learning experience, I expect each student to come to class, to be on time, and to stay for the length of the class. Students who miss a class must notify the instructor **by e-mail** (preferably in advance). Students who miss class are responsible for recovering information missed from BB, notes from classmates, for completing all assignments, and for doing the readings for the missed class, as well as, the next class. Missing a class is not an excuse for missing assignments or for missing clarifications on assignments that I discussed in class. However, students who miss a class will not be permitted to make up a missed quiz.
- c. **Participation:** I expect students to participate in small group and class discussions. I also do not expect students to understand that all students in the class or group should have an opportunity to respond and participate. Therefore, I expect collegial behaviors in sharing discussion time and ensuring that all students in a group or on a team have had an opportunity to respond. Likewise, I expect all students to ensure that their voices are heard and do participate fully. I expect students to demonstrate respect for each other.
- d. **Reading/classwork:** Assigned readings are to be completed **before** class, in order to engage in full participation in class discussions. Bring text books and other materials to class as we will reference them in class. If the room does not have computer, I will expect you to bring your laptops. There is a class BB 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 BB at the beginning of every class.
- e. **Assignment directions:** I also expect you to read the syllabus and the directions on BB **before** you ask me a question about assignments. I also expect that you will reference the directions when you ask the question. Related to this, please ask me, rather than your classmates about clarity on instructions. If you miss a class, check with your classmates first, and then verify that understanding with me via e-mail. Your classmates may also have a similar question. I will consider the lack of checking the syllabus or BB as part of your responsibilities for class preparedness. I will answer questions on assignments during e-mail hours only. These elements reflect on a students' professional dispositions expected in the workforce or advanced study.
- f. **Distractions:** Cell phones, internet use, e-mail, work for other classes, etc. are not permitted in class. I expect adults in class to respect each other and me by



- turning off cell phones, by not texting, by not using the internet during class, unless as directed for an assignment.
- g. **Late assignments:** I will deduct points from your overall grade for late assignments.
  - h. **Overall responsibilities:** Overall, I expect students to be pro-active in their learning, self-regulatory about their assignments, and behave professionally and responsibly in class. I also expect that even if something is not stated in this syllabus, that students will adhere to professional conduct and maintain a professional demeanor in class.

### **Classwork/Homework Responsibilities (10 points)**

- a. Throughout the course, opportunities for practice will be provided in class or for homework.
  - b. The purpose for these assignments is to promote mastery about educational assessment by providing students with opportunities for sense-making, skills practice, and consultation about your work.
  - c. Directions will be posted to BB, included within the presentation materials, or distributed in class. It is your responsibility to ensure that you locate these materials.
  - d. **In class assignments:** All in class assignments are to be completed by the end of class and posted to BB.
  - e. **Homework assignments:** All homework assignments must be posted to BB by the beginning of the class period.
2. **Quizzes (10 points):** I will give unannounced quizzes throughout the courses that will be taken by all students during the class. The quizzes will be posted on BB. Quizzes are only available during the given class period.
3. **Social Justice and Educational Assessment Paper (10 points)**
- a. This is an individual writing assignment.
  - b. The purpose for this assignment is to examine the role of social justice within educational assessment.
  - c. Students are to identify and discuss a social justice issue in educational assessment. You will need to write a paper using APA style. Ensure that you also reference the CEHD core values within your paper. The paper is primarily scholarly. The paper should conclude with a reflective component.
  - d. The paper will need to be posted to BB by the beginning of class on the due date.
  - e. The scoring guide for this assessment will be posted to BB.
4. **Critical Discussion of a “Wicked” Assessment Problem (10 points)**
- a. This is a partner oral assignment.
  - b. Multiple issues exist in assessment that can pose wicked problems for educational systems. One purpose for the critical discussions are to engage the class in thinking about your “wicked” problem and potential solutions. We will consider ways in



- which students in this class can become part of the solution, instead of contributing to the problem. Another purpose is to work with a partner because assessment is often a team activity.
- c. The assignment is to engage the class in a critical discussion about a “wicked” assessment problem on a topic of your choice. You will first need to learn about your wicked problem. You will need to e-mail me a one-two page summary of your plan that includes: a definition of the problem, including why your topic is a “wicked” problem; a summary paragraph of the literature related to the problem; a summary paragraph analyzing potential solutions; and a description of the method you intend to use to engage the class. This summary is due two weeks before your selected date.
  - d. Your team will need to devise a method to engage the class in a critical discussion of your wicked problem and potential solutions with the class. The discussion can take the form of a presentation, a Socratic discussion, a debate, or some other creative method. Each team will have the opportunity to engage the class in a discussion at the beginning of one class before mid-semester. You will need to inform me about the amount of time that you think you will need and the date that you wish to present.
  - e. Topics must be unique for each team. Only one team may present on a given date.
  - f. In addition to my scoring, you will also receive feedback from your partner and your peers. I will take this feedback into account in your overall score. I will provide up to two points based on your partner’s feedback and one point based on your peers feedback. Partners and peers, though, are NOT responsible for determining the points assigned. Only appropriate feedback will be considered. The scoring guide will be posted to BB.
- 5. Assessment Development Project (50 points)**
- a. This is a group experiential project and written assignment. Detailed directions for the assignment will be posted to BB. Each section of the project is listed below.
  - b. The purposes for this assignment are to develop an assessment of learning that addresses an issue or within a context that you have identified. An issue might be how to assess a specific SOL on which students are having difficulties, assessment of complex skills, an adult competency derived from life experience, or learning in an informal environment, such as an extracurricular activity.
  - c. The project starts with an Assessment Paper addressing the learning issue that you have identified and the assessment method to solve the problem. The Assessment Paper includes an introduction and literature review. The literature review must include an examination of existing tests that address the problem. The rubric for the Assessment Paper is at the end of the syllabus. **ENSURE THAT YOU REFER TO THE RUBRIC AND THAT YOU UNDERSTAND THE CRITERIA FOR THE ASSESSMENT PAPER.**
  - d. The second part of the project focuses on development of your assessment. You must develop a test that includes a test plan, directions, ten multiple choice questions and answer key, and one performance task and one rubric.
  - e. The third part of the assignment includes pilot testing your assessment, analyzing the data and revising the assessment based on the results of the pilot test. **FOR YOUR**

**PILOT TEST YOU WILL NEED TO ADHERE TO IRB GUIDELINES AND ATTEND TO IRB TIMELINES.**

- f. The fourth part of the assignment includes a scholarly and reflective discussion of the process.
- g. The fifth part of the assignment is the final report. The final report should be comprised of your revised and previously submitted drafts. The final report should be edited to ensure that all of the pieces connect to each other. Your final report should also include an abstract (250 words maximum) that provides a synopsis of the content, such as purpose, development procedures and analysis methods, results, and conclusions.
- h. You will receive developmental feedback and be scored on each section and on the final paper. You will also receive feedback from your team. I will take this feedback into account in your developmental scores for each section of the assignment and your final scores on the paper. I will provide up to two points as described based on team feedback. However, I will score individuals more severely for legitimate team members complaints about other students failing to participate fully. Partners and peers, though, are NOT responsible for determining the points assigned. Only appropriate feedback will be considered. The scoring guide will be posted to BB.

**B. Assignment and Examination Weighting**

Major Assignment	Points	Percent
Class Participation and Attendance	10	10%
Classwork/Homework	10	10%
Quizzes	10	10%
Critical Discussion of “Wicked Problem”	10	10%
Social Justice Reflection	10	10%
Assessment Project; 10 points per section	50	50%
<b>Total</b>	<b>100</b>	<b>100%</b>

**C. Grading Policies**

1. Post all assignments to BB **before class begins on the due date specified**. I may ask you to e-mail electronic copy of assignments using your GMU e-mail account. You will be provided with an opportunity to correct assignments, unless little or no effort was expended on the first submission. Letter grades will be assigned as follows:

Points/Percent	Letter Grade
99.5-100%	A+
93-99.49%	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. Writing Requirements: General Guidelines for Written Assignments.**

- a. Follow the style and format provided in the sixth edition of Publication Manual of the American Psychological Association (APA, 2010). I expect you to have purchased the APA Manual and to reference it in completion of your assignments. Being a student in the Educational Psychology program implies that you will also take responsibility for reading the manual and learning the necessary style and format without having to be reminded by the instructor.
- b. All course projects should be typed and double-spaced. Pay attention to APA format for margins, heading, citations in text and on the references page, and writing style.
- c. Include a cover page with your name and partner or team member names. The *cover page* should include the title of the assignment, the standard course requirement statement, your name, date, and institutional affiliation information.
- d. I will not score assignments that do not include names.
- e. In terms of general style, the format provided in the sixth edition of **Publication Manual of the American Psychological Association** (American Psychological Association, 2014) should be followed.
- f. You should make a copy of your projects before submitting them to the instructor.
- g. Do NOT submit paper copies of assignments.

**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 TK20, though they are required to submit it through BB.

**TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT**

Every student registered for any Educational Psychology course with a required performance-based assessment is required to submit this assessment to TK20 through BlackBoard (regardless of whether the student is taking the course as an elective, a onetime course, or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TK20 (through BlackBoard). Failure to submit the assessment to TK20 (through BlackBoard) will result in the course instructor reporting the grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TK20 submission, the IN will convert to an F nine weeks following the semester. For EDRS 630, there is no required submission for TK20.

**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/the-mason-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 Disability Services (ODS) and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor [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/>].

## **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: <http://cehd.gmu.edu/values/>

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

## PROVISIONAL CLASS SCHEDULE - 2016

Session	Date	Topic/Learning Experiences	Readings and Assignments
1	1/25	<ul style="list-style-type: none"> <li>• Introduction, Review of Syllabus</li> <li>• Current Issues in Assessment</li> </ul>	<b>Complete IRB Basic and Human Subjects Training</b>
2	2/1	<ul style="list-style-type: none"> <li>• Using Educational Assessment Data to Make Decisions About Learning and Instruction</li> <li>• Validity, Fairness</li> </ul>	Brookhart: Ch. 1, 3, 18, Appendix H, I Standards: Ch. 1, 3, 9 Jordan; Layton, Luke
3	2/8	<ul style="list-style-type: none"> <li>• Relationship between Learning, Instruction, and Assessment</li> <li>• Reliability</li> </ul>	Brookhart: Ch. 2, 4, 5, Appendix, F, G Standards: Ch. 2
4	2/15	<ul style="list-style-type: none"> <li>• Classroom Assessment: Diagnostic and Formative, Inferences</li> </ul>	Brookhart: Ch. 6, 7, 8, 9 Standards: Ch. 12 <b>Social Justice Paper Due</b>
5	2/22	<ul style="list-style-type: none"> <li>• Planning Assessments</li> <li>• Professional Responsibilities</li> </ul>	Brookhart: Appendix A, B, C, D, Standards: Ch. 4, 5, 6, 7, 8 Kirpes
6	2/29	<ul style="list-style-type: none"> <li>• Assessing Complex Thinking and Skills</li> </ul>	Brookhart: Ch. 12 <b>Assessment Paper Due</b>
	3/7	<ul style="list-style-type: none"> <li>• No Class. GMU Spring Break</li> </ul>	No Class
7	3/14	<ul style="list-style-type: none"> <li>• Selected Response and Scoring Scales</li> </ul>	Brookhart: Ch. 10 <b>Draft Assessment Plan Due</b>
8	3/21	<ul style="list-style-type: none"> <li>• Constructed Response Items (CRIs)</li> <li>• Scoring Scales and Rubrics for CRIs</li> </ul>	Brookhart: Ch. 11 <b>Critical Discussions Completed</b>
9	3/28	<ul style="list-style-type: none"> <li>• Alternate Assessment Formats</li> <li>• Portfolios</li> </ul>	Brookhart: Ch. 13 Quellmalz <b>Final Plan and Draft Assessments Due</b>
10	4/4	<ul style="list-style-type: none"> <li>• Improving Assessments</li> <li>• Analyzing Pilot Test Data for SRIs and CRIs</li> </ul>	Brookhart: Ch. 14 Rudner
11	4/11	No Class. AERA – attend a session on assessment. Write a summary for homework. Or read an assessment paper from this conference or a previous one (4/8-4/12)	<a href="http://www.aera.net/EventsMeetings/AnnualMeeting/Registration/tabid/16121/Default.aspx#Rates1">http://www.aera.net/EventsMeetings/AnnualMeeting/Registration/tabid/16121/Default.aspx#Rates1</a>
12	4/18	Data Analysis “Party”	<b>Bring pilot test results for SRIs and CRIs AERA Summary Due</b>
13	4/25	Evaluation and Grading	Brookhart: Ch. 15 <b>Parts III and IV: Pilot Test Results and Discussion Due</b>
14	5/2	Standardized Tests	Brookhart: Ch. 16, 17
15	5/9	No Class: Final Paper Due	<b>Part V: Final Project Due</b>

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

<b>Criteria</b>	<b>Outstanding (4)</b>	<b>Competent (3)</b>	<b>Minimal (2)</b>	<b>Unsatisfactory (1)</b>
<p><b>Introduction</b> <i>Include a synthesis of the most important elements describing the problem</i></p>	<p>The introduction provides a clear and complete synthesis of the problem most important elements of the problem. No extraneous text is included.</p>	<p>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.</p>	<p>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.</p>	<p>The introduction is unclear and/or too brief to completely communicate information about the problem.</p>
<p><i>Identify the problem</i></p>	<p>The description of the problem is clear and complete. No extraneous text is included.</p>	<p>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.</p>	<p>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.</p>	<p>The description of the problem is unclear and/or too brief to completely communicate information about the problem.</p>
<p><i>Provide a context for the problem</i></p>	<p>The description of the context is clear and complete with no extraneous text.</p>	<p>The description of the context may have minor issues with clarity or extraneous text. The context is mostly</p>	<p>The description of the context has several issues with clarity and/or extraneous text. The context is incomplete,</p>	<p>The description is unclear and/or too brief to completely communicate information about the</p>

Criteria	Outstanding (4)	Competent (3)	Minimal (2)	Unsatisfactory (1)
		complete, but may lack key information.	lacking more than one piece of key information.	context. Multiple key pieces of information are missing.
<i>Provide evidence</i>	A clear, well-reasoned, comprehensive, and persuasive argument is provided for the importance of the problem. Evidence from the literature is provided.	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.	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.	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.
<i>Analyze the problem</i>	Analysis of and solution to the problem fully addresses learning issues. More than one example is used to clearly explain learning issues. The analysis is accurate, with no misunderstandings.	Analysis of and solution to the problem adequately addresses learning issues related to learning. The examples may be missing details impacting clarity. The analysis may have minor inaccuracies or misunderstandings.	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.	Analysis is barely complete or lacks examples. The analysis is inaccurate with major misunderstandings.
<b>APA Style</b>				



<b>Criteria</b>	<b>Outstanding (4)</b>	<b>Competent (3)</b>	<b>Minimal (2)</b>	<b>Unsatisfactory (1)</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.