Eastern Connecticut State University
Department of Education

EDU 550: Measurement and Evaluation
Summer 2013 (July 1–August 8)

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Email: liux@easternct.edu (Use WebCT Email)
Office: Webb Hall 153
Class hours: ONLINE

Purpose of the course

EDU 550 is an introductory course in educational measurement and evaluation. It is designed to provide students with a general introduction to the theory and practice of measurement, assessment and evaluation as utilized in educational setting. The course presents concepts of measurement, testing and assessment, test construction, test scores interpretation, test reliability and validity, item analysis, grading and classroom assessment in education.

Course goals

This course has the following goals:

• To understand concepts of measurement, testing and assessment in education.
• To understand concepts and identify and distinguish types of test reliability and validity in education.
• To understand and distinguish different scales of measurement.
• To be able to distinguish norm-referenced and criterion-referenced tests.
• To be able to create test items and develop tests.
• To be able to interpret test scores.
• To be able to conduct item analysis
• To understand methods of assigning grades.
• To be familiar with resources (library, computer) of available tests and assessment.
• To be able to participate in Threaded Discussions.

Course Objectives/Expected Outcomes

By the end of this course, the students will have:

• Designed a test or develop a performance assessment or portfolios using basic skills of educational measurement and assessment.
• Conducted an item analysis by calculating item difficulty index and item discrimination index.

General course requirements

All work in this course must be typed and APA formatted. All assignments should be double spaced on letter-size format, with at least one-inch margin on all sides. All of the assignments must be submitted through the Blackboard Assignments page by the specific due dates. Please note that the online system does not accept any late assignments.
Student Evaluation

Final grades in this course will be determined on total points earned out of 100 in the following way:

95–100   A  90–94   A-  87–89   B+  84–86   B  80–83   B-
77–79   C+  74–76   C  70–73   C-  65–69   D+  60–64   D  Below 60   F

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

1. Questions on the reading guidelines  [25 points]
2. Item analysis  [20 points]
3. Develop a short test  [30 points]
4. Class participation, discussion, and disposition reflection  [25 points]

1. Questions on the reading guidelines  [25 points]

There is a reading guideline for each chapter. Please answer all questions on the guideline.

2. Item analysis  [20 points]

After learning Chapter Six, Item Analysis for Teachers, we will conduct an item analysis using the data provided. This assignment is around one-page.

3. Develop a short test  [30 points]

In Chapter Eight and Nine, we will learn how to create multiple-choice, true-false, essay, and short-answer items. Then you are asked to develop a short, simple test of your own. This assignment is around two pages.

4. Online participation, discussion, and disposition reflection  [25 points]

Each week during the course, the instructor will assign a topic (or topics) for threaded discussion. You are expected to participate in each of these discussions. Although your frequency of participation will be counted, it is more important that you participate in a qualitative manner by demonstrating your understanding of the text and assessment topics. Remember to cite the text from time to time in these discussions.

As a part of this online participation and discussion, you also need to reflect on your dispositions in this course. For more detail information, see the disposition reflection rubric at the end of this course outline.

Course Texts


Further readings as assigned by the instructor.

Use of Blackboard
Course handouts and reading guides for each chapter can be downloaded from Blackboard Learn before class. Questions can be asked via Blackboard internal email. You should monitor Blackboard frequently to see any announcement.

Tentative Course Schedule

The schedule of topics given below is tentative and is subject to change.

<table>
<thead>
<tr>
<th>Session</th>
<th>Course readings/assignments</th>
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| Week 1 (July 1-5) | An Introduction to Educational Assessment  
Read text chapters 1  
Read Online Reading Guideline for Chapter 1 |
| Week 2 (July 8 - 12) | The Basic Mathematics of Measurement  
The Meaning of Test Scores  
Read text chapters 2 and 3  
Read Online Reading Guideline for Chapter 2&3 |
| Week 3 (July 15-19) | Reliability for Teachers  
Validity for Teachers  
Read text chapters 4-5  
Read Online Reading Guideline for Chapter 4&5 |
| Week 4 (July 22-26) | Item Analysis for Teachers  
Read text chapter 6  
Read Online Reading Guideline for Chapter 6 |
| Week 5 (July 29-August 2) | The Development and Use of Selected-Response Items  
The Development and Use of Constructed-Response Items  
Read text chapters 8-9  
Read Online Reading Guideline for Chapter 8&9  
Item analysis assignment due (August 3) |
Week 6 (August 5-8)  
Performance Assessments and Portfolios  
Assigning Grades on the Basis of Classroom Assessments  
Read text chapters 10-11  
Read Online Reading Guideline for Chapter 10&11  
Answers to the questions of reading guidelines due (Aug. 9)  
Test development project due (Aug. 9)  
Disposition reflection due (Aug. 29)  
Read different chapters of books and online units as needed

DISPOSITION RUBRIC

At the end of this 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. Although you will write your disposition reflection at the end of the course, you will have opportunities to demonstrate required dispositions throughout this course. If needed, online meetings will be conducted with individual student(s) to discuss how dispositions can be improved.

<table>
<thead>
<tr>
<th>Class participation</th>
<th>Target (3)</th>
<th>Acceptable (2)</th>
<th>Unacceptable (0-1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted all assignments by their due dates and was actively engaged in all threaded discussions and group activities.</td>
<td>Submitted all assignments by their due dates and was engaged in almost all threaded discussions and group activities.</td>
<td>Some of the assignments were not submitted in time and/or was inactive in threaded discussion/group activities.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Respect</th>
<th>Target (3)</th>
<th>Acceptable (2)</th>
<th>Unacceptable (0-1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Displayed professional and ethical behavior in the class and threaded discussion, always paid attention to peers and the instructor of the class with respect, and often responded thoughtfully and appropriately to the ideas of peers and the instructor.</td>
<td>Displayed professional and ethical behavior in the class and threaded discussion, and always paid attention to peers and the instructor of the class with respect.</td>
<td>Did not display professional and ethical behavior in the class and threaded discussion and/or did not pay attention to the ideas of peers and the instructor of the class.</td>
<td></td>
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