**PSYC417 - Assessment of Student Learning**

***Lifelong Learner--Effective Educator--Ethical Practitioner***

Professor:    William Estes  
Office:         209-E DeVos Ed Building  
Phone:         614.8476  
Better yet:   [bestes@leeuniversity.edu](mailto:bestes@leeuniversity.edu)         
  
**I.      Texts**

Measurement and Assessment in Teaching (10/e). Robert Linn and David Miller. Pearson, 2008.

The Case Against Standardized Testing.  Alfie Kohn, Heinemann, 2000.

**II.     University Mission Statement**

Lee University seeks to provide education that integrates biblical truth as revealed in the Holy Scriptures with truth discovered through the study of the arts and sciences and in the practice of various professions. A personal commitment to Jesus Christ as Lord and Savior is the controlling perspective from which the educational enterprise is carried out. The foundational purpose of all educational programs is to develop within the students - knowledge, appreciation, understanding, ability and skills which will prepare them for responsible living in the modern world.

**III.    Catalog Description**

A study of the theories and principles of assessment which give classroom teachers a better basis for directing student learning and assessing such learning. Three Credit Hours.

**IV.        Purpose Statement**

This course is intended to introduce the student to the methods, skills, and strategies they will need as they become effective teachers in the assessment and evaluation of students in the public school setting.

**Va.  General Instructional Objectives**

This course seeks to accomplish the following:

1.    Introduce historical foundations of assessment.

2.    Review the basic principles and procedures of measurement theory and statistics.

3.    Examine the importance of both reliability and validity to both measurement and assessment. (CT)

4.    Develop an appreciation for individual differences and an understanding of the normal distribution of characteristics. (E2)

5.    Develop an understanding of the peculiar problems involved in psychological and educational measurement. (E2) (CT)

6.    Examine various instruments that measure human characteristics and behavior.  (LL)

7.    Make applications of measurement theory to the classroom. (E1)

In a general sense, this course will be broken down into 3 parts:

* A review of elementary statistics
* Extensive work with Reliability and Validity
* And finally, good test preparation and translation/application of results

**Vb.  Specific Behavioral Objectives**

As a result of the activities and study in this course, the student should be able to do the following.

Give meaning to scores by:

1.    Demonstrating an understanding of basic statistical principles and methods for the reporting and accurate interpretation of test results. (E1)

2.    Interpreting various standardized scores. (E1)

3.    Demonstrating an understanding of accepted criteria for evaluation of measurement instruments, reliability, validity, standardization, and practicality.

Recognize and evaluate the variety of instruments available by:

1.   Becoming acquainted with specific tests in major categories of measurement.

2.  Creating various valid testing instruments for evaluation at the classroom level. (E1)

3.  Listing various types of non-standardized and non-paper and pencil evaluative instruments and techniques.

4.  Using state data from Internships I or II in evaluating a candidate’s placement classroom and school.

Apply a practical understanding of test and measurement theory by:

1.  Devising a feasible approach for the use of test results in planning and guiding professional educational activities of a single student.

2.  Communicating results to various populations, particularly parents. (E1) (E2)

3.  Listing ethical considerations and issues in test measurement theory. (E2) (D)

**VI.    Course Calendar**

**VII.   Topics Covered**

These are in no particular order…

Bell (Gausian) Curve

Types of reliability

Factors affecting reliability

SEM

Types of validity

Factors affecting validity

Coefficients

History and trends in educational measurement

State standards and relating these to objectives

Objective Test Items

Multiple Choice specifically

Essays (fixed and open-ended)

Portfolio Assessment

Interpretive Exercises

Performance-Based Assessment

Spearman’s g

IQ and IQ Testing

Observation, Peer-Appraisal and Self-Report

Grading and Reporting

Achievement Testing

Aptitude Testing

Interpreting test scores

Data Management

Correlation

Relationships

Aligning standards w/ assessment

Standards based report cards

NAEP

TCAP

TVASS

**VIII.  Assessment Opportunities**

There will be 4 exams and 1 paper that will constitute the final grade of the student.  Each of these 5 assessments will count equally to the student’s final grade.  There will be no extra credit opportunities.  There will be no make-up exams.  If for any reason you will be missing 1 of the 4 exams, contact me as soon as possible; but it is up to the instructor’s discretion in allowing or not allowing an alternative assessment.

As you will find out in the course, grading is problematic.  After each assessment, students will be shown their efforts as compared to a standard and to one another.  At the end of the semester, there are normally quasi-clean breaks in the distribution of scores that help the instructor delineate between A’s, B’s and C’s.  For this semester, anyone at or above the median will receive an A.  Anyone w/i 1 standard deviation of the mean that doesn’t receive an A will receive a B.  Anything below the 16thpercentile is in the C range or below.  +’s will be used for those near, but below any of these cut-offs.  Any student may at any time set up an appointment with me to discuss grading techniques and practice.  It is hoped at the end of this course you can give a solid critique of all methods used.

**IX. Students with Disabilities**

Lee University is committed to the provision of reasonable accommodations for students with disabilities as defined in Section 504 of the Rehabilitation Act of 1973. Students who think they may qualify for these accommodations should notify their instructor immediately. Special services are provided through the Academic Support Program.

**X.  Random Instructor Comments**

This class has the potential to be difficult.  When reading a syllabus, one sometimes sees the instructor following the chapters of a book and decides to forgo the reading of the chapters (or at best only conducting a cursory skimming.)  I strongly encourage you not to do this.  If you still find yourself struggling.  Don’t wait until the second half of the semester to come and see me.  The earlier we can start working together, the more likely we can right the ship.

**XI.    Reading List**

American Psychological Association. (2000).  *Standards for educational and psychological testing*.  Washington DC: Author.

Anastasi, A. (1988).  *Psychological testing (6th ed.)*. New York: Macmillan.

Bloom B. S., Madaus G.J., & Hastings J. T. (1981).  *Evaluation to improve learning*.  New York: McGraw-Hill.

Cronback, L.J. (1990).  *Essentials of psychological testing* *(5th ed.)*. New York: Harper & Row.

Educational Testing Service. (1993).  *Performance assessment sampler: A workbook*.  Princeton, NJ: Educational Testing Service.

Glass, G. V., & Hopkins, K. D. (1996).  *Statistical methods in education and psychology (3rd ed.)*.  Needham Heights, MA: Allyn & Bacon.

Levitt, S.D. & Dubner, S. J. (2005).  *Freakonomics: A Rogue Economist Explores the Hidden Side of Everything.*  NY, NY: HarperCollins.

Thorndike, R. M., Cunningham, G. K., Thorndike R. L., & Hagen, E. P. (1991).  *Measurement and evaluation in psychology and education (5th ed.)*.  New York: Macmillian.

Thorndike, R. M., & Hagen, E. (1993).  *Cognitive abilities test*.  Itasca, IL: Riverside Publishing Company.

**XIa. Web Resources**

<http://www.shodor.org/interactivate/activities/Histogram/>

<http://nces.ed.gov/>

<http://www.ncrel.org/sdrs/areas/as0cont.htm>

<http://www.nciea.org/>

<http://www.nationsreportcard.gov/>

<http://www.tn.gov/education/reportcard/index.shtml>  
  
<http://www.tennessee.gov/sbe/teacherreportcard.htm>

<http://www.aera.net/>

<http://www.crede.org/>

<http://www.eric.ed.gov/>

<http://www2.edtrust.org/edtrust/etw/>

<http://www.tn.gov/education>

<http://www.ed.gov/index.jhtml>

<http://www.edweek.org/>