

# EDUC531

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

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## Course Summary

**Course :** EDUC531 **Title :** Maximizing Student Achievement Through Effective Assessment

**Length of Course :** 8

**Prerequisites :** N/A **Credit Hours :** 3

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## Description

**Course Description:** Educators learn the appropriate methods for selection, administration, and interpretation of assessments in K12 education, and other instructional settings. Research and statistical concepts such as reliability, validity, and standard error of measurement are reviewed. Educators also become familiar with the most frequently used personality, educational, intelligence, formative, and summative assessments. Discussions include historical perspectives regarding assessment, testing ethics, and use of instruments with diverse populations. (Prerequisite: EDUC503)

### Course Scope:

The goal of this course is to teach the principles of measurement and assessment in education with an emphasis on the development of classroom assessments. This is an introductory course that begins with a review of fundamental psychometric concepts and principles. The course provides comprehensive coverage of the full array of the assessment techniques commonly used in today's schools. The course will also address prominent assessment issues such as high-stakes assessment, teaching-to-the-test, and test bias. We will conclude with a survey of "Best Practices" in measurement and assessment in education.

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## Objectives

After successfully completing this course, you will be able to:

1. Recognize the individual differences that distinguish your students from one another and take account for these differences in your practice.
  2. Assess the progress of individual students as well as the class as a whole.
  3. Use multiple methods for measuring student growth and understanding, and clearly explain student performance to parents.
  4. Critically examine your practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into your practice.
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## Outline

## Week 1:

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Topic(s)

### Introduction to Educational Assessment

Learning Objective(s)

- Describe and explain the assumptions underlying educational assessment.
- Describe the major participants in the assessment process.
- Describe and explain the major applications of assessment in schools.
- Describe and explain the competencies teachers should demonstrate in educational assessment.
- Describe some major trends in assessment.

Reading(s)

**Text:** Reynolds, Ch. 1 & Ch. 4

Assignment(s)

Forums: Introduction & Forum Two

Assignment: Assignment One

## Week 2:

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Topic(s)

### Item Analysis for Teachers

Learning Objective(s)

- Discuss the relationship between the reliability and validity of test scores and the quality of the items on a test.
- Describe the importance of the Item Difficulty Index and demonstrate its calculation and interpretation.
- Apply practical strategies for item analysis to classroom tests.
- Show how item analysis statistics can be used to improve test items.
- Describe how information from item analyses can be used to improve classroom instruction.

Reading(s)

Reynolds, Ch. 6 & Ch. 5

Atherton, J. S. (2009). *Learning and Teaching: Assessment*

<http://www.learningandteaching.info/teaching/assessment.htm>

Florida Center for Instructional Technology

<http://fcit.usf.edu/assessment/basic/basicc.html>

Assignment(s)

W2F1: Week Two; Forum One

Assignment Two

## Week 3:

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Topic(s)

## **Developing a Classroom Test**

Learning Objective(s)

- Describe the importance of educational objectives in terms of both instruction and assessment.
- Describe "Bloom's Taxonomy of Cognitive Objectives."
- Explain the importance of developing a Table of Specifications before beginning to write an assessment.
- Discuss major considerations involved with assembling an assessment.

Reading(s)

**Text:** Reynolds, Ch. 7

Assignment(s)

W3F1: Week Three; Forum One

Assignment Three

**Week 4:**

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Topic(s)

## **Development and Use of Selected-Response Items**

**&**

## **Development of and Use of Constructed-Response Items**

Learning Objective(s)

- Discuss prominent issues to be considered when considering whether to use selected-response or constructed-response items.
- Develop effective multiple-choice items for a given content area.
- Discuss the strengths and weaknesses of multiple-choice items.
- Describe the principles involved with developing effective true-false items.
- Describe the principles involved with developing effective matching items.
- Describe the principles involved with developing effective essay items.
- Describe the principles involved in developing effective short-answer items.

Reading(s)

**Text:** Reynolds, Ch. 8 and Ch. 9

### **Suggested Reading:**

Appleby, D. (1990). A cognitive taxonomy of multiple-choice questions. In Makosky & Sileo (Eds.) *Activities handbook for the teaching of psychology*, Vol. 3 (79-82). Washington, DC: American Psychological Association.

Assignment(s)

W4F1: Week Four; Forum One

Assignment Four

**Week 5:**

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Topic(s)

## **Performance Assessments and Portfolios**

**&**

## **Assigning Grades**

Learning Objective(s)

- Define and give examples of performance assessments.
- Discuss the strengths and weaknesses of performance assessments.
- Describe the principles involved with developing effective portfolio assessments.
- Discuss the strengths and weaknesses of portfolios.
- Define formative and summative evaluation and explain the roles they play in teaching.
- Compare and contrast the strengths and weaknesses of norm-referenced and criterion-referenced grading procedures.

Reading(s)

**Text:** Reynolds, Ch. 10 and 11

Assignment(s)

W5F1: Week Five; Forum One; Reflection

W5F2: Week Five; Forum Two; Formative/Summative Assessment

Assignment Five

## **Week 6:**

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Topic(s)

## **Standardized Achievement Tests in the Era of High-Stakes Assessment**

Learning Objective(s)

- Describe the major uses of standardized achievement tests in schools.
- Explain what "high-stakes testing" means and trace the historical development of this phenomenon.
- Discuss the major issues and controversies surrounding state and high-stakes testing programs.
- Describe norm-referenced and criterion-referenced score interpretations and the application to standardized assessment
- Describe and evaluate common procedures used for preparing students for standardized tests.
- Describe and be able to apply the appropriate procedures for interpreting the results of standardized assessments.

Reading(s)

**Text:** Reynolds, Ch. 12

## **Suggested Reading:**

Doherty, K.M. (2002). Education Issues: Assessment. Education Week on the Web.

<http://www.edweek.org/context/topics/issuespage.cfm?id=41>

Kober, N. (2002). Teaching to the test: The good, the bad, and who's responsible. Test Talk.

Washington, D.C.: Center on Education Policy.

**Suggested Websites:**

*CTB McGraw-Hill:* <http://ctb.com/>

*Harcourt Assessment:* [harcourtassessment.com](http://harcourtassessment.com)

*Riverside Publishing:* <http://www.riverpub.com/>

*American Guidance Service:* [www.agsnet.com](http://www.agsnet.com)

*Western Psychological Services:* [www.wpspublish.com](http://www.wpspublish.com)

*Psychological Assessment Resources:* [www.parinc.com](http://www.parinc.com)

*Pro-Ed Publishing Company:* [www.proedinc.com](http://www.proedinc.com)

Assignment(s)

W6F1: Week Six Forum One

Assignment Six

**Week 7:**

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Topic(s)

**Aptitude Tests in the Schools**

**&**

**Assessment of Behavior and Personality**

Learning Objective(s)

- Discuss the major milestones in the history of intelligence assessment.
- Describe the major uses of aptitude and intelligence tests in schools.
- Evaluate and select aptitude/intelligence tests that are appropriate for different applications.
- Define "personality" as used in assessment and explain why this should be applied cautiously with children and adolescents.

Reading(s)

**Text:** Reynolds, Ch. 13 and 14

**Required Reading:**

Abari, T. The Difference Between Aptitude and Achievement Tests. Available:

[http://www.ehow.com/facts\\_5157096\\_difference-between-aptitude-achievement-tests.html](http://www.ehow.com/facts_5157096_difference-between-aptitude-achievement-tests.html) Accessed: 8 August 2010

**Suggested Reading:**

*Legal Framework for the Child-Centered Special Education Process* <http://framework.esc18.net>

Assignment(s)

## W7F1: Week Seven Forum One

### Assignment Seven

#### Week 8:

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Topic(s)

#### Assessment Accommodations

Learning Objective(s)

- Explain the rationale for making modifications in assessment procedures for students with disabilities.
- Identify major legislation that has impacted the provision of educational services to students with disabilities.
- Describe the impact of Section 504 of the Rehabilitation Act of 1973 and explain its relationship to IDEA.
- Identify and explain the reasoning behind the major principles for determining which assessment accommodations to provide.

Reading(s)

**Text:** Reynolds, Ch. 15

Assignment(s)

W8F1: Week Eight; Forum One: Reflection

W8F2: Accommodations

Assignment Eight

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## Evaluation

**Grading:**

Name	Grade %
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## Materials

**Book Title:** Measurement and Assessment in Education, 2nd ed. (custom)- (The custom ISBN may have more competitive pricing in hard copy or electronic format. The non-custom ISBN is: 9780205579341, please use this one to search for the book from other booksellers.)

**Author:** Reynolds, Livingston, Wilson

**Publication Info:** Pearson

**ISBN:** 9781269648806

**Book Title:** If you prefer the electronic format, your required book(s) may be available for purchase from the APUS Bookstore in a VitalSource e-book format

**Author:**

## Publication Info:

ISBN: GRAD NOTE

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## Recommended Textbook for the degree program:

In addition to the required texts in this course, you are **strongly encouraged** to purchase the latest addition of the *Publication manual of the American Psychological Association* (Currently 6th Ed.) if you have not previously purchased this resource.

## Required Readings

ATHERTON J S (2009) *Learning and Teaching; Assessment* [On-line] UK: Available:

<http://www.learningandteaching.info/teaching/assessment.htm> Accessed: 27 June 2010

Abari, T. *The Difference Between Aptitude and Achievement Tests*. Available:

[http://www.ehow.com/facts\\_5157096\\_difference-between-aptitude-achievement-tests.html](http://www.ehow.com/facts_5157096_difference-between-aptitude-achievement-tests.html)

Accessed: 8 August 2010

## Additional Resources

Appleby, D. (1990). A cognitive taxonomy of multiple-choice questions. In Makosky & Sileo (Eds.)

*Activities handbook for the teaching of psychology*, Vol. 3 (79-82). Washington, DC: American Psychological Association.

Kober, N. (2002). Teaching to the test: The good, the bad, and who's responsible. Test Talk.

Washington, D.C.: Center on Education Policy.

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## Course Guidelines

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## University Policies

## [Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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