Fall 2013
CECE 170
Tuesday and Thursday 9:30 – 10:45 PM

INSTRUCTOR: DR. MARK FABRIZI
Email: fabrizim@easternct.edu
Phone:
Office hours: Mon. 1:30 – 3:30
Tue. 8:00 – 9:00; 1:00 – 2:00
Thurs. 8:00 – 9:00
and by appointment

Course Description:
An introductory course on educational assessment. This course will provide teacher candidates with a general introduction to the theory and practice of assessment as utilized in educational setting. The course presents concepts of testing and assessment, developing standards-based assessment instruments, test scores interpretation, test reliability and validity, item analysis, grading, and classroom assessment in education.

Course Goals/Objectives and Alignment with conceptual frameworks—ECSU Proficiencies (ECSU) and Connecticut Common Core of Teaching (CCCT):

<table>
<thead>
<tr>
<th>Course goals/objectives</th>
<th>Alignment</th>
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<tbody>
<tr>
<td>By the end of the course, students will be able to:</td>
<td>ECSU Proficiencies</td>
</tr>
<tr>
<td>1. Understand and describe different purposes and types of assessment in education</td>
<td>1.1</td>
</tr>
<tr>
<td>2. Distinguish between norm-referenced and criterion-referenced tests</td>
<td>1.1 3.1 3.2</td>
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<tr>
<td>3. Understand concepts and identify and distinguish types of test reliability and validity in education</td>
<td>1.1</td>
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<tr>
<td>4. Use and design both formative and summative assessments</td>
<td>5.1</td>
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<tr>
<td>Course goals/objectives</td>
<td>Alignment</td>
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<tr>
<td>5. Create test items and develop tests</td>
<td>ECU Proficiencies</td>
</tr>
<tr>
<td></td>
<td>1.1</td>
</tr>
<tr>
<td>6. Design criterion-referenced assessment instruments appropriate for use in the classroom</td>
<td>1.1</td>
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<tr>
<td>7. Interpret test scores</td>
<td>1.1</td>
</tr>
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<td>8. Conduct an item analysis by calculating item difficulty and discrimination indices</td>
<td>1.1</td>
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<tr>
<td>9. Understand methods of assigning grades</td>
<td>1.1</td>
</tr>
<tr>
<td>10. Develop strategies which lead to ongoing evaluation of students</td>
<td>2.4</td>
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<tr>
<td>11. Use assessment data to monitor students’ progress</td>
<td>2.4</td>
</tr>
<tr>
<td>12. Use assessment data to differentiate instruction for students with diverse learning needs</td>
<td>5.1</td>
</tr>
<tr>
<td>13. Be familiar with resources (e.g., library, computer) of available tests and assessment</td>
<td>1.1</td>
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Required Texts

Recommended texts and resources

Course Requirements
All work in this course must be typed and APA formatted. All assignments should be double spaced in Times New Roman 12-point font with one inch margins on all sides. *All assignments must be submitted by the specified due dates. Please note that no late assignments will be accepted.*

There will be a total of four assignments in the course:

1. **Questions on the reading guidelines (25 points)**
   There is a reading guideline for each chapter accessible through Blackboard. Please answer all questions on the guidelines, and submit your responses on the first meeting class each week.

2. **Item analysis (20 points)**
   You will conduct an item analysis using the data provided. You need to find the item discrimination index and the item difficulty index, perform a distracter analysis when appropriate, and explain what you would change about the item (if anything) and why.
   *Due October 24*

3. **Assessment/test construction project (30 points)**
   You will learn how to construct selected-response tests, such as multiple-choice and true-false tests, and how to construct response tests, such as essay and short answer items. You will also learn how to develop assessment instruments for performance and portfolio assessment. You will be required to construct one of the assessments above on your own for the subject you teach, plan to teach, or one with which you are most familiar. Your assessment should be linked to the instructional goals of the course and should encompass the content or major ideas of the course. Refer to the textbook for guidelines on how to construct the assessment.
   *Due December 3*

4. **Class participation, discussion, and disposition reflection (25 points)**
   As a part of class participation and discussion, you also need to reflect on your dispositions in this course. At the end of the course, you must submit a 1-2 page reflection describing your strengths and challenges with respect to target or acceptable dispositions as explained in the rubric. Grades will be determined by carefully comparing your reflection with my notes. Please see the disposition reflection rubric at the end of this course outline.
   *Due December 5*
Tentative Schedule of classes

The schedule of topics given below is tentative and subject to change. All changes will be discussed in class. Please come to class having read the assigned chapter and completed all written work listed.

<table>
<thead>
<tr>
<th>Session dates</th>
<th>Topic</th>
<th>Readings/assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 29</td>
<td>Course introduction</td>
<td></td>
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</tbody>
</table>
| Sept. 3 & 5   | Why do teachers need to know about assessment? | Due Sept. 3:  
• Read Chapter 1  
• Online reading guideline for Chapter 1 |
| Sept. 10 & 12 | Deciding what to assess and how to assess it | Due Sept. 10:  
• Read Chapter 2  
• Online reading guideline for Chapter 2 |
| Sept. 17 & 19 | Reliability of assessment | Due Sept. 17:  
• Read Chapter 3  
• Online reading guideline for Chapter 3 |
| Sept. 24 & 26 | Validity | Due Sept. 24:  
• Read Chapter 4  
• Online reading guideline for Chapter 4 |
| Oct. 1 & 3    | Absence-of-bias | Due Oct. 1:  
• Read Chapter 5  
• Online reading guideline for Chapter 5 |
| Oct. 8 & 10   | Formative assessment | Due Oct. 8:  
• Read Chapter 12  
• Online reading guideline for Chapter 12 |
| Oct. 15 & 17  | Making sense out of standardized test scores | Due Oct. 15:  
• Read Chapter 13  
• Online reading guideline for Chapter 13 |
| Oct. 22 & 24  | Selected-response tests | Due Oct. 22:  
• Read Chapter 6  
• Online reading guideline for Chapter 6  
Due Oct. 24:  
• Item Analysis assignment |
| Oct. 29 & 31  | Constructed-response tests | Due Oct. 29:  
• Read Chapter 7  
• Online reading guideline for Chapter 7 |
Nov. 5 & 7  | Performance assessment  
| Due Nov. 5:  
| • Read Chapter 8  
| • Online reading guideline for Chapter 8

Nov. 12 & 14  | Portfolio assessment  
| Due Nov. 12:  
| • Read Chapter 9  
| • Online reading guideline for Chapter 9

Nov. 19 & 21  | Improving teacher-developed assessments  
| Due Nov. 19:  
| • Read Chapter 11  
| • Online reading guideline for Chapter 11

Nov. 26  | Appropriate and inappropriate test-preparation practices  
| Due Nov. 26:  
| • Read Chapter 14  
| • Online reading guideline for Chapter 14

Dec. 3 & 5  | The evaluation of instruction  
| Due Dec. 3:  
| • Read Chapter 15  
| • Online reading guideline for Chapter 15  
| • Assessment/Test Construction Project  
| Due Dec. 5:  
| • Disposition Reflection

Grading Scale

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>95-100</td>
<td>A</td>
</tr>
<tr>
<td>90-94</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>84-86</td>
<td>B</td>
</tr>
<tr>
<td>80-83</td>
<td>B-</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>74-76</td>
<td>C</td>
</tr>
<tr>
<td>70-73</td>
<td>C-</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
</tr>
</tbody>
</table>

Disposition Rubric

At the end of the course, your demonstrated disposition, as outlined in the rubric below, may impact your final grade. You will have opportunities to demonstrate required dispositions throughout the course. If needed, meetings will be conducted with individual students to discuss how dispositions can be improved.

<table>
<thead>
<tr>
<th>Disposition</th>
<th>Target (5)</th>
<th>Acceptable (3-4)</th>
<th>Unacceptable (0-2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>Attended every class or missed only one; always came on time; submitted all assignments by their due dates; was not distracted; was actively engaged in group and whole class activities.</td>
<td>Missed two or three classes; almost always came on time; submitted all assignments by their due dates; was not distracted; was actively engaged in group and whole class activities.</td>
<td>Missed three or more classes; often came late and/or unprepared; was inactive or distracted in group/whole class activities.</td>
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<tr>
<td>Respect</td>
<td>Displayed professional and ethical behavior in the class; always paid attention and listened to peers and the instructor of the class with respect; often responded thoughtfully and appropriately to the ideas of peers and the instructor.</td>
<td>Displayed professional and ethical behavior in the class; always paid attention and listened to peers and the instructor of the class with respect.</td>
<td>Did not display professional and ethical behavior in the class and/or did not pay attention to the ideas of peers and the instructor of the class.</td>
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</table>
Attendance

Your regular and punctual attendance is crucial to your success and the success of others in this course. I will do my best to organize meaningful, hands-on, participatory lessons. Some assignments take place in class and cannot be made up, and insights you may have gleaned from classroom conversations will never be realized if you are absent. **More than one absence could have a detrimental effect on your grade.**

**Students with Disabilities**

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Office of AccessAbility Services at 465-5573. To avoid any delay in the receipt of accommodations, you should contact the Office of AccessAbility Services as soon as possible. Please note that I cannot provide accommodations based upon disability until I have received an accommodation letter from the Office of AccessAbility Services. Your cooperation is appreciated.

**Academic Services Center**

Students are encouraged to use the support offered by the Academic Services Center (ASC) located on the ground floor of the Library. Advising Services and tutoring in math, writing, and other subjects, including supplementary instruction, are available. The ASC also offers assistance in study techniques, time management, and understanding learning styles. Fall 2013 hours: Sun. 2-9; M.-Th. 9-9; Fri. 9-5. (Closed Sat.) For further information, call 465-4310 or check the ASC website at [http://www.easternct.edu/asc](http://www.easternct.edu/asc)

**Academic Misconduct**

Students should read and understand Eastern’s Academic Misconduct Policy, which can be found in the Eastern Student Handbook or at [http://www.easternct.edu/judicialaffairs/academicmisconduct](http://www.easternct.edu/judicialaffairs/academicmisconduct). All violations will be handled under the procedures established in this policy.

**Electronic Communication**

Students are expected to receive, read, and respond to their email in a timely fashion. Some communications may be time-sensitive or contain important classroom announcements, and students are responsible for checking their email so they can react to such information. Additionally, all electronic communications relevant to the course should take place within the ECSU email system. Do not assume that email sent by outside providers will be received by your professor.

Course handouts and reading guides for each chapter can be downloaded from WebCT before class. This is **your** responsibility and a requirement of the class.