

**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT of COUNSELING and EDUCATIONAL PSYCHOLOGY
COURSE SYLLABUS**

Course Prefix & Number: EPY 6313

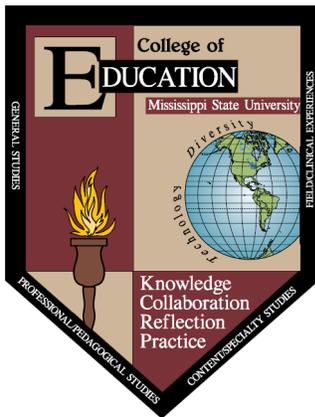
Course Title: Measurement and Evaluation

Credit Hours: 3 Semester Hours

Course Type: Lecture

Catalog Description: 3 hours lecture. Measurement and evaluation of learning activities and achievement of elementary school pupils and high school students; standardized tests; test construction; statistical techniques.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Purpose of the Course:

Measurement and evaluation was designed to help prospective educators gain the evaluation skills necessary to work with classroom teachers, counselors, psychometrists, school psychologists, and other professionals who will be using measurement in their fields. Tests are major tools used for decision making in education and psychology. Understanding of the theory and practice of testing is vital since teachers and psychologists are concerned with behavior and how people learn. As a pre-service educator, you will need to learn about tests, observation records, rating scales, and other forms of measurement to equip you with knowledge that you will need in order to be a competent professional.

Course Objectives:

The pre-service educator will:

1. Utilize the *Standards for Teacher Competence in Educational Assessment of Students* developed by the American Federation of Teachers, the National Council on Measurement in Education, and the National Education Association, to reflect on his/her own level of competence and self assess the need for professional development in the areas of planning for, designing, administering, analyzing and interpreting appropriate assessment instruments and procedures. INTASC #8, #9. CFPO a, c, d, e.
2. Read, reflect upon, and discuss the *Code of Professional Responsibilities in Educational Measurement* prepared by the NCME Ad Hoc Committee on the Development of a Code of Ethics, how this code dictates personal responsibility in assessment, and how use of the code in a responsible and ethical manner impacts on students, parents, and the educational community as a whole. INTASC #8, #9 CFPO a, b, c, d, e, g.
3. Distinguish among the terms test, measurement, and evaluation. INTASC # 8, CFPO a, c, d.
4. Relate the types of evaluation to various types of instructional decisions and to the instructional process. INTASC #7, #8, CFPO a, c, d.
5. Distinguish between norm and criterion referenced test interpretation. INTASC#8, CFPO a, c, d.
6. In a collaborative group, review and select appropriate information gathering instruments to make effective classroom evaluations (i.e., to assess the attainment of educational objectives in the cognitive, affective, and psychomotor domains). INTASC #8, #9, #10, CFPO a, c, d, g, h, i, j.
7. Plan for the content validity of teacher made tests by selecting a curriculum source, writing a content outline, designing a table of specifications and writing clear, understandable instructional objectives at a variety of capability levels of Bloom, Gagne, or DOK taxonomies for a given assessment. INTASC# 7, 8. CFPO a, c, d, e, f, i.

8. Plan, design, and construct valid and reliable teacher-made tests and quizzes for evaluating achievement of ed. objectives. INTASC #8, CFPO a, c, d, e, f, i
9. Develop appropriate checklists, rating scales, or rubrics for evaluating student performances (music, typing, dance, basketball, etc.) and products (projects, presentations, shop work, art pieces). INTASC#8, CFPO a, e, f, g.
10. Distinguish among the various types of grading and marking systems in terms of advantages and disadvantages. Demonstrate ability to calculate end of period grades. INTASC#8, #9. CFPO a, c, d, e, f, g.
11. Summarize research on the impact of classroom evaluation on students. INTASC#8 #9. CFPO a, c, d, i., j.
12. Calculate and interpret item analysis indices, elementary testing statistics, reliability coefficients, validity coefficients, standard error of measurement, and standard (derived) scores. INTASC#8. CFPO a, c, g.
13. Interpret results derived from standardized tests. INTASC #8, CFPO a, b,c, d, g.
14. Describe the characteristics of authentic or portfolio assessment systems. INTASC #8. CFPO a, c, d.
15. Manage the evaluation process efficiently. INTASC #8. CFPO a, c, d, e, f.
16. Effectively plan for and make decisions related to instructional and assessment accommodations necessary because of student exceptionality or diversity. INTASC #3, #7, #8. CFPO a, b, c, d, e, g, h.
17. In a collaborative group, and using on-line and other resources, review a selected standardized test related to measurement and evaluation and present the results of the review to peers with a Power Point presentation. INTASC #6, 7, 8. CFPO a, c, d, e, g.
18. Complete a project which involves creating, planning for, designing, writing, administering, and statistically analyzing an assessment instrument appropriate to his or her content area and aligned with State standards INTASC #7, 8. CFPO a,b, c, d, e, f, i, j.
19. Construct an evaluation plan using Understanding by Design principles. INTASC #7, 8. CFPO a,b, c, d, e, f, i, j.
20. Read, reflect upon and discuss in class, information related to High Stakes Testing, alignment of assessments with state standards, and legislation such as NCLB.

Topics to Be Covered:

A topical organization of this class divided into exam modules will be presented separately from this syllabus as a schedule of instruction.

Required Textbook:

Kubiszyn, T. & Borich, G. (2010) *Educational Testing & Measurement: Classroom Application and Practice, 9e*. Hoboken, NJ: John Wiley and Company.

Methods of Instruction:

The primary method of instruction will be lecture accompanied by PowerPoint presentations (45 %). Class discussion and some small group activities (30%). Simulations (10 %). Students will be given exercises to complete (15%) for the purposes of classroom discussion and formative evaluation.

Student Activities:

Student activities consist of the following: reading assignments in the text and in other supplemental material supplied by the instructor, use of the Internet to access test review materials and test reviews, classroom discussion, participation in selected activities, simulations, and exercises. In addition the following will be required: completion of selected assessments, summarizing a professional journal article related to a standardized test of interest, a group test review project and accompanying oral presentation, and the measurement and evaluation test design project which consists of planning for, designing, administering, scoring and statistically analyzing a teacher-made test.

Honor Code:

Students will be expected to abide by the honor code of the university and may be required to sign an honor code statement related to exams and projects for this course. Plagiarism in any form will not be tolerated.

Technology:

Students will use a variety of technology and tools (e.g., computer software) to complete work in the school, to turn in work samples.

Diversity:

Issues of diversity will be inherent in all discussions and activities completed as a part of this course. Young adolescents live and function in a diverse world; as such, students must develop an understanding of diversity as it relates to young adolescents and their worlds.

Disabilities/Special Accommodations:

Notify the instructor privately if you require any special instructional or assessment accommodation because of professionally assessed and documented physical or learning disabilities.

Field Component:

No field experience component for this course is indicated.

Evaluation of Student Progress and Class Requirements:

You are expected to:

1. Turn all materials in **typed, stapled, double spaced and proofread**. A cover sheet should be used for **every assignment**. Specific requirements for each assignment will be distributed. Use APA style.
2. Attend and actively participate in all sessions. Because this class will be highly interactive, it is difficult to explain and re-create group interactions.
3. Read the textbook, supplements, and relevant handouts **as assigned** and relate readings to specific objectives provided for each week of instruction.
4. Complete a **Measurement and Evaluation Project** which will consist of planning for, designing, administering, and statistically analyzing a test and presenting these results in a binder. Specific guidelines will be provided.
5. Become an active part of a 4-5 member cooperative learning group for purposes of discussion, study, and completion of a **Group Test Review Project**. One 2-4 page written project will be turned in for the group and each person will take part in a brief oral presentation related to the assessment selected for review.
6. Students will select, read, and provide a written reaction to a journal article related to a specific standardized test. A format for the journal article review will be provided.
7. There will be 4 chapter exams and a cumulative final exam. One exam score will be dropped including the final. Students who have an A upon completion of the project do not have to take the final exam. **Exams may not be made up**. If you miss an exam it will become the score you drop.
8. There will be 4 announced quizzes. **Quizzes may not be made up**.
9. Students will complete, score and turn in the Type-Focus Assessment Instrument as well as participate in in-class activities related to this instrument.
10. Students will take part in in-class activities, brief homework, discussion, simulations and in-group review activities.

Evaluation of Student Progress:

Course marks will be assigned on the following scale of possible points.

Exams (4)	300 points (one will be dropped)
Final Exam	100 points
Exam Supplements	29 points
Quizzes (4)	47 points
Evaluating Learning Project	275 points
Group Test Review	60 points
Journal Article Review	30 points
Type Focus & Interpretation	5 points
Class participation, mini-assignments and homework	104 points
Total	950 points

The numerical score received will be converted into the corresponding letter grade.

Grading scale:

A	90 -100%	D	60-69%
B	80-89%	F	59% and below
C	70-79%		

Other:

Instructor Packet:

An instructor packet will be available at Copy Cow. It is an instructional package of class handouts and assignment directions. Please purchase a 10 tab Color Avery Index Tab system from the bookstore or Campus Book Mart and a 2” ring binder with clear cover insertion space. Sheet protectors are recommended but optional

Estimated Preparation Time For This Class:

It is assumed by college instructors that students will spend 2-3 hours outside of class in preparation for each hour in class. This is especially true for this class for pre-service educators. Therefore, you may expect to spend between **6-9 hours per week in preparation time. If you do not have this time available, please drop the class and take it in a future semester.**

Attendance Policy:

Your attendance will definitely affect your grade. If you miss more than 2 classes, you will probably not complete the class. Please notify the instructor in advance if you must miss class by leaving a message at 325-0942.

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