PRE 720 Educational Measurement in the Classroom (Regular Final Version)
Fall 2011
Line Number: 15593 Lawrence Campus
Credits: 3 Graduate Credits
Class Locations: Rm 150 JRP
Class Time: 4:30-8:30PM, Wednesdays
Instructor: Robert G. Harrington, Ph.D.
Office: 630 JR Pearson Hall
Office Hours: By Appointment or preferably before and after class
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FAX: 785-832-9532 (Home)
Email: rgharrin@ku.edu
Teaching Assistants: ChenLi; Email: Aprillitchi@ku.edu

Course Description: PRE 720 is an introduction to the application of concepts and skills basic to the development of tests and procedures for formative and summative classroom assessments of students and evaluations of teaching effectiveness.

Purpose of the Course: The purpose of the course is to teach students how to:
1. plan student assessments,
2. coordinate assessments with learning goals and objectives,
3. develop test items and procedures
4. ensure that tests and assessment procedures are culturally sensitive and sensitive to students with disabilities,
5. analyze test results to determine difficulty and discrimination levels,
6. use assessment results to diagnose individual and group learning challenges,
7. to use test results in a formative and summative manner to check learning and modify teaching,
8. check the reliability and validity of assessments,
9. grade and report assessment results to students, parents and the school.
10. determine the pros and cons of a norm-referenced, mastery or criterion-referenced approaches to assessment
11. become a good consumer of written and oral reports of major standardized tests that educators may encounter.

Course Objectives: At the completion of this course students will be able to:
- Identify current trends in educational measurement
- Define the purposes for classroom and standardized assessments
- Identify factors that contribute to cultural sensitivity and special needs in educational measurement
- Write quality classroom learning goals and objectives
- Employ a variety of classroom assessment approaches to evaluate goals and objectives, such as objective tests, essay and short answer items and authentic assessments
• Formulate a grading philosophy and criteria that includes the concepts of validity, fairness, accuracy, and criterion- and norm-referenced grading and scoring options
• Know how to apply the results of classroom assessments to assign grades to students
• Use classroom assessments to inform and modify instruction
• Summarize accurately and provide useful feedback to students using classroom and standardized assessment
• Evaluate the concepts of reliability and validity in classroom and standardized assessments
• Interpret results of standardized assessments for individuals and groups of students
• Demonstrate how to modify classroom assessment to accommodate for students with disabilities and students who are culturally diverse
• Produce a parent conference plan that summarizes classroom learning objectives, classroom test results, grading, and strategies for student improvement in classroom exams and homework

The purpose of this course also connects with the mission of KU’s School of Education. Within the University of Kansas, The School of Education serves Kansas, the Nation and the World by:

(1) preparing individuals to be leaders and practitioners in education and related human service fields, (2) expanding and deepening understanding of education as a fundamental human endeavor, (3) helping society define and respond to its educational responsibilities and challenges.

“The “Components” that frame this mission for our initial and advanced program are research and Best Practice, Content Knowledge, and Professionalism. Those interlocking themes build our Conceptual Framework.”

Standards addressed in PRE 720 Classroom Assessment

This course helps meet the following standards for National Accreditation by the National Council for Accreditation of Teacher Education (NCATE)

**Standard 1:** Candidate Knowledge, Skills and Dispositions> Candidates preparing to work in school as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

This course helps meet the following standards in professional education for state accreditation by the Kansas State Department of Education:
Standard #1: The educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.

Standard #4: The educator understands and uses a variety of supportive instructional strategies to develop various kinds of students’ learning including critical thinking, problem solving, and reading.

Standard #7: The educator plans effective instruction based upon the knowledge of all students, community subject matter, curriculum outcomes, and current methods of teaching.

Standard #8: The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.

Standard #9: The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents and other professionals in the learning community), actively seeks out opportunities to grow professionally and participates in the school improvement process [Kansas Quality Performance Accreditation (QPA)].

This course helps meet the following standards and indicators specific to Classroom Assessment for state accreditation by the Kansas State Department of Education:

Standard #1: The educator demonstrates the ability to use central concepts, tools of inquiry, and structures of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.

Standard #2: The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.

Standard #3: The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners including those with exceptionalities.

Standard #4: The Educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students’ learning including critical thinking, problem solving, and reading.

Standard #7: The educator plans effective instruction based upon the knowledge of all students, community subject matter, curriculum outcomes, and current methods of teaching reading.

Standard #8: The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.
Standard #11: The educator understands the ability to integrate across and within the content fields to enrich curriculum, develop reading and thinking skills, and facilitate all students’ abilities to understand relationships between subject areas.

Standard #12: The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively.


Note: The course text will be available at the KU Bookstore and the Edwards Campus Bookstore.

Important Notice about Student Preparation for First Class, Oct 19, 2011

1. Reading Assignment for First Class on October 19, 2011: Read Chs 1, 2, & 3 in Assessment is Essential

2. Written Assignments for First Class on October 19, 2011: None

3. Discussion Question Preparation for First Class: You will be provided a discussion question prior to our first class on Oct19th which we will discuss in class. You will be assigned a role in the discussion which you are to undertake. The discussion question and assignment of roles will be presented to you on Bb.

Important Note: PRE 720 meets for only 7 classes which each last 4 hours long meaning that there are 28 hours in the semester at most not counting any breaks which I do intend to give you. In order for my course to work well we must work together well and give it our all toward the goal of trying to meet the objectives of our course. This is an invitation to you as a class to work with me as a learning community.

Please let’s work together on learning the content of PRE 720 Educational Measurement in the Classroom.
>
>I expect that you will come to class having read the readings assigned to you prior to each class.
>
>I expect that you will form your cohort groups (i.e. groups with similar interests) when asked in an expeditious manner and will stay on topic on all discussions.
>
>I believe that expansive questions, elongated comments, or personal questions/comments will detract from our precious class time and so I would appreciate it if you please ask those questions before or after class. They are important too but before
or after class would be preferable. All other questions are appreciated during the class period.

> Please complete the course assignments by the due date so that we can stay on target with our learning.

If we maintain this partnership (collaboration) I believe that we can both be successful.

**Classroom Procedure:** Each Class will begin with a brief classroom presentation/activity followed by class discussion and report to the class at – large in oral form by one member of each of the cohort groups and later to the class instructor in written form. Each student will be assigned a role in the class discussion such as group facilitator, group reporter, commentator on the group process, and others will be assigned specific concept areas related to the topic(s) under discussion for which they are primarily responsible. These roles will be specified prior to each class. Students will be expected to come to class ready to participate in discussion within the role that they have been assigned.

In addition, prior to each class students will be provided with a learning unit from the instructor that will orient them to the important concepts in the chapter or chapters that have been assigned for that class. You will find the learning units on Bb.

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Course Schedule

**PRE 720 Educational Measurement in the Classroom-Harrington**

<table>
<thead>
<tr>
<th>Date and Location</th>
<th>THEMES 1: YOU AS TEACHER</th>
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<tbody>
<tr>
<td>Oct 19</td>
<td><strong>Class Topics, Readings, Assignments</strong></td>
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<tr>
<td></td>
<td>*Why Conduct Classroom Assessments?</td>
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<td></td>
<td>*Your Classroom Learning Goals and Table of Specifications</td>
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<tr>
<td></td>
<td>-Read Ch 1, 2 and 3 prior to Oct 19th</td>
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<td></td>
<td>-There will be one classroom discussion question that will be distributed to you on Bb prior to the first class for which you will be expected to be prepared to discuss within the role you have been assigned</td>
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<td>-Assignment due Oct 26th:</td>
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<td>1. First Classroom Discussion Question</td>
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<td></td>
<td>2. First Addition to Classroom Assessment Journal/Portfolio</td>
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<td>(Please note: Since you were assigned Chs 1, 2 and 3 several months before class was to begin you should be well prepared for the first class with no additional work)</td>
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Oct 26
*Types of Classroom Assessments:
  Diagnostic, Formative, Progress Monitoring
-Read Chs 3, 4, 5 prior to Oct 26th
-Assignment due Nov 2nd:
  1. Second Classroom Discussion Question
  2. Second Addition to Classroom Assessment Journal/Portfolio

THEME 2: YOUR STUDENTS

Nov 2
*Reliability and Validity as Fundamental Characteristics of Classroom Assessment
-Read Ch 6 prior to Nov 2nd
-Assignment due Nov 9th:
  1. Third Classroom Discussion Question
  2. Third Addition to Classroom Assessment Journal/Portfolio

Nov 9
*Objective Assessments: Multiple Choice, True-False, Matching, Short Answer and Essay
-Read Chs 7 and 8 prior to Nov 9th
-Assignment due Nov 16th:
  1. Fourth Classroom Discussion Question
  2. Fourth Addition to Classroom Assessment Journal/Portfolio

THEME 3: TEACHING AND LEARNING

Nov 16
*Authentic (Performance) Assessments
-Read Ch 9 and Ch 12 prior to Nov 16th
-Assignment due Nov 30th
  1. Fifth Classroom Discussion Question
  2. Fifth Addition to Classroom Assessment Journal/Portfolio
  3. Continue Personal Philosophy of Classroom Assessment
  4. Develop Rubric for Self-Assessment of Classroom Assessment Philosophy (by Cohort Group)

November 23
NO CLASS - Happy Thanksgiving
Safe Travels!
Nov 30

*Grading Classroom Assessments
*Parent Conferencing about Grades
-Read Ch 10 prior to Nov 30th
-Assignment due Dec 7th
1. Sixth Classroom Discussion
   Question
2. Sixth Addition to Classroom Assessment Journal/Portfolio
3. Continue Personal Philosophy of Classroom Assessment

Dec 7

*Being a Good Consumer of Common Standardized Assessments
-Read Ch 11 Prior to Dec 7th
-Assignment due Dec 7th or by arrangement
1. Seventh Classroom Discussion
   Question
2. Seventh Addition to Classroom Journal/Portfolio
3. Complete your Personal Philosophy of Classroom Assessment

**Be prepared to share your “Highlights” of your Personal Philosophy of Classroom Assessment with the rest of the class within the context of a general sharing session about what we have learned that is most personally meaningful and useful to each of us.

(Harrington provides treats for the last class)

Student Responsibilities and Grading:

1. Attendance: Students must attend all classes unless they have very severe reasons for not attending such as illness, death in the family, car accident, etc. Attendance will be taken in class. **8 Points**

2. Participation in Class Discussions: Each student is to participate fully in class discussions according to the role to which they have been assigned for that week. Those roles will rotate from week to week. Feedback will be provided on participation. **8 Points**
**Please note: I am assigning a lot of points for attendance and class participation (16 points total) since I want to try to instill a sense of a learning community in this course. That means that we need to be present and participate in class discussion to be supportive.**

3. **Journal/Portfolio:** Cohort Groups must respond to each journal and portfolio assessment that they are assigned for each class. They will need to have that assignment completed and ready to turn in by the following class meeting. The goal of the journal/portfolio is to get cohorts to think about important issues at the grade level and content area at which they plan to teach and to demonstrate competency in developing assessments that are reliable and valid for the lesson goals and objectives for which they were developed.

While students are expected to try their best they may be given another chance to improve their performance to a mastery level at the instructor’s discretion. **35 points**

**Please note: This is the major activity in the course in which you will have the opportunity to show what you have learned and how you plan to apply what you have learned to your own classroom someday.**

4. **Written Response to Class Discussion Question:** Each student will be required to summarize in written form what they believe to be the essential ideas to come out of ONE of the class discussions they have been assigned as REPORTER. Each student’s report will be added to the assessment portfolio for a total of 8 reports, with addendums by individual students if they so desire. These will be added to the Classroom Assessment Journal/Portfolio. **24 points**

**Please note: This short written assignment is intended to make you responsible to your cohort group in terms of what was produced during this discussion activity.**

5. **Philosophy of Classroom Assessment Essay:** Individual students will need to write a Philosophy of Classroom Assessment Essay that will be placed at the beginning of your shared Journal/Portfolio. The Philosophy of Classroom Assessment Essay will be your opportunity to state publicly what you believe about classroom assessment. You will be provided directions for the completion of this assignment but the rubric for scoring the quality of the assignment will be developed by students in your cohort. Given the importance of this assignment to your final classroom assessment journal/portfolio I am counting this assignment substantially. **15 Points**

**Please note: I want you to be able to state in a coherent fashion a series of beliefs that you now hold at the end of the course regarding the Four Major Themes of this Course.**

1. What are the major roles and responsibilities of YOU AS TEACHER with regard to classroom assessment at the grade level and content area at which you plan to teach?
2. What are the roles of YOUR STUDENTS in classroom assessment and instruction?
3. How does classroom assessment interact with TEACHING AND LEARNING?
4. How should classroom assessment affect how teachers operate within the WORKPLACE?

6. Self-Assessment of Philosophy of Classroom Assessment Essay: Student cohort groups will develop criteria/rubric to be used in evaluating their Philosophy of Classroom Assessment Essay. This self-assessment criteria and its actual completion by the student will be contained within the classroom assessment portfolio/journal

10 Points

**Please note: Good classroom assessments allow students to practice their craft and to participate in the assessment of their own learning to some extent. In this activity you and your colleagues will be given the opportunity to develop a self-assessment plan for the Philosophy of Classroom Assessment Essay you will write.**

1. Attendance: 8 Points
2. Participation in Class Discussion: 8 Points
3. Journal/Portfolio: 35 Points
4. Written Response to Class Discussion Question: 24 Points
5. Philosophy of Classroom Assessment Essay: 15 Points
6. Self-Assessment of Philosophy of Classroom Assessment Essay: 10 Points
Total Points Attainable: 100 Points

**Grading:** Grading is on a letter grade basis with plus and minus grading options.  
A: 94-100 (University does not permit A+)
A- range: 90-93
B+ range: 87-89
B range: 83-86
B- range: 80-82
C+ range: 77-79
C range: 73-76
C-range: 70-72

**NOTE VERY CAREFULLY:** All journal/portfolio assignments are to be turned in to me on a hard copy at class time or using digital drop on Blackboard. Please do not turn in your assignments to your University Supervisor or your on-site supervising teacher. If you have questions about anything in THIS course you must speak with me, Robert Harrington, your instructor, NOT your university supervisor or supervising teacher. These are two different experiences. This will help avoid confusion for all. Thank you.

**Classroom Procedures:**
Email: For the most part students should be able to submit their class assignments via Bb, especially if you have a KU Email address. If you do not have a KU email address then you need to get one. If you still have difficulty in submitting your assignments you should first contact Instructional Development and Support (IDS) at www.ids.ku.edu.

Lateness: It is expected that all students will be on time for class and will stay for the entire class. It is expected that all students will submit their assignments on the due date.

Participation: All students must participate in classroom activities. If a student has difficulty in participating in a classroom activity they must discuss their situation with the instructors immediately.

Beepers: No beeping electronic devices are permitted in the classroom including cell phones, pagers, watches, etc.

Computers: Students may use computers for instructional use only (taking notes) in my class. Anyone using the computer for any other use will be asked to close the computer and will be asked not to bring the computer to class again.

Disability: If you have a disability for which you are eligible for an instructional accommodation it is your responsibility to tell the instructors immediately so that appropriate accommodations can be made.

Do Your Own Work: It is expected that all students will come to class prepared to participate, having completed the assigned readings prior to class. Furthermore, it is expected that all students will do their own individual work and that ALL work will be completed by you. There will be no fabrication of work. A random set of teachers will be called to discuss performance of students in their classrooms. Severe penalties will be applied to anyone who decides to violate this requirement, including failure in the course.

Sign-In for Class Attendance: It is the responsibility of each student to sign-in for each class session on the attendance form provided. Class attendance is required (We meet only 8 times). Excused absences will only be for very serious situations such as death in the family, documented personal illness, etc. Meeting the requirements for another class during my class time is NOT considered an excused absence. You will be docked 5 points for this behavior.