

CI 6331 Test and Measurement in Education
COURSE SYLLABUS
Angelo State University
Spring 2012

Course Description

A study of the typical methods of assessing student achievement and performance. Emphasis is placed on the interpretation and use of classroom assessment and State mandated student assessment. Elementary statistical terms and methods are studied.

Course Goals

To develop an understanding of basic statistical terms and methods.
To generate an understanding of the use of assessment data.
To critically review professional journal articles related to assessment in education.
To apply course knowledge to educational job functionality.

Graduate Student Learning Goals

Graduate institutional learning goals reflect the mission of the university through a focus on specific areas of student learning. Individual departments, programs and services will provide opportunities and support, where appropriate, for students to attain the skills and dispositions identified by the university as essential to education.

Master Knowledge and Skills

Students will:

- Demonstrate advanced knowledge, skills and values appropriate to their chosen discipline.
- Demonstrate the ability to work as individual researchers/scholars and in collaboration with others.
- Demonstrate the ability to be creative critical thinkers and to apply new technologies appropriate to their chosen discipline.

Master Communication and Dissemination

Students will:

- Be required to demonstrate advanced oral and written communication skills appropriate to their chosen discipline.
- Demonstrate global perspectives appropriate to their chosen discipline.

Master Leadership and Social Responsibility

Students will:

- Comprehend and practice the ethical principles appropriate to their chosen discipline.
- Understand and value individual differences, and have the skills to work effectively in a diverse, changing world.

Methods of Instruction

This is an asynchronous online course. All content and grading will be provided through the Angelo State University (ASU) Blackboard software (www.blackboard.angelo.edu). Textbook reading, participating in an electronic Discussion Board, reviewing of professional journal articles, and writing professional papers will be required as online activities. Timely Internet access and command of basic computer skills, including effective use of Microsoft Word software, are expected elements of course success.

Course Requirements

Candidates are expected to successfully complete all major course activities, and to electronically present these for grading as outlined by due dates listed in the Course Calendar below.

Major Course Activities

All activities must be satisfactorily completed to receive course credit.

1. Discussion Board Participation
2. Journal Article Review Paper
3. Textbook Chapters Response Paper
4. Test Sample Questions Paper
5. Test Types Paper
6. Data Report Paper

Course Evaluation Plan

All written assignments will be scored using the “Grading Rubric for Written Assignments” found at the end of this syllabus and posted in Blackboard at the “Resources” tab.

	Potential Points
Journal Article Review Paper	200
Textbook Chapters Response Paper	200
Test Sample Questions Paper	200
Test Types Paper	200
Data Report Paper	<u>200</u>
	1,000

Grade Assignment Criteria

Quality work that is presented in a professional and timely manner is an important part of your performance and grade evaluation. **Late work will be accepted at no more than half the original value. Lateness will be determined by the posting date and time in Blackboard.**

A- 1000 to 900 (90%)	Outstanding, above minimum requirements
B- 899 to 800 (80%)	Satisfactorily meeting minimum requirements
C- 799 to 700 (70%)	Minimally meeting requirements
F- below 700	Unacceptable work

Textbooks

Salkind, N.L. (2006). *Tests & measurement for people who think they hate tests & measurements*. Thousand Oaks, California: Sage.

(2010). *Publication manual of the American Psychological Association* (6th ed., 2nd or later printing). Washington, DC: American Psychological Association.

Special Considerations

"Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made." Additional details can be found at:

http://www.angelo.edu/services/student_life/disability.html

Academic Integrity

"Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the *Student Handbook*." The electronic version can be found at:

http://www.angelo.edu/forms/pdf/Honor_Code.pdf

Contacting the Professor

Juliet M. Ray, Ed.D
Adjunct Professor
Department of Curriculum & Instruction
College of Education
Angelo State University
Member, Texas Tech University System
jray10@angelo.edu
Office Hours: online by appointment

Course Calendar

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Monday, January 23 rd , noon	Syllabus Reading Assignment due
Monday, January 30 th , noon	Journal Article Review Paper due
Monday, February 20 th , noon	Textbook Chapters Response Paper due
Monday, March 19 th , noon	Test Sample Questions Paper due
Monday, April 9 th , noon	Test Types Paper due
Monday, April 30, noon	Data Report Paper due

Major Course Activities Detail

Discussion Board Participation

Candidates are expected to actively participate in all Discussion Board postings as they become active in Blackboard throughout the semester.

Syllabus Reading Assignment

Candidates will thoroughly read all parts of the course syllabus (provided electronically at the "Syllabus" tab in Blackboard) and report that fulfilled requirement in Blackboard.

Journal Article Review Paper

Candidates will read and then write an American Psychological Association (APA) correct "Review Paper" on the Phelps *A review of green (2002) high school graduation rates in the United States* journal article (provided electronically at the "Resources" tab in Blackboard).

Textbook Chapters Response Paper

Candidates will read chapters 1, 2, 3, 4, 5, 18, and 19 from the Salkind textbook and then construct an APA correct "Response Paper".

Test Sample Questions Paper

Candidates will read chapters 6, 7, 8, 9, 10, 11 and 12 from the Salkind textbook and then develop an APA correct "Response Paper".

Test Types Paper

Candidates will read chapters 13, 14, 15, 16 and 17 from the Salkind textbook as well as read the Bauer *Should achievement tests be used to judge school quality?* journal article (provided electronically at the "Resources" tab in Blackboard. Candidates will then write an APA correct "Response Paper".

Data Report Paper

Candidates will read both "TAKS Results" and "High-Stakes Testing" journal articles posted electronically at the "Resources" tab in Blackboard and then write an APA correct "Reaction Paper".

TaskStream Electronic Portfolio

All candidates must be building their TaskStream electronic portfolio (www.taskstream.com). Candidates should be adding artifacts (work samples from each course completed) often. A "reflection statement" should be included with each artifact. The reflection statement should explain how completing the assignment (artifact) relates to the State Standards for your program of study. The reflection statement often also is used to show your "professional growth". Visit with your major's program advisor for details on the standards, appropriate artifacts, reflection statement guidelines, and other details. All program State Standards can be found at <http://www.sbec.state.tx.us>.

Counseling Majors	Dr. Mary McGlamery TaskStream portfolio code:	mmcglamery@angelo.edu counseling
Curriculum & Instruction	Dr. Kim Livengood TaskStream portfolio code:	kim.livengood@angelo.edu teacher
Diagnostician	Dr. Deborah Banker	deborah.banker@angelo.edu
Principal	Dr. Richard Bain TaskStream portfolio code:	rbain2@angelo.edu principal
Reading	Dr. Ann Bullion-Mears	ann.bullionmears@angelo.edu
Special Education	Dr. Richard Evans	richard.evans@angleo.edu
Student Development	Dr. Alaric Williams	alaric.williams@angelo.edu

Grading Rubric for Written Assignments

(200 possible point assignments)

	Bull's Eye	On Target	Getting Close	Missed the Mark
Writing Content	<p>80 points</p> <p>The content is written clearly and concisely, with a very logical progression of ideas directly related toward all elements of the assigned task.</p>	<p>60 points</p> <p>The content reflects a fairly logical progression of ideas approaching the major elements of the assigned task.</p>	<p>40 points</p> <p>The content is vague in conveying a point of view and does not create a sense of purpose related to the elements of the assigned task.</p>	<p>20 points</p> <p>The content lacks a clear point of view and logical sequence of information and is not related to the elements of the assigned task.</p>
Writing Professionalism	<p>40 points</p> <p>Includes abundant supporting information that is accurate and reflects language and terms used correctly from the textbook and/or other appropriate resources.</p>	<p>30 points</p> <p>Information included reflects supportive use of language and terms from the textbook and/or other appropriate resources.</p>	<p>20 points</p> <p>Includes only a few correctly used terms from the textbook and/or other appropriate resources.</p>	<p>10 points</p> <p>Includes no correctly used language or terms from the textbook and/or appropriate other resources.</p>
Writing Mechanics	<p>40 points</p> <p>The assignment is written with no errors in grammar, capitalization, punctuation, and spelling and, when appropriate, follows all <i>Publication Manual of the American Psychological Association</i> (APA) guidelines.</p>	<p>30 points</p> <p>The assignment is clearly written with little or no editing required for grammar, punctuation, and spelling and, when appropriate, follows almost all <i>Publication Manual of the American Psychological Association</i> (APA) guidelines.</p>	<p>20 points</p> <p>Spelling, punctuation, and grammar errors distract or impair readability. The assignment, when appropriate, follows only some of the <i>Publication Manual of the American Psychological Association</i> (APA) guidelines.</p>	<p>10 points</p> <p>Errors in spelling, capitalization, punctuation, usage, and grammar repeatedly distract the reader and major editing and revision is needed. The assignment, when appropriate, follows few or none of the <i>Publication Manual of the American Psychological Association</i> (APA) guidelines.</p>
Writing Style	<p>40 points</p> <p>The style of the assignment is artful. Obviously paid attention to what is said as well as how it is stated.</p>	<p>30 points</p> <p>Style of assignment is clear, clean, and readable. It sounds intelligent.</p>	<p>20 points</p> <p>Style of assignment is loose, rather than a smart, academic assignment.</p>	<p>10 points</p> <p>Style is loose and casual, lacking professional expectation.</p>