CI 6331 Test and Measurements
Angelo State University
College of Education

Class: Online
Location: Online

This course is delivered on-line via Blackboard. All assignments are provided to the student and all submittals must be made through Blackboard. Please check Blackboard frequently and your ASU email daily! I will keep you informed on any changes in the course through one or both of those mediums.

Please communicate with me through email.

I. Instructor:
   Dr. Kim Livengood
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   Office Hours: T 9:30 am – 10:30 am & 2:00 pm – 3:00 pm
                 Th 9:30 am – 10:30 am

   E-Hours: MWF 9:30 am – 10:30 am
            M,W-F 1:30 pm – 2:30 pm

II. Course Description
    This course provides a foundational and theoretical knowledge of testing and measurement as it is utilized in public education. It provides the student a basic understanding of intelligence, achievement, and special aptitude and personality testing, thus the basic terminology of data gathering and analysis is critical. Emphasis in this course is placed on the interpretation and use of data gathered through testing to improve education.

III. Course Objectives
    Through the activities of this course, students will gain an important understanding of the theoretical underpinning of educational testing and measurements. Students will
    • gain an understanding of the nature and role of data.
    • understand measurement as a tool for research.
    • learn the significance of a variety of tests administered in public schools
    • discover the importance of quantitative data in education.
• explore the Texas school assessment system
• Explore the use of statistical techniques for analyzing quantitative data.
• learn to plan appropriate tests and measurements.
  o consider criteria for admissibility of data
  o identify appropriate instruments
  o determine validity
  o determine reliability

The objectives will be mastered by the students through three separate methods:

• analyze and categorize information from chapters in the textbook
• synthesize material from outside sources of information
• select and integrate knowledge of standardized testing into an evaluation method to analyze assessments in Texas schools

**TExES Competencies**

This course provides the student with an understanding of test and measurement theory that guide the administrator in the domains of the principal’s competencies listed below. Additionally, the material covered in this course and class discussions will supplement the administrator’s knowledge of theory that affects all the principal’s domains.

• Competency 001 – The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
• Competency 002 – The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.
• Competency 004 -The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

The principal knows how to:
• facilitate effective campus curriculum planning based on knowledge of various factors (e.g., emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human developmental processes, legal requirements).
• facilitate the use of sound, research-based practice in the development, implementation, and evaluation of campus
curricular, co-curricular, and extracurricular programs.
• facilitate the use of appropriate assessments to measure student learning and ensure educational accountability.

**TExES Competencies for School Counselors**

This course provides the school counselor the fundamental knowledge to formulate appropriate assessments to measure student knowledge and student characteristics.

• Competency 001 - The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services that meet the needs of all students.
  o Recognizes the interrelatedness of developmental domains and ways in which this interrelatedness may affect students’ behaviors (e.g., how affective characteristics may affect academic performance).

• Competency 003 - The school counselor understands factors that may affect students’ development and school achievement and applies this knowledge to promote students’ ability to achieve their potential. The beginning school counselor:
  o Knows how factors in the school (e.g., peer relationships, teacher-student interactions, school climate) may affect students’ ability to succeed in school, and collaborates with school personnel to promote a school environment in which all students may achieve success.
  o Understands how societal factors and trends (e.g., media influences on students, changing demographic and economic conditions, and technological developments) may affect what students need from a developmental guidance and counseling program.
  o Understands how to promote students’ ability to cope with negative factors and build on positive factors and influences in their lives.

**IV. Textbook**

The student will need Microsoft Word and the following texts:


**V. Expectations**

Since there are no lectures or face-to-face discussions of material, the students are responsible for understanding the assignments
and learning the material. If questions arise, it is important to ask the professor immediately for help since many of the tasks build on one another. Students will be responsible for:

1. Participation in discussions, blogs, activities and individual tasks. Individual tasks are expected and will be used to determine the final grade.
2. Class will consist of online discussions, individual participation, and papers.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td>Introductions</td>
<td>3%</td>
</tr>
<tr>
<td>Types of Tests Paper</td>
<td>10%</td>
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<tr>
<td>Countdown Paper</td>
<td>5%</td>
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<tr>
<td>Article Critiques</td>
<td>10%</td>
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<tr>
<td>Scores Paper</td>
<td>10%</td>
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<tr>
<td>Chart of Questions</td>
<td>15%</td>
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<tr>
<td>Personality Test</td>
<td>5%</td>
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<tr>
<td>Assessment Assignment</td>
<td>15%</td>
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<tr>
<td>Discussion Questions</td>
<td>5%</td>
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<tr>
<td>Final</td>
<td>22%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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VI. Evaluation

Format Requirements for Submittals: All submittals must be professional papers. Do not submit your assignments in a “homework” or “school assignment” format. Each submittal should be written as if it were an actual professional paper ready for publication or for transmission to the addressed recipient using APA. Grammar, typographical errors, proper paragraphing, and spelling are important; have someone proof read your papers.

All submittal must comply with the sixth edition of the APA Publication Manual. Use Times New Roman, #12 font with one-inch margins on all sides. Included charts and graphs must also follow APA format. If Internet sources are cited, care must be taken to provide currently valid references. Electronic references are discouraged; utilize electronic sources that provide valid reference information or that provide information needed for an APA style reference: author’s name, date of publishing, editor, publisher, etc.

Assignments submitted with one or more unacceptable errors in APA formatting must be corrected and resubmitted before the instructor will grade it. A one-time ten percent penalty will be assessed on papers that must be resubmitted on all but the first assignment.
You must submit your work through Blackboard and text documents must be in MS Word (.doc file) or in Rich Text format (.rtf) file. Proprietary files systems used by other word processing software will not work. If you are using something other than MS Word you must save your file in rtf format.

**Grading:** A grade sheet is provided on Blackboard. Grades are based on the percentage of the points earned. A letter grade for the course will be assigned based on the following system:

- 90 – 100 %  A
- 80 – 89 %  B
- 70 – 79 %  C
- 69 % or lower  F

(There will be no grade of I for incomplete)

Your grade is the percentage of the points you earned. You receive points for each assignment as indicated on the assignment instruction page and your Blackboard grade sheet. The quantities of points you earn are determined by the instructor's evaluation of your performance.

There is a penalty for turning in assignments in an unacceptable format or late. Assignments must be posted on Blackboard no later than midnight of the date they are due. There will be a 10% penalty, per day, for each day that an assignment is late. If an assignment is submitted before the due date but is unacceptable because of improper APA format, the student will be notified and the paper must be corrected and resubmitted. A one-time penalty of ten percent of the total possible score on that assignment will be assessed on any unacceptable paper.

**Angelo State University Required Statements**

**Honor Code:**

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.

**Persons seeking accommodations**

Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, in order to request such accommodations prior to any accommodations being implemented. You are encouraged
to make this request early in the semester so appropriate arrangements can be made.