ETR 440 – 3 Credits
Secondary Classroom Assessment
Spring Semester 2004
M 4:00 PM – 6:40 PM

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Office Hours: M and W 12 to 2 or by appointment

Required Text

Course Description
Constructing, administering, and scoring assessment activities and interpreting classroom assessment and standardized tests results. Consideration given to cultural factors in educational measurement.

Course Objectives
• Write objectives indicating both the content and behavioral construct of the intended student behavior.
• Explain the relationship between instruction and assessment.
• Explain how to use assessment data to identify students’ strengths and weaknesses in order to make instructional and achievement decisions.
• Construct items and classroom assessment activities that measure instructional objectives.
• Construct classroom assessment activities using alternative assessment tools.
• Explain the relationship that exists between test validity, reliability, and relevance.
• Select best assessment tool for decision-making needs.
• Develop a valid assessment tool.
• Interpret student performance in relation to instructional objectives.
• Make decisions based on assessment data related to 1) curriculum guides, 2) instructional strategies, 3) student motivation, and 4) level of student achievement.
• Explain and interpret the concepts of central tendency, variability, and reliability.
• Interpret standard test scores with reference to their norms.
• Communicate student performance from assessment activities (both classroom and standardized) to students, parents, and administrators.
• Evaluate test item effectiveness.

NIU Conceptual Framework
The NIU Community of Learners builds on knowledge, practice, and reflection to produce exemplary educators. The Community encompasses scholars, education professionals, and pre-service teachers in an interaction that develops the strengths that embody excellence in education. These strengths include creative and critical thinking, scholarship, and caring. Application of these strengths emerges through the collaborative efforts of a diverse community that supports lifelong learning.
Provision for Special Needs

NIU abides by Section 504 of the Rehabilitation Act of 1973 regarding provision of reasonable accommodations for students with documented disabilities. If you have a disability that may have a negative impact on your performance in this course and you may require some type of instructional and/or examination accommodation, please contact me early in the semester so that I can provide or facilitate in providing accommodations you may need. If you have not already done so, you will need to register with the Center for Access-Ability Resources (CAAR), the designated office on campus to provide services and administer exams with accommodations for students with disabilities. CAAR is located on the 4th floor of the University Health Services building (753-1303).

Provision for Religious Observation

If you will miss class for religious observation, please contact me during the first or second week of class pertaining to your absence.

Various Standards Addressed

NCATE 1. D. 2 (National Council for Accreditation of Teacher Education): “Candidates complete a well-planned sequence of courses and/or experiences in pedagogical studies that help develop understanding and use of formal and informal assessment strategies for evaluation and ensuring the continuous intellectual, social, and physical development of the learner.”

ISBE 8 (Illinois State Board of Education): “The teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.”

INTASC 8 (Interstate New Teacher Assessment and Support Consortium): “The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.”

ISTE NETS IV. A. & B. (International Society for Technology in Education National Educational Technology Standards): “Teachers apply technology in assessing student learning of subject matter using a variety of assessment techniques. Teachers use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.”

NIU Program Goal: “The teacher plans, designs, and demonstrates proficiency in developing, using, critiquing, and interpreting a wide variety of assessments appropriate to students’ abilities and needs in support of both immediate and long-term educational decision-making.”

The Standards for Teacher Competence in the Educational Assessment of Students

1. Teachers should be skilled in choosing assessment methods appropriate for instructional decisions.
2. Teachers should be skilled in developing assessment methods appropriate for instructional decisions.
3. Teachers should be skilled in administering, scoring, and interpreting the results of both externally-produced and teacher-produced assessment methods.
4. Teachers should be skilled in using assessment results when making decisions about individual students, planning teaching, developing curriculum, and school improvement.
5. Teachers should be skilled in developing valid pupil grading procedures that use pupil assessments.
6. Teachers should be skilled in communicating assessment results to students, parents, other lay audiences, and other educators.
7. Teachers should be skilled in recognizing unethical, illegal, and otherwise inappropriate assessment methods and uses of assessment information.
Student Assignments and Expectations

All assignments are due at the beginning of class on the date noted in the syllabus. Late assignments will not be accepted. Please notify the professor in advance of any absences from the class. Incomplete grades (I) and make-up tests are very rarely granted; only under dire circumstances and after consultation with the professor. Copying of material without citing the original author (i.e., plagiarism) or copying another student’s work on assignments, tests, or projects (i.e., cheating) will result in an “F” for the course (see p. 48 of the NIU Undergraduate Catalog concerning the issue of academic integrity). Working in groups is encouraged.

1. Attendance, Class Participation, and Professionalism
Students are expected to take an active role and contribute positively and professionally to the class. Thus, attendance, reading, and participation are mandatory and critical to the course. If you miss more than two classes, you will be dropped from the course.

2. In-Class Group Activities
To monitor learning and provide feedback to the professor and the student, we will often break into small groups and perform activities based on the current readings in the text. These activities will be graded based on the following scale: 3 = Excellent, 2 = Very good, 1 = Good, 0 = Unsatisfactory. These activities can be done individually or in groups up to 4 students. There will be 7 in-class activities worth 21 points.

3. Student-Made Test Project
To practice measuring student achievement in your K-12 classroom, students will create a test, and supply answers, using examples from all of the following testing formats: performance-based (there are 2 of these), subjective item (there are 2 of these), and objective item (there are 6 of these). This test should consist of 30 questions:
   A. After every item, briefly note the Bloom’s Cognitive level, the Illinois Learning Standard (ILS) either general in nature or one in your particular academic discipline of teaching, and the learning outcome (LO) that you were trying to assess.
   B. Provide one holistic and one analytic rubric for the essay questions (1 for a restricted response essay and 1 for an extended response essay) and supply one scoring scale for a performance task.
   C. You should provide three examples of every type of the ten test items.
   D. A table of specifications should be included pertaining to your test showing the content areas and Bloom’s levels to be tested.
   E. Please provide a one page narrative explaining how you might measure your students in the affective domain.
   F. Please provide a one page narrative explaining how you might measure your students in the psychomotor domain.
   G. This project can be completed by yourself or with one other student. If you choose a partner, both students will receive the same score. Please type this assignment.

Scoring is as follows:
4 points per 30 questions = (i.e., 1 = question, 1 = Bloom’s, 1 = ILS, and 1 = LO) = 120
3 points for the two rubrics and the scoring scale = 3
2 points for instructions and answers = 2
2 points for the two narratives = 2
3 points for the table of specification(s) = 3
Total = 130

4. In-Class Examinations
You will be administered two in-class exams.
Total = 50 points each (or 100 points)
5. Take-Home Essay Examination
You will complete a take-home essay exam, which can be done individually or with one other student in the class.

Total = 100 points

6. Assessment Topic Presentation
Form 10 groups of 3 students. Each group should choose only 1 of the following 10 assessment topics for their classroom presentation: National Assessment of Educational Progress (NAEP), Third International Math and Science Study (TIMSS), Portfolio Assessment, No Child Left Behind (NCLB), Authentic Assessment, the inclusion of Limited English Proficiency students (LEP) and Students with Disabilities (SD) in standardized testing evaluation, the impact of Title I Funding on Assessments, Prairie State Achievement Examination (PSAE), Illinois Alternative Assessment (IAA), Illinois Standards Achievement Test (ISAT). Students will receive individual scores. For example, if one student does not contribute much, if anything, during the presentation, their score will reflect this and be lower than their counterparts in the group who did present. On April 26 and May 3, all of the groups will present for 15 minutes the assessment topic via a powerpoint presentation and a one-page abstract handout for all class members. A group sign-up sheet will be circulated during class. Presentations will be scored based on: how well the topic is presented (5 points), the degree of class engagement in the presentation (4), how well the personal reflection is presented (3), the effectiveness of the handout (2), and the use of powerpoint (1).

Total = 15 points

Course Grading: Your overall grade in this course will be based on a total of 366 points or two exams (50 points each or 100 points total), the student-made test project (130 points), the take-home essay (100 points), the assessment presentation (15 points), and the in-class activities (21 points). Note: If you do not complete all of the assignments for this course, you will drop a full letter grade. The course grading will be as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>329 – 366</td>
<td>(90-100 %)</td>
</tr>
<tr>
<td>B</td>
<td>293 – 328</td>
<td>(80-89 %)</td>
</tr>
<tr>
<td>C</td>
<td>256 – 292</td>
<td>(70-79 %)</td>
</tr>
<tr>
<td>D</td>
<td>220 – 255</td>
<td>(60-69 %)</td>
</tr>
<tr>
<td>F</td>
<td>≤ 219</td>
<td>(≤ 59 %)</td>
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</table>

Note: This syllabus is subject to change.
<table>
<thead>
<tr>
<th>Date</th>
<th>Text Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course Introduction</td>
</tr>
<tr>
<td>1/12</td>
<td>Syllabus Review</td>
</tr>
<tr>
<td>Week 2</td>
<td>Measurement and Assessment in Teaching</td>
</tr>
<tr>
<td>1/19</td>
<td>Ch. 2</td>
</tr>
<tr>
<td>Week 3</td>
<td>Syllabus Review</td>
</tr>
<tr>
<td>1/19</td>
<td>No Class: MLK Holiday</td>
</tr>
<tr>
<td>Week 4</td>
<td>Instructional Goals and Objectives</td>
</tr>
<tr>
<td>2/2</td>
<td>Ch. 3, Appendix G</td>
</tr>
<tr>
<td>Week 5</td>
<td>Validity</td>
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<tr>
<td>2/9</td>
<td>Ch. 4</td>
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<tr>
<td>Week 6</td>
<td>Reliability</td>
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<tr>
<td>2/16</td>
<td>Chs. 4 - 5</td>
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<tr>
<td>Week 7</td>
<td>Planning Classroom Tests and Assessments</td>
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<tr>
<td>2/19</td>
<td>Constructing Objective Test Items: Simple Forms</td>
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<tr>
<td>Week 8</td>
<td>Reliability</td>
</tr>
<tr>
<td>3/1</td>
<td>Ch. 5</td>
</tr>
<tr>
<td>Week 9</td>
<td>Exam 1 Review</td>
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<tr>
<td>3/8</td>
<td>In-Class Exam # 1 covering Chs. 2-5</td>
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<tr>
<td>Week 10</td>
<td>Planning Classroom Tests and Assessments</td>
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<tr>
<td>3/15</td>
<td>Constructing Objective Test Items: Multiple Choice Items</td>
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<tr>
<td>Week 11</td>
<td>Measuring Complex Achievement: Essay Questions</td>
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<tr>
<td>3/15</td>
<td>Measuring Complex Achievement: Performance-Based Assessment</td>
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<tr>
<td>Week 12</td>
<td>Measuring Complex Achievement: Performance-Based Assessment</td>
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<tr>
<td>3/22</td>
<td>Assembling, Administrating, and Appraising Tests</td>
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<tr>
<td>Week 13</td>
<td>Interpreting Test Scores and Norms</td>
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<tr>
<td>3/29</td>
<td>Chs. 14, 19</td>
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<tr>
<td>Week 14</td>
<td>Student-Made Tests Due Covering Chs., 6-12</td>
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<tr>
<td>3/29</td>
<td>Interpreting Test Scores and Norms</td>
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<tr>
<td>Week 15</td>
<td>Elementary Statistics</td>
</tr>
<tr>
<td>3/29</td>
<td>Ch. 19</td>
</tr>
<tr>
<td>Week 16</td>
<td>Appendix A</td>
</tr>
<tr>
<td>3/29</td>
<td>Hand-Out Take-Home Essays</td>
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<tr>
<td>Week 17</td>
<td>Read Chs. 16 &amp; 17 for this, as well as review information about “A Nation at Risk,” “Goals 2000,” “No Child Left Behind,” and look at <a href="http://www.isbe.state.il.us">www.isbe.state.il.us</a></td>
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Schedule of the Class

<table>
<thead>
<tr>
<th>Date</th>
<th>Text Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 13</td>
<td>Appendix A</td>
</tr>
<tr>
<td>4/5</td>
<td>Exam 2 Review</td>
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<tr>
<td></td>
<td>Take-Home Essays Due</td>
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<tr>
<td>Week 14</td>
<td>No Class</td>
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<tr>
<td>4/12</td>
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</tr>
<tr>
<td>Week 15</td>
<td>In-Class Exam # 2 covering Chs. 14, 19, &amp; Appendix A</td>
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<tr>
<td>4/19</td>
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</tr>
<tr>
<td>Week 16</td>
<td>Presentations</td>
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<tr>
<td>4/26</td>
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<tr>
<td>Week 17</td>
<td>Finals Week</td>
</tr>
<tr>
<td>5/3</td>
<td>Presentations</td>
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</tbody>
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Reference List


Resources Via the Internet

**General Assessment:**

CRESST - Center for Research on Evaluation, Standards, and Student Testing: 
cresst96.cse.ucla.edu/index.htm

ERIC Clearinghouse on Assessment and Evaluation: 
ericae.net/

Iowa Test of Basic Skills 
www.uiowa.edu/~itp/itbs.htm

**Criterion and Norm Referenced Assessment:**

Touchstone Applied Science Associates Home Page: 
www.tasa.com/p6doc.htm

**K-12 Standards:**

Illinois State Board of Education 
www.isbe.state.il.us

Florida Department of Education 
www.firm.edu

Missouri Show Me Standards 
services.dese.state.mo.us/standards/

National Assessment of Educational Progress 
www.ed.gov/NCES/naep

**Other Testing & Measurement:**

National Center for Education Statistics 
nces.ed.gov

Burros Mental Measurement Yearbook 
www.unl.edu/buros

Educational Testing Service (ETS) 
www.ets.org

American College Testing (ACT) 
www.act.org

Schroeder Measurement Technologies, Inc. 
www.smttest.com

CTB/McGraw-Hill 
www.ctb.com

ERIC 
ericae.net/testcol.htm