

ELM 350 Assessment of Learning and Behavior

3 credit hours
Sophomore standing requirement
Summer 2011
9am – noon

Instructor Information:

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Required Text:

Reynolds, C.R., Livingston, R. B., & Willson, V. (2008). *Measurement and Assessment in Education (2nd Ed.)*. Boston: Allyn & Bacon.

The logo for LEAD & SERVE features the word "LEAD" in a large, bold, red serif font, with the word "SERVE" in a smaller, bold, black serif font positioned below it. A red ampersand "&" is placed between the two words.

LEARN | **EDUCATE** | APPLY | DEMONSTRATE |

| SCHOLARLY | ETHICAL | REFLECTIVE | VALUE DIVERSITY | EXPERIENCED

LEAD and **SERVE** constitute the conceptual framework for all programs for professional educators in the College of Education at NC State. They are the touchstones that assure that our students graduate with the following:

- ❖ **LEAD**: four forms of knowledge; general pedagogy, content-specific pedagogical strategies, content or discipline knowledge as well as knowledge of the content of education, including foundations, historical perspectives and school settings.
- ❖ **SERVE**: elements that show the range of dispositions developed in our candidates; scholarly, ethical, reflective, valuing diversity and experienced in practical application of knowledge.

Course Overview

This course objectives address the following elements of the conceptual framework:

- ❖ **L**: Learn general pedagogy
- ❖ **E**: Educate with content specific strategies for teaching, may include technology
- ❖ **A**: Apply discipline or content specific knowledge
 - Be able to evaluate and write good true-false, multiple choice, matching, fill-in-the-blank, and essay test items

- Be able to produce and interpret measures of central tendency, variability, percentiles and z-scores, variable distributions
- Be able to perform and interpret the results from an item analysis
- Be able to discuss and calculate reliability indices
- Be able to discuss and calculate validity indices
- ❖ **D:** Demonstrate understanding the educational context, i.e., school culture, societal issues
- ❖ **S:** Scholarly knowledge base to guide educational decisions
 - Be able to describe the implications of testing and measurement, such as labeling students
 - Be able to describe the relative advantages and disadvantages of different types of tests/items, such as open vs. closed-ended items, pop quizzes vs. announced quizzes, frequent vs. infrequent testing.
 - Be able to discuss best practices in scoring different types of classroom test items, including strategies for reducing bias in grading.
 - Be able to discuss important considerations in choosing and interpreting the results of different types of standardized tests, including achievement and aptitude tests, intelligence tests, personality inventories, etc.
 - Be able to understand issues associated with high stakes testing and accountability.
- ❖ **E:** Ethical disposition for behaving with respect, integrity, personal responsibility
- ❖ **R:** Reflective and self-evaluative
- ❖ **V:** Value diversity with a sensitivity to cultural, economic, developmental, ethnic, racial, gender, religious and sexual orientation differences
- ❖ **E:** Experienced in practical application of knowledge

Teaching strategies: Class discussions, group work, reflection, case study discussions, electronic communication, inquiry activities, lecture

Major Assignments:

Class Format	Points
Final Exam	100
Test Construction	75
Czech Immersion	
Video Documentary	40
Micro Teaching Lesson	20
Prague Pursuit	15
Weekly Blog	15
Educational visits	10

Grading Scale

Letter Grade	% Correct Needed	What this grade means
A+	97 %	Demonstrated the highest level of mastery of concepts, including the ability to apply these concepts to real situations
A	93 %	
A-	90 %	
B+	87 %	Demonstrated mastery and ability to apply at least some of these concepts to real situations
B	83 %	
B-	80 %	
C+	77 %	Demonstrated mastery of basic concepts
C	73 %	
C-	70 %	
D+	67 %	Demonstrated minimal mastery of topics
D	63 %	
D-	60 %	
F	< 60 %	Failed to demonstrate mastery of any topics

Final Exam

The final exam is tentatively scheduled for the date given on the last page of this handout. The exam will consist primarily of multiple-choice questions with the possibility of some short answer questions. The final is comprehensive. If an emergency arises the day of an exam please contact me as soon as possible. For any other conflicts regarding this date please contact me ahead of time.

Test Construction Project

For this project you will select a topic related to the Czech Republic in some fashion that you could teach to your future students and then prepare a measure of **content knowledge** for that teaching unit. The topic could be related to Czech social studies, geography, science, literature, etc. that would be

appropriate for other students at the Institute to take or a specific grade level if appropriate. If you have other ideas for the content then talk with John. It should include the following:

1. A stated purpose for the test is intended to measure including targeted age level.
2. A 15-item test multiple-choice test: (a) complete directions, (b) test items that are appropriate for the stated purpose being measured, and (c) a scoring key.
3. Your test should be given to at least 15 individuals.
4. You will complete an item analysis based upon your results.
5. Provide the level (based upon Bloom's taxonomy) of each question. You must include questions at a variety of levels of Bloom's taxonomy.
6. Provide a mean score for the test and outcomes for all distracters.
7. A bibliography of books and other source materials used in completing the project (if applicable).

NOTE: You must create YOUR OWN items for the test.

Czech Immersion

During the course you will be involved in a number of activities that introduces you to Czech education and culture.

Educational Visits

This summer the plan is for you to observe one university course and one K-12 class taught in English. This will include a visit to Charles University (if possible). Your K-12 school visit will be arranged outside of class time or during our visit to Cesky Krumlov (depending upon our schedule). Each of your observations will be worth 5 points.

Weekly Blog

We have created a blog for our Prague Institute experience located at <http://ncsuprague.blogspot.com/?spref=fb>. You will be asked to provide at least one blog per week for you to comment on your experiences both in class and in the Czech Republic. We hope that this activity becomes an enjoyable way for you to document your experiences while on your trip. The blog activities will be worth 15 points for full participation. You should make specific references to assessment concepts that we talk about . . . and it is ok to be creative (or even humorous) with this!

Prague Pursuit

You will also have an opportunity to compete in the Prague Pursuit, an adventurous Prague scavenger hunt that will involve you deciphering clues related to class content and various Prague locations. This will be a fun activity that will be spread out over most of the day so be prepared! Participation in the Pursuit will be worth 15 points.

Micro Teaching Activity:

You will be asked to develop one micro teaching activity (approx 30 min.) for students in a Czech school. During the activity you should include an assessment component because for the course you will be asked to reflect on how successful you're your teaching was from an assessment perspective. This activity will be worth 20 points and you will be provided guidelines for your written reflection.

Video Documentary

Finally, you will document your activities: academic, social, and travel with short video clips and pictures using your digital camera. Before the end of the session you will produce a video with at least five minutes of footage arranged in an iMovie file (or different software if you have the expertise). This media will provide a valuable archive for your experiences for the summer 2011 term. See <http://www.youtube.com/watch?v=JYRNLTnelR4&feature=youtu.be> for an example from last year (however, the course content will be slightly different). This activity will be worth a total of 40 points towards your grade. You should integrate assessment concepts related to your summer experiences. Be creative and have some fun with this!

- Include and Introduction of the contributors
- Include personal pictures and video
- Add titles (with concepts)

- Make explicit connections between your experiences with course concepts
- Include the major topics from class such as reliability, validity, grading, performance assessment, achievement & ability testing, etc.

Class Discussion

I strongly encourage you to participate in classroom discussion and to ask questions when you do not understand something. I hope to encourage a class with a relaxed atmosphere in which all students feel comfortable participating. The class will be more interesting and thought provoking if the whole class is engaged in the discussion. Therefore, it is very important that you read the chapter to be discussed *before* class. Finally, I hope that this class is enjoyable and rewarding for you and useful to your future career. My goal is for you, as a student, to be able to look back at this class and feel as though it made a significant contribution to your professional and personal development. Feel free along the way to bring interesting materials to class to share and do not hesitate to ask me questions concerning the course or educational psychology in general.

Other Important Information

Students are bound by the academic integrity policy as stated in the code of student conduct. Therefore, students are required to uphold the university pledge of honor and exercise honesty in completing any assignment. See the website for a full explanation: http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653. http://www.ncsu.edu/provost/offices/affirm_action/dss/ For more information on NC State's policy on working with students with disabilities, please see http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.1.php

Help for taking and passing PRAXIS I and II is available in the College of Education Learning Technology Resource Center located in room 400 of Poe Hall. PRAXIS registration information, study guides, etc. are found at www.ets.org/praxis Information on CED Teacher Education is found at <http://ced.ncsu.edu/teachered>

The College of Education's Conceptual Framework may be found in its entirety at http://ced.ncsu.edu/about/conceptual_framework.htm

Tentative agenda of class meetings – Dates, class descriptors, assignments given and due.

Date:	TOPIC & ASSIGNMENT
5/26	Introductory Information Chapter 1: Introduction to Educational Assessment Chapter 2: The Basic Mathematics of Measurement
5/31	Chapter 4: Reliability for Teachers
6/2	Chapter 5: Validity for Teachers
6/7	Chapter 7: The Initial Steps in Developing a Classroom Test Chapter 8: The Development and Use of Selected-Response Items
6/9	Micro teaching activity in Prague school
6/14	Chapter 6: Item Analysis for Teachers Chapter 9: The Development and Use of Constructed-Response Items
6/16	Prague Pursuit – All Day!
6/21	Chapter 10: Performance Assessments and Portfolios Chapter 11: Assigning Grades on the Basis of Classroom Assessments
6/23	Chapter 3: The Meaning of Test Scores Chapter 12: Standardized Achievement Tests in the Era of High-Stakes Assessment TEST CONSTRUCTION PROJECT DUE
6/28	Chapter 13: The Use of Aptitude Tests in the Schools Chapter 14: Assessment of Behavior and Personality Issues of High Stakes Testing
6/30	FINAL EXAM