



**EDUCATIONAL PSYCHOLOGY 558-032, 920**  
**EDUCATIONAL TESTS AND MEASUREMENTS**  
**Summer Pre-session 2016, Fridays 9 – 11:30 am**  
**University of Arizona, Chandler location**

**INSTRUCTOR:** Heidi Legg Burross, Ph.D.

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**OFFICE:** UA Tucson Education building, room 611

**OFFICE HOURS:** by appointment

**Recommended Text:** Kubiszyn, T. & Borich, G.D. (2015). *Educational Testing & Measurement*. 11<sup>th</sup> ed. (Older editions okay). This should be available at the university bookstore as well as through online retailers.

**Course Description:** Theoretical and practical application of psychometric techniques to test construction, analysis, and interpretation of test results.

**Standards:** The course will align to standards established by InTASC ([http://www.ccsso.org/Documents/2011/InTASC\\_Model\\_Core\\_Teaching\\_Standards\\_2011.pdf](http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf)) and ISTE NETS T (<http://www.iste.org/standards/nets-for-teachers.aspx>).

**Course Objectives:** By the end of the semester, the successful student will be able to:

- choose and develop multiple assessment methods appropriate for instruction
  - [InTASC 1a, 6c, 6g, 6j, 6k, 6l, 6t, 7a, 7c, 7d; ISTE NETS 2d]
- administer, score, and interpret results of externally- and teacher-produced assessments
  - [InTASC 4f, 6c]
- prepare students and themselves for assessment situations
  - [InTASC 4r, 6h]
- use assessment results to help make decisions about individual students, planning teaching, developing curriculum, and school improvement
  - [InTASC 2a, 3e, 6c, 6g, 7a, 7l, 8b, 9c, 9h, 9l, 10p]
- evaluate created and existing assessments, both live and using technology
  - [ISTE NETS T 1b, 1d]
- develop valid grading procedures that use varied & multiple assessment results
  - [InTASC 2a, 3e, 6a, 6c, 6e, 6g, 6h, 6k, 6l, 6t, 7c, 8b, 9h]
- communicate assessment results to students, parents, educators, and lay audiences
  - [InTASC 1c; ISTE NETS T 3b]
- recognize & report unethical, illegal and otherwise inappropriate assessment methods & uses
  - [InTASC 5k, 6v, 9j, 9o]

**Grading:** 400 points possible

A = 360 or more points (at least 90% of possible)

B = 320 - 359 points (80-89% of possible)

C = 280 - 319 points (70-79% of possible)

D = 240 - 279 points (60-69% of possible)

E = less than 240 points

**Course Requirements:**

intro survey	5 points	1.25% of total
discussions	25 points	6.25% of total
objectives assignment	35 points	8.75% of total
PA assignment	45 points	11.25% of total
grading assignment	30 points	7.5% of total
D2L quiz	40 points	10% of total
two exams	130 points	16.25% of total each
final assignment	90 points	22.5% of total

**Introduction survey:** (5 points) By 5 pm on 18 May, students need to complete a D2L survey.

**Discussions:** (25 points) Students are required to post twice weekly to the discussion section of D2L: one in response to a topic presented by the instructor and one an original question related to the week’s course material. Both are due each week by Thursday at 5 pm for 5 points each.

The discussion topic will be posted by the instructor no later than 9 am on Monday of each week. Students may post their comments and questions at any time between Monday at 9 am and Thursday at 5 pm. No late posts will be accepted. Posts are graded for full credit (5 points) or no credit each. Posts earning full credit will be relevant to the topic or week’s material and be thoughtful and meaningful.

Students may post more than one comment or question, but only the first of each will be considered for credit. Students may also respond to others’ questions, but those are not considered for credit. Students will have 6 opportunities to post (1 comment and 1 question each week for 3 weeks), but only 5 will be counted toward the 25 points. Students may miss one post and still earn full credit. [ISTE NETS T standards 1, 2, 3]

**Assignments:** Assignment guidelines will be given through D2L at least two days prior to their due dates, except for the in-class assignment. These will include both individual and group tasks.

**Assignments must be submitted through D2L and feedback will be returned through D2L.** If you are having difficulty with D2L, email the assignment to the instructor before the deadline.

Students are responsible for the integrity of submitted assignments, including electronic issues. Please verify the content and comprehensiveness of uploaded documents. Incorrect and incomplete submissions will be graded according to the provided assignment rubrics.

Label the uploaded file with your last name as the first word. You may follow that with any other designation you want to use. Please submit files in .doc or .docx format.

All assignments are due by 5 pm. Assignments late *for any reason* will receive half of earned credit for up to 24 hours past the time due. No credit will be given to assignments after one day. Please understand that electronic issues (computer problems, incomplete submission to D2L, etc.) are not excuses for delay or failure to submit any or all parts of any assignment. If you are having trouble with D2L, email the assignment to your instructor. Do NOT wait until the last minute! Early submission of the assignments is encouraged.

Your instructor does not “preview” assignments prior to submission. Students may ask specific questions about material, wording, format, or placement of assignment content under construction, but may not ask the instructor to generally “look it over” before grading.

**Objectives assignment:** (35 points) Students will write objectives for a brief class unit related to state standards and classify each according to Bloom’s cognitive taxonomy. This assignment is evaluated on the quality of objectives, alignment with standards, and accuracy of Bloom’s classification. [InTASC 4, 6, 7, 9]

**PA assignment:** (45 points) Students will create a performance assessment and rubric for use with elementary or secondary students. Students will also evaluate other students’ PAs. [InTASC standards 3, 4, 5, 6, 8, 9; ISTE NETS T standards 1, 2, 3]

**Grading assignment:** (30 points) In groups, students will calculate and evaluate item analyses and grades from a given set of data. [InTASC 1, 2, 4, 8, 9, 10]

**Final assignment:** (90 points) Students will create exam items. Students will also reflect on the test creation process with predictions of how test-takers would perform. [InTASC 5, 6, 8]

**D2L quiz:** (40 points) Students will have an online quiz related to the statistics, reliability, and validity topics. It will be available at 9 am on 5/24 and due at 8 pm on 5/24. [InTASC 3, 5, 6, 7, 8; ISTE NETS T standards 3, 4]

**Exams:** (65 points each) Two exams will be given in-person on Fridays during the semester. These will consist of a variety of formats. Material on the exams will come primarily from lectures with the text and supplemental materials providing additional information. [InTASC 1, 2, 3, 4, 6, 7, 8]

Make up exams may be permitted for documented medical emergency, Dean’s excuse, or religious reasons only. Please contact the instructor as soon as possible if you will miss or have missed an exam. Prepare to show documentation to support your reasons for missing. Make-ups must be made as soon as possible.

**Appeal process:** If you disagree with the scoring of an assignment or exam item, you may write/email an appeal (of no more than one double-spaced page) explaining why you think your answer is correct and, in the case of exam items, why the keyed response and other response items are incorrect. Appeals will be accepted **within two days** after graded tasks are made available to students. The instructors will review your appeal and give credit when deemed appropriate. An appeal does not guarantee a grade change.

**Extra credit/bonus points:** Any opportunities for extra credit are at the discretion of the instructor. Students will not be allowed to make up extra credit assignments. Individual opportunities for extra credit will not be allowed.

**Attendance and Participation Policies:** Attendance will not be taken and you are not required to inform the instructor about absences. All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion and absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored. *It is your responsibility to get notes from classmates and handouts from the instructors if you miss class.*

**Course web site:** <http://d2l.arizona.edu>

Assignments and changes in the schedule will be posted to the course web site as soon as the instructors can do so. Lectures through Panopto and notes will be posted. It is advisable to check the web site periodically and within a few days of missed classes. Every effort to keep the web site updated will be made, but be sure to check with the instructor for missed materials.

**Classroom behavior:** Students are expected to conduct themselves in a respectful manner conducive to learning. Please turn off cell phones while in class, unless extenuating circumstances exist and you have notified the instructors. Threatening or harassing behavior is not permitted and will be reported. <https://deanofstudents.arizona.edu/accountability/faculty/student-accountability>

**Threatening and Discriminatory Behavior Policies:** The University of Arizona prohibits threats of physical harm to any person. <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students> Additionally, no person shall be harassed or discriminated against. <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

**Cheating Policy:** Students who attempt to cheat or turn in another person's work as their own will receive a zero on that assignment or exam. There may be additional penalties. All students involved in the incident must see the instructors in order to continue in the course. The University's (<https://deanofstudents.arizona.edu/academic-integrity/faculty/academic-integrity>) and Educational Psychology department's Code of Ethics & Conduct will be followed.

**Course Expectations:** Intellectual investment is expected in all aspects of this class. It will not be enough to simply read the text and memorize facts; you are expected to actively engage with the text and course content. You are responsible for understanding and applying concepts from the assigned readings, class discussions, and lecture presentations. If you have questions at any time, please email the instructors or see the instructor during office hours.

**Accessibility and Accommodations:** It is the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let the instructors know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations. Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

**Incomplete Policy:** Occasionally, otherwise successful students meet with unfortunate and/or unforeseen circumstances that disrupt their academic progress. Students must have earned at least half of the available points in the course, otherwise it is the students' responsibility to withdraw themselves.

The student must request the INC grade in person by noon on 3 June 2016. The student needs to be prepared to discuss the circumstances of the request and why s/he should be considered eligible for the INC grade. The assignment of an INC grade is at the discretion of the instructor. The INC grade will not be given to simply allow the student to raise a grade.

**Withdrawal policy:** It is the student's responsibility to get any necessary signatures and withdraw from the course. Lack of attendance and failure to withdraw from class will be interpreted as failure to earn a passing grade for the course.

**Other Information:** The instructors will make every attempt to follow the procedures and schedules provided in the syllabus, but reserve the right to make changes. You will be notified of any changes as soon as possible.

Pre-session classes move very quickly and require immersion into the material. Online courses require that students adopt regular study/review habits. They also require patience on both sides as electronic communications add another layer of meaning to the instructional and learning processes. Please contact me if I can facilitate your understanding in any way or if you have any special concerns or needs that require my consideration.

**Good luck and have a wonderful summer!**

Tentative schedule				
Date	Panopto Topics	Reading in K & B	Online tasks due by 5 pm	@ Chandler center
M-5/16	Introduction High-Stakes Testing	Chapter 1 Chapter 2		
T-5/17	Purposes of Testing Bloom's Taxonomy	Chapter 4 Chapter 6		
W-5/18	Standards & Objectives Norm- & Criterion-Referenced Interpretations	Chapter 6 Chapter 5	Intro survey	
Th-5/19	Statistics Accuracy and Error	Chs 13-15 Chapter 18	Discussion comments	
F-5/20	None		Objectives assignment	Share Objectives <b>Exam 1 (chs 1-2, 4-6)</b>
M-5/23	Reliability Validity Evidence	Chapter 17 Chapter 16		
T-5/24	Performance Assessments Portfolio Assessment	Chapter 9 Chapter 10	<b>D2L quiz by 8 pm (chapters 13-18)</b>	
W-5/25	Constructed-Response Items Selected-Response Items	Chapter 8 Chapter 7		
Th-5/26	Administer & Improve the Test	Chapter 11	Discussion comments	
F-5/27	None		PA assignment	Share PAs <b>Exam 2 (chs 7-11)</b>
M-5/30	<i>No classes- Memorial Day</i>			
T-5/31	Marks and Marking Systems	Chapter 12		
W-6/1	Standardized Testing	Chapters 19-20	Grading assignment	
Th-6/2	Ethics Technology in Assessment		Discussion comments	
F-6/3	None		Final assignment	