

**George Mason University**  
**College of Education and Human Development**  
**Educational Psychology**

EDRS 630 - 001 – Educational Assessment  
3 Credits, Spring 2020  
Mondays, 16:30 – 19:10 Thompson Hall, L018 - Fairfax

**Faculty**

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**Prerequisites/Corequisites:** None

**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. Offered by the School of Education. May not be repeated for credit.

**Course Overview**

The purpose for the course is for students to attain a high level of professional understanding and competent use of educational assessment practices. Course content focuses on understanding learning and assessment theory, research, and practice in order to assess learning in a variety of settings, such as K-12 formal educational environments, higher education, or informal learning across the lifespan. 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 use of assessment data for educational decision-making for individuals, groups, educational practices, or policy.

**Course Delivery Method**

Lecture. Students will be expected to work in groups and individually for graded in-class assignments. Small group discussions and practice work sessions will provide hands-on experience to develop deep understanding of assessment strategies. Lectures work in tandem with the required readings.

**Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

- 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**

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

McMillan, J.H. (2018). *Classroom Assessment. Principles and Practice that Enhance Student Learning and Motivation*. (7<sup>th</sup> ed.) Pearson: NY

### **Recommended Texts**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). <https://doi.org/10.1037/0000165-000>

### **Course Performance Evaluation**

Students are expected to submit all assignments on time via Blackboard or in the manner outlined by the instructor. Late submissions will not be accepted – notify the instructor of any extenuating circumstances preferably in advance and with documentation.

- **Assignments**

- **A. Class Participation (30%)**

Various in-class assignments will be included. The purpose of these assignments is to provide students with hands-on opportunities to practice course content. These assignments typically include reflections, online/paper-based practice exercises or short (one page) essays on the Standards. Homework assignments are due before the beginning of the class period. In-class assignments are due at the end of the class session or as determined by the instructor. Participation includes attendance (coming to class, on time, and notifying the instructor in the event that a student has to miss class), completing assigned readings, and engaging in small group discussions and activities.

- **B. Assessment Development Project (70%)**

This is an individual experiential project and written assignment. The purpose of this assignment is to develop an assessment of learning within a specific context or content area. For example, an assessment of linear equations for high school students, or an assessment of a complex skill (like critical-thinking or analytical skills), or competency acquired through life experience, or assessing learning in an informal environment (a workshop at a museum, for

instance). Choose a context/content where there is a need for better assessing learning. The following components are part of the project:

a. **Introduction (10 point; 5%):** A one-page summary of the context/content of interest (learning construct), overview of the literature, the gap in assessment of learning in this context, and the purpose of the project.

b. **Literature Review (10 points; 5%):** This section (two – four pages) discusses the context/content that is the focus of your project, examines the learning and assessment issues, critically reviews existing assessments, and discusses the assessment methods necessary for measuring your learning construct. The review of existing assessments should address reliability and validity evidence of the measures. If validity and reliability data are available, provide a description in the literature review.

c. **Methods (20 points; 10%):** This section outlines your plan to develop, administer, and analyze your assessment. You must include the procedures, participants, how you will gather reliability and validity evidence, and a test blueprint. Follow APA guidelines to inform the draft of your methods section.

d. **Measures (40 points; 20%):** You must develop a minimum of ten selected-response items (SRIs) that are multiple choice items and answer key. You may also develop other types of SRIs (like true-false) in addition to the multiple choice tests. You must also develop one in-depth measure of performance or constructed-response item (CRI) and rubric to assess that performance. Include your initial measure in this section. You will provide a revised measure in the next section based on your pilot test data analysis.

e. **Pilot test data collection and analysis (40 points; 20%):** You will pilot test your measure (both SRI and CRI) together or separately and gather data from a group of participants. Follow ethical guidelines set by the Institutional Review Board even though an IRB approval is not required for this assignment. Conduct data analyses to gather reliability and validity evidence (guidance and resources will be provided in class). Revise your measure based on the data analysis results. Include a revised measure in this section.

f. **Discussion (20 points; 10%):** This section (two – three pages) will provide a summary of the results and a discussion about what was learned from the pilot test, uses for the test, limitations, and areas for research. Include a reflection on what you learned from doing the project. The final report will include revisions to all previous sections based on instructor feedback. Follow APA guidelines to format the final report.

**Note:** Drafts for each section should be submitted for feedback from the instructor (see due dates for checkpoints in the course schedule). While these drafts will not be graded, the final report must show changes made to the initial drafts using tracked changes. The purpose of the checkpoints is to track progress, provide individualized support for your project and divide the project into manageable tasks. The instructor strongly recommends due diligence with regard to checkpoint submissions.

- **Grading**

<b>Percent</b>	<b>Letter Grade</b>
98 – 100	A+
93 – 97	A
90 – 92	A-
88 – 89	B+
83 – 87	B
80 – 82	B-
70 – 79	C
Below 70	F

### **Professional Dispositions**

See <https://cehd.gmu.edu/students/polices-procedures/>

## Class Schedule

**Note:** Faculty reserves the right to alter the schedule as necessary, with notification to students.

<b>Date</b>	<b>Topic</b>	<b>What's Due?</b>
Week 1: January 27, 2020	Introductions; Syllabus Review; Assessment in teaching and learning;	McMillan Chapter 1 & 2 Standards: Preface/Introduction
Week 2: February 3, 2020	Relationship between Learning, Teaching, and Assessments Standards and Cognitive Learning Targets	Shepard, Penuel, & Pellegrino, 2018 William, 2018 Brookhart, 2018 Standards: Applications (12)
Week 3: February 10, 2020	High Quality Assessment: Validity, Fairness, and Reliability	McMillan Chapter 3 Standards: Foundations (1, 2, 3)
Week 4: February 17, 2020 Online Class	Types of Assessment Purposes of Assessment Test Development Process	McMillan Chapter 4, 5, 6 Standards: Operations (4) <b>Project: Introduction Due</b>
Week 5: February 24, 2020	Types of Assessment Purposes of Assessment (formative)	McMillan Chapter 7, 8, 9
Week 6: March 2, 2020 Online Class	Types of Assessment Purposes of Assessment (summative/research) Test Blueprint	McMillan Chapter 7, 8, 9
Week 7: March 9, 2020	<b>Spring Break: No Class</b>	
Week 8: March 16, 2020	Assessing Students with Special Needs; Culturally and Linguistically Diverse Learners	McMillan Chapter 12, 13, 14 <b>Project: Literature Review Due</b>
Week 9: March 23, 2020	Assessing NonCognitive Dispositions	McMillan Chapter 14
Week 10: March 30, 2020 Online Class	Assessing Complex Skills Grading and Reporting	McMillan Chapter 10, 11, 15 Brookhart et al, 2015 <b>Project: Methods Due</b>
Week 11: April 6, 2019	Individual Meetings During Class: No regular class meeting	<b>Project: Measures Due</b>
Week 12: April 13, 2019	Item Development and Test Administration – Assessment Specialist Guest Speaker	
Week 13: April 20, 2019	Criteria for reviewing tests and Rubrics	TBD
Week 14: April 27, 2019	Data Analysis	Bring Pilot Data
Week 15: May 4, 2019	Data Analysis	
Week 16: May 11, 2019	No class	Final Project Report Due

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## **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/>.

## **GMU Policies and Resources for Students**

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> ).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.**

EDRS 630

Assessment Development Project Rubric

<b>CRITERIA</b>	<b>Unsatisfactory (1)</b>	<b>Minimal (2)</b>	<b>Competent (3)</b>	<b>Outstanding (4)</b>	<b>Score</b>
<b>Introduction</b>					
A one-page summary of the context/content of interest (learning construct), overview of the literature, the gap in assessment of learning in this context, and the purpose of the project.	Introduction is not included or is incomplete Only some aspects of the component are addressed;	Includes all or most parts of the component but in insufficient detail or with many inaccuracies	Includes all aspects of the component that are adequately addressed	Includes all aspects of the component that are addressed completely and exceptionally well	
<b>Literature Review</b>					
This section (two – four pages) discusses the context/content that is the focus of your project, examines the learning and assessment issues, critically reviews existing assessments, and discusses the assessment methods necessary for measuring your learning construct. The review of existing assessments should address reliability and validity evidence of the measures. If validity and reliability data are available, provide a description in the literature review.	Lit. review is not included or is incomplete	Includes all or most parts of the component but demonstrates inaccuracies that need to be addressed	Includes all aspects of the component that are adequately addressed	Includes all aspects of the component that are addressed completely and exceptionally well	



<b>Methods</b>					
This section outlines your plan to develop, administer, and analyze your assessment. You must include the procedures, participants, how you will gather reliability and validity evidence, and a test blueprint. Follow APA guidelines to inform the draft of your methods section.	Plan is not included or is incomplete	All or most parts of the component are addressed, but inaccuracies are evident and need to be addressed	Includes all aspects of the component that are adequately addressed	Includes all aspects of the component that are addressed completely and exceptionally well	
<b>Measures</b>					
Develop a minimum of ten selected-response items (SRIs) that are multiple choice items and answer key. You may also develop other types of SRIs (like true-false) in addition to the multiple choice tests. You must also develop one in-depth measure of performance or constructed-response item (CRI) and rubric to assess that performance. Include your initial measure in this section. You will provide a revised measure in the next section based on your pilot test data analysis	The measure is missing one or more components listed in the assignment	The measure includes all or most components that are not fully developed	The measure includes all components that are fully developed	Includes all aspects of the component that are addressed completely and exceptionally well	
<b>Pilot Test Implementation and Results</b>					
Pilot test your measure (both SRI and CRI) together or separately and gather data from a group of participants. Follow ethical guidelines set by the Institutional Review Board even though an IRB approval is not required for this assignment. Conduct data analyses to gather reliability and validity evidence (guidance and resources will be provided in class). Revise your measure based on the data analysis results. Include a revised measure in this section.	Pilot study is not included or is incomplete	All or most parts of the component are addressed, but inaccuracies are evident and need to be addressed	Includes all aspects of the component that are adequately addressed	Includes all aspects of the component that are addressed completely and exceptionally well	
<b>Discussion</b>					
This section (two – three pages) will provide a summary of the results and a discussion about what was learned from the pilot test, uses for the test, limitations, and areas for research. Include a reflection on what you learned from doing the project. The final report will include revisions to	Discussion is not included or is incomplete	Discussion includes perfunctory comments on the plan and results; no critical analysis is	Discussion provides a critical analysis of the strengths and limitations of the plan	Discussion provides insightful critical analysis of strengths and limitations of the plan and	

all previous sections based on instructor feedback. Follow APA guidelines to format the final report.		provided		results and makes direct connections to course content	
APA Style	Does not adhere to APA style	Minimally adheres to APA style	Most or all APA guidelines are met	Accurately follows APA style throughout	
Total					