

Saint Mary's University of Minnesota
Schools of Graduate and Professional Programs
Remote
Assessment: Theory and Practice
EDD814
Summer 2021

Instructor: Dr. Sue Hines

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Note: Please use email for contacting. I may not be in the office during Covid-19. I will respond to your email within 12-24 hours. Feel free to set up a Zoom meeting with me, if desired.

Course Credits: 3 credits

Course Dates/Hours: June 28- August 22, 2021

Synchronous class meetings via Zoom: Mondays 5:00-7:00pm

Zoom link <https://zoom.us/j/2861677480> password: 2500

Prerequisites or Concurrent Courses: EDD809

Course Description: This course focuses on the concept of assessment across learning taxonomies and how they link to learning processes. Topics include clarification of terminology, limitations of conventional evaluation, relating assessment to instruction and teaching practices, performance criteria, assessment tools and strategies, assessment strategies for adult populations, and the creation and evaluation of instruments.

Student Learning Objectives

Upon completion of this course, students are expected to be able to do the following:

1. Evaluate measurement scales including nominal, ordinal, interval, ratio, norm referenced, and criterion referenced.
2. Evaluate score reporting formats including standardized and non-standardized scores, normal curve, percentiles, grade/age equivalents, scale scores, and normal curve equivalents.

3. Evaluate the terminology and concepts of validity including construct, content, and criterion referenced.
4. Evaluate reliability including internal consistency, test/retest, alternate form, and inter-rater reliability.
5. Evaluate the ethics of assessment including fairness, bias, confidentiality, and tests for diverse populations.
6. Analyze the common forms and uses of various item types.
7. Evaluate and create assessment instruments.
8. Demonstrate appropriate research writing style (APA).

Required Textbook

Colton, D. & Covert, R. (2007). *Designing and constructing instruments for social research and evaluation*. Jossey-Bass. ISBN-13: 978-0-7879-8784-8

Recommended

Popham, W.J. (2000). *Modern educational measurement: Practical guidelines for educational leaders* (3rd ed.). Allyn and Bacon. ISBN-13: 978-0205287703

Online Resources (Videos used for discussion forum prompts)

Darling-Hammond, L. (June 29, 2015). *Testing, testing* [Video]. https://youtu.be/2G_vWcS1NTA

Vox.com (June 12, 2019). *The problem with America's college entrance exams* [Video]. <https://youtu.be/WjVVwMGJ9S8>

Anonymous (Sept. 15, 2012). *The worst test: An engineering flash mob* [Video]. <https://youtu.be/1lyHQLyZUuM>

Sony Pictures Entertainment (Sept. 16, 2011). *Three questions- Monte Python and the holy grail* [Video]. https://youtu.be/-ea_y8zpzqU

TedX Talks (April 30, 2016). *Kristen Pressner: Are you biased? I am* [Video]. https://youtu.be/Bq_xYSOZrgU

Canvas Access

Canvas may be accessed from <https://smumn.instructure.com>

Technical Support

For technical support, contact our helpdesk at the following:

Email: helpdesk@smumn.edu
Website: [Helpdesk](#)
Phone: 612-728-5100: x7800, local Twin Cities
Alt. Phone: 866-437-2788; Choose HelpDesk menu option

Student Expectations

- Please know everyone is expected to fully engage in this remote course and adhere to the deadlines. The 2-point online learning activities cannot be made up and need to be completed on the designated due dates.
- Written course assignments need to be written in Microsoft Word and submitted to Canvas for grading. Please refrain from emailing me your assignments.
- Course assignments are due on the designated due date. If you need a 2-3 day extension for a course assignment, please contact me for permission. If an assignment is submitted after the agreed upon extension date, a 10% reduction in points will be applied for each day it is late.
- The Standardized Instrument Evaluation assignment can be revised one time if you receive a score of 89% or less. The revised assignment will only be accepted if submitted within 7 days after receiving the original scored assignment.
- Please know an Incomplete will only be considered for students who only have the final assignment remaining.
- Please demonstrate proper online “netiquette” at all times—i.e. be professional, considerate, respectful, avoid sarcasm, and not share comments and work from classmates with anyone outside the class.

As your instructor, you can expect that I will post grades and comments on your assignments within 7 days of submission. I will monitor the discussion boards and post discussion board debriefings on Thursday. Every Monday I will provide feedback on your Work-in-Progress Journal. You can also expect a prompt reply (12 hours or less) to all student communications.

Synopsis of Assignments

1. Standardized Instrument Evaluation- Standardized instruments are formal methods used to measure a particular type of cognitive ability, psychomotor ability, or attitudes and perceptions. These instruments are typically designed by research teams and made available, oftentimes for a cost, through various public and private organizations. While standardized instruments are

designed to provide valid and reliable information, the quality of the instrument design can vary significantly. Therefore, as users of standardized instruments, it is important to be able to critically evaluate the quality of an instrument by examining its development process described in the instrument's manual (or guide).

For this assignment, select a standardized instrument to evaluate and obtain a copy of the instrument's manual. Saint Mary's library has a [web page listing several instruments online or on file](#). You can also select any instrument outside the list as long as you can access the manual. Use the manual along with any academic literature that discusses the instrument to systematically evaluate the qualities of the instrument.

The evaluation needs to discuss the following:

- 1) the assessment domain
- 2) validity
- 3) reliability
- 4) bias
- 5) administration specifications
- 6) scoring information
- 7) scoring interpretation
- 8) a brief discussion regarding the implications for practitioner use based on each of the above listed areas.

This academic paper should include an introduction and conclusion, and adhere to APA writing style guidelines. Refer to the [assignment guidelines](#), [rubric](#), and [assignment overview video](#) for more details.

(SLO 1-5) (40 points) DUE **Sun. August 1 @ 11:59pm (CT)** (submit to Canvas)

2. Instrument Development Plan- As future researchers, it is important to be able to design an instrument able to gather valid and reliable information. For this assignment, create an instrument, along with an instrument development plan, that could be used to assess a component of an organization or program of interest. The instrument should have a title, directions, and response items appropriate for the assessment domain being measured (i.e. cognitive, affective, or psychomotor).

The instrument development plan is a paper that describes the design of the instrument, somewhat like an instrument manual. The plan should include the following:

- 1) organizational background (for the organization the instrument will be used)
- 2) rationale for the instrument
- 3) population to be assessed
- 4) theory of effectiveness (that is being measured by the instrument)
- 5) the assessment domain
- 6) cursory literature review (related to the construct and content domain)
- 7) rationale for the selected response items, scoring, and demographic data
- 8) plan for establishing the types of validity and reliability, and reducing bias

- 9) explanation for how the instrument will be used for improvement
- 10) 3 appendices: the construct matrix, assessment table, & instrument

This academic paper should include an introduction and conclusion, and adhere to APA writing style guidelines. Refer to the [assignment guidelines](#), [rubric](#), and [assignment overview video](#) for more details.

(SLO 3-8) (50 points) **DUE Sun. August 22 @ 11:59pm (CT)** (submit to Canvas)

Online Learning Activities:

Practice Quizzes: Weekly practice quizzes are *not* graded. Each consists of 5-10 multiple-choice questions designed to provide an opportunity to self-evaluate your understanding of the readings from the textbook and weekly PowerPoint presentations. Complete before our synchronous meeting.

Discussion Boards: Weekly online discussions boards **begin on Monday and end on Wednesday at 11:59pm (CST)**. Discussion boards will be used as a means to spark preliminary insight into the topical course concepts—hence the reason for the 3-day window early in the week. Please demonstrate proper “netiquette”— be professional, considerate, respectful, avoid sarcasm, and not share comments and work from classmates with anyone outside the class. Everyone needs to post one substantive response to the weekly discussion questions posted by the instructor AND respond to the postings of their classmates to spark further discussion. (SLO 1-7)
2 points each X 6 = 12 points

Work-in-Progress Journals: Weekly work-in-progress journals will be used to create a space for everyone to demonstrate their understanding of course concepts, sketch out components of the assignments, and receive instructor feedback. Feedback should be used to guide the development of your assignments. Journals should be **posted no later than Sunday at 11:59pm (CST)**. (SLO 1-5)
2 points each X 6 = 12 points

Synchronous Session Application Activities: An application activity will be provided each week during our synchronous sessions to provide an opportunity to practice the various course concepts in community with fellow classmates. These activities are not graded however completing these activities will greatly enhance your understanding of the course concepts.

Assessment of Student Performance/Grading Policies

Standardized Instrument Evaluation	40 pts.
Assessment Development Plan	50 pts.
Online Discussion Boards	12 pts.
Online Work-in-Progress Journals	<u>12 pts</u>
	114 pts. TOTAL

Graduate Grading Scale

A	90-100%	102-114 pts
B	80-89%	91-101 pts
C	70-79%	79-90 pts
NC	Below 70%	78 pts or less

Course Time Standards

Courses in the doctoral degree programs require a minimum of either 13 contact or instructional hours per credit. In addition, it is suggested that students invest three hours per contact hour in outside study.

University Conduct and Academic Policies

See the course Canvas site for a direct link to all University policies.

Writing Center and Library Services

See the course Canvas site for direct links to these departments.

Access Services for Students with Disabilities

Saint Mary's University is committed to ensuring that students with documented disabilities have access to equal educational programs and activities at the university. If you have, or believe you may have, a disability that may interfere with your ability to participate in the activities, coursework, or assessments of this course, you may be entitled to accommodations. Please contact Laura Lanning at accessservicesgpp@smumn.edu as early in the semester as possible to arrange a confidential discussion about your need for accommodations.

Topical Outline

Meeting Dates	Topics and Learning Activities	Readings and Assignments
Week 1	<p>Introduction to Assessment</p> <ul style="list-style-type: none">● Zoom class meeting. 5-7:00● Practice Quiz	<i>Complete before class meeting</i>

<p>Mon. June 28- Sun. July 4</p> <p><i>Synchronous session</i></p> <p>Monday 6/28 5:00-7:00</p>	<ul style="list-style-type: none"> ● Group Discussion- Your Assessment Nightmare ● Work-in-Progress Journal <p>Zoom: https://zoom.us/j/2861677480</p> <p>password: 2500</p>	<p>READ:Colton & Covert: Ch. 1,2</p> <p>VIEW: Wk 1 Ppt “Introduction to Assessment”</p>
<p>Week 2</p> <p>Mon. July 5- Sun. July 11</p> <p><i>Synchronous session</i></p> <p>Monday 7/5 5:00-7:00</p>	<p>Validity and Reliability</p> <ul style="list-style-type: none"> ● Zoom class meeting. 5-7:00 ● Practice Quiz ● Group Discussion- Questionable Validity ● Work-in-Progress Journal 	<p>READ- Colton & Covert: Ch. 4,6</p> <p>VIEW: Wk 2 Ppts “Validity” and “Reliability”</p>
<p>Week 3</p> <p>Mon July 12- Sun. July 18</p> <p><i>Synchronous session</i></p> <p>Monday 7/12 5:00-7:00</p>	<p>Assessment Bias</p> <ul style="list-style-type: none"> ● Zoom class meeting. 5-7:00 ● Practice Quiz ● Group Discussion- The SAT College Entrance Exam: Bias Issues ● Work-in-Progress Journal 	<p>READ-Colton & Covert: Ch. 8</p> <p>VIEW: Wk 3 Ppt “Assessment Bias”</p>
<p>Week 4</p> <p>Mon July 19- Sun. July 25</p> <p><i>Synchronous session</i></p> <p>Monday 7/19 5:00-7:00</p>	<p>Mapping Out the Assessment Design</p> <ul style="list-style-type: none"> ● Zoom class meeting. 5-7:00 ● Practice Quiz ● Group Discussion- Questionable Test Design ● Work-in-Progress Journal 	<p>READ-Colton & Covert: Ch. 5</p> <p>VIEW: Wk 4 Ppt “Mapping Out the Instrument Design”</p>
<p>Week 5</p>	<p>Standardized Instrument Evaluation Paper: Draft, Peer Review, & Polish</p>	

<p>Mon. July 26- Sun. Aug 1</p> <p>Online only</p>	<ul style="list-style-type: none"> ● Draft, ● Peer review, & ● Polish final assignment 	<p>ASSIGNMENT: Standardized Instrument Evaluation DUE by 8/1 at 11:59pm (CT)</p>
<p>Week 6</p> <p>Mon. Aug 2- Sun. Aug 8</p> <p><i>Synchronous session</i> <i>Monday 8/2</i> <i>5:00-7:00</i></p>	<p>Response Items & Levels of Measurement</p> <ul style="list-style-type: none"> ● Zoom class meeting. 5-7:00 ● Practice Quiz ● Group Discussion- Unconscious Bias ● Work-in-Progress Journal 	<p>READ- Colton & Covert: Ch. 3, 7-11, revisit ch. 8</p> <p>VIEW: Wk 6 Ppt “Designing and Evaluating Response Items”</p>
<p>Week 7</p> <p>Mon. Aug 9- Sun. Aug 15</p> <p><i>Synchronous session</i> <i>Monday 8/9</i> <i>5:00-7:00</i></p>	<p>Assessment Administration, Scoring, and Interpretation</p> <ul style="list-style-type: none"> ● Zoom class meeting. 5-7:00 ● Practice Quiz ● Group Discussion- The Demographic Section ● Work-in-Progress Journal 	<p>READ- Colton & Covert: Ch. 12-14</p> <p>VIEW: Wk 7 Ppt “Assessment Organization and Administration”</p>
<p>Week 8</p> <p>Mon. Aug 16- Sun. Aug 22</p> <p>Online only</p>	<p>Instrument Development Plan: Draft, Peer Review, & Polish</p> <ul style="list-style-type: none"> ● Draft, ● Peer review, & ● Polish final assignment 	<p>No Readings</p> <p>ASSIGNMENT : Instrument Development Plan DUE by 8/22 at 11:59pm (CT)</p>