GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
DIVISION of EDUCATIONAL PSYCHOLOGY,
RESEARCH METHODS AND EDUCATION POLICY

In partial fulfillment of requirements leading to the Certificate in Data-Driven Decision-Making

EDEP 592:
Data-Driven Decision-Making: Development of Assessments

Cohort: Prince William County Public Schools

Cohort Number: 1

Section:

Credits: 3

Semester & Year: Spring 2013

Dates: February 25, 2013 to April 29, 2013
No Class on Mondays: 3/11, 3/25, 4/1
No Class on Saturdays: 3/9, 3/23, 3/30

Meeting Days/Time: Mondays, 4:30-9:30, and Saturdays, 10:00-12:00 (See Schedule.)

Location: Edward L. Kelly Leadership Center, Manassas, VA

PROFESSOR(S): Lori C. Bland, Ph.D.
Associate Professor
Assessment, Evaluation, and Data-Driven Decision-Making
Office phone: 703-993-5047
Office location: Fairfax Campus, West Building, Room 2103
Office hours: By appointment
Email address: lbland2@gmu.edu

COURSE DESCRIPTION:

A. **Prerequisites/Corequisites:** May be taken concurrently with EDEP 591

B. **Course Description from University Catalog:**
This course focuses on strategies to design assessments for students and schools with a particular emphasis on developing and using assessment methods to inform instructional decisions.

NATURE OF COURSE DELIVERY:

A variety of learning approaches will be used to engage students in classroom learning, including lecture, whole and small group discussion, individual or group in-class assignments, and development of individual or group products. The primary mode of delivery will be problem-based learning. Class participants will identify specific areas of learner need within their job position or interest area. Problem-selection will focus on the inferences the class participants would like to make about students, teachers, or others related to their job assignment in need of assessment for continuing improvement. Class participants will develop assessments focused on the identified needs. Class participants will have the opportunity to work in groups or individually to complete in-class, homework, and graded assignments. Mini-lectures will generally open each instructional period to set the focus for the class session. While the mini-lectures are relevant to specific chapters in the textbook or other required readings, they are not taken exclusively from these sources. The final segment of the class period will be devoted to small group discussions of the current literature on educational assessment or small group or individual work sessions designed to provide hands-on experiences with assessment methods or data-driven decision-making.

LEARNER OUTCOMES:

This course is the second course in the series in pursuit of the Data-Driven Decision-Making (DDDM) Certificate. The goal of this course is to facilitate each participant reaching a high level of competence and professional level understanding of assessment design practices used in making decisions related to continuous improvement in student learning. The course will inform educators of the important role of classroom, school, or district-developed assessments in the context of current school reform initiatives (and policies) at the federal, state and local levels. The course will improve participants' understanding, skills, and dispositions related to ensuring the measures they develop adhere to professional standards. As a result of this course, educators will be able to:

- Understand how data-driven decision-making is implied or made explicit in federal statutes, state, and/or local assessment programs, particularly for the location where employed, and the impact on expected standards for educator performance.
- Understand and explain the cognitive bases for learning and their connections to various forms of assessments of learning.
- Understand the purposes for different types of assessments at the classroom, school, or system level, and be able to select and administer the appropriate assessment for the intended purpose.
- Understand the conceptual framework underlying classroom, school, or system level assessment data, and use the framework to design assessments and scoring methods that will allow educators to draw valid inferences from the assessment data.
- Interpret, explain, and use classroom, school, or system level assessment data to make decisions about learning and teaching.

- Analyze a state test blueprint and released assessments in terms of the cognitive demands, determine the appropriate inferences that can be drawn from the data, and discuss how classroom, school, or district assessment can be used to support learning of standards.
- Apply multiple learning hierarchies (e.g., Bloom, Anderson & Krathwohl, etc.) to assessment of student progress.
- Design classroom-based tests that meet professional standards for sound assessment and testing.
- Explain the relationship between classroom, school, and district assessment to high stakes testing and student, teacher, and school accountability.
- Explain the relationship between learning, testing, and issues of social justice.

PROFESSIONAL STANDARDS

Learner outcomes are consistent with the Educational Psychology Program standards:

- Educators will demonstrate an understanding of principles and theories of learning, cognition, motivation, and development as they apply to a wide variety of contemporary assessment contexts.
- Educators will use their knowledge, skills, and dispositions to apply principles and theories of learning, cognition, motivation, and development to analyze and develop instruction based on sound assessment principles.
- Educators will demonstrate an understanding of the basic concepts, principles, techniques, approaches, and ethical issues involved in educational assessment.
- Educators will use their knowledge of quantitative and qualitative research methodology to develop education assessment methods for continuing improvement of student learning.

Student Outcomes and Relationship to Professional Standards

The student outcomes are informed by the Standards for Teacher Competence in Educational Assessment of Students (AFT, NCME, NEA, 1990), the Standards for Competence in Student Assessment (AASA, NAESP, NASSP, NCME, 1990), the Standards for Educational and Psychological Testing (AERA, NCME, & APA, 1999), and the InTASC Model Core Teaching Standards (CCSSO, 2011), which guide the course content and emphasis for reaching the learning objectives.

Those standards deemed most relevant to address the learning targets for the course are those that state that *educators will have the knowledge, skill and disposition to:*

1. Apply basic principles of sound assessment practices for addressing specific educational needs.
2. Distinguish between the nature and uses for norm-referenced and criterion-referenced tests.
3. Select assessment methods appropriate for instructional decisions.
4. Develop assessment methods appropriate for instructional decisions.

5. Administer, score, and interpret the results of both externally-produced and teacher-produced assessment instruments.
6. Use assessment results in instructional planning, teaching, developing curriculum, and school improvement.
7. Recognize and appropriately act against unethical, illegal, and otherwise, appropriate assessment methods and uses of assessment information.
8. Recognize the implications of educational assessments for social justice in schools.
9. Discern critical issues related to the role of the design of assessments for school accountability and high stakes testing.
10. Gather evidence from multiple sources of data to draw valid inferences about student learning.
11. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

REQUIRED TEXTS:

Ainsworth, L. & Viegut, D. (2006). *Common formative assessments: How to connect standards-based instruction and assessment.* Thousand Oaks, CA: Corwin Press.

Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of educational objectives.* New York: Longman.

Chappuis, J., Stiggins, R., Chappuis, S., and Arter, J. (2012). *Classroom assessment for student learning: Doing it right – using it well.2nd Ed.* Boston: Pearson.

Popham, W. J. (2003). *Test better, teach better: The instructional role of assessment.* Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

RECOMMENDED TEXTS:

While these texts are not required, they are helpful.

Anderson L. W. (2003). *Classroom assessment: Enhancing the quality of teacher decision making.* Mahwah, NJ: Lawrence Erlbaum Associates.

Arter, J., & McTighe, J. (2001). *Scoring rubrics in the classroom: Using performance criteria for assessing and improving student performance.* Thousand Oaks, CA: Corwin.

Dean, C. B., Hubbell, E. R., Pitler, H., & Stone, B. (2012). *Classroom instruction that works: Research-based strategies for increasing student achievement. 2nd Ed.* Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J., Pickering, D., & McTighe, J. (1993). *Assessing student outcomes: Performance assessment using the Dimensions of Learning model.* Alexandria, VA: Association for the Supervision and Curriculum Development.

Popham, W. J. (2011). *Classroom assessment: What teachers need to know.6th Ed.* Boston: Pearson.

ADDITIONAL READINGS:

Additional readings can be found on the indicated website, Blackboard, or will be distributed by the instructor in class.

Jordan, W. J. (2010). Defining equity: Multiple perspectives to analyze the performance of the diverse learner. *Review of Research in Education, 34*(1), 142-178. doi: 10.3102/0091732X09352898

Virginia Department of Education. (April 28, 2011). *Board of Education Agenda Item.* Richmond, VA: Author. Retrieved from http://www.doe.virginia.gov/boe/meetings/2011/04_apr/agenda_items/item_l.pdf

Additional text-based resources:

American Association of School Administrators. (1997). *Competency standards in student assessment for educational administrators.* Retrieved June 28, 2012 at: http://www.unl.edu/buros/bimm/html/article4.html

American Psychological Association. (2009). *Publication manual of the American Psychological Association. (6th Ed.).* Washington, DC: Author.

American Federation of Teachers, National Council on Measurement in Education & National Education Association. (1990). *Standards for teacher competence in educational assessment of students*. Retrieved June 28, 2012 at: http://www.unl.edu/buros/bimm/html/article3.html

Nitko, A.J. (2007). *Using Mental Measurement Yearbook Review and other materials to evaluate a test*. Retrieved June 28, 2012 at: http://www.unl.edu/buros/bimm/html/lesson02.html

Plake, B. S., Buckendahl, C. W., & Impara, J. C. (2004). *Classroom-based assessment system for science: A model*. Washington, DC: National Academy of Sciences. http://www7.nationalacademies.org/bota/Classroom-basedAssment.pdf

Southwest Regional Development Laboratory. (2011). *Reading assessment database-overview.* Retrieved from http://www.sedl.org/reading/rad/.

WEBSITE RESOURCES

Buros Center for Testing, including the Mental Measurements Yearbook
http://www.unl.edu/buros/

Multimedia Educational Resources for Learning and Online Teaching (MERLOT)
http://www.merlot.org/merlot/materials.htm?keywords=Rubrics

National Center for Fair and Open Testing (Fair Test)
www.fairtest.org

National Center for Education Statistics
http://nces.ed.gov

National Research Center on Evaluation, Standards, and Student Testing (CRESST),
http://www.cse.ucla.edu/

TeacherVision
http://www.teachervision.fen.com/teaching-methods/educational-testing/4170.html.

Virginia Department of Education
http://www.doe.virginia.gov/testing/index.shtml

Wisconsin Center for Education Research
http://www.wcer.wisc.edu/

COURSE ASSIGNMENTS AND EXAMINATIONS

A. Assignment Descriptions

1. **Class participation (10 points)**
   Because of the importance of lecture and class discussions to students' learning experience, I expect each student to come to class on time and participate in class discussions. Additionally, assigned readings are to be completed before class. Attendance, punctuality, preparation, and active contribution to small and large group discussions and individual, small, or large group activities are essential. All in class assignments, including case studies, are to be completed by the end of class, or by the start of the next class period. These elements reflect the professional attitude implied in the course goals. If you miss a class, you are responsible for completing all assignments and readings by the next class.

2. **Reflective Analysis Paper (20 points)**

    i. The purpose for this assignment is to identify a problem within your job assignment, such as an area of instruction that is in need of improvement. For current educators, this paper should focus on an issue that you would like to resolve. For students who may not be in an educational setting, you may research an issue using state or national data.
    ii. The problem should be one that you will be able to use to complete assignments 3 (Assessment Proposal) and 4 (Assessment Development).
    iii. Class participants will prepare a brief report about the identified problem. The paper will need to include:
        1. a description of the nature of the problem
        2. a description of the past attempts to solve the problem
        3. an analysis of the underlying causal factors
        4. a description of the types of data currently used to assess and monitor student learning related to the problem
        5. the data
        6. inferences based on the data

3. **Assessment Proposal (40 points), Selected Performance-based Assessment**

    i. The purpose for this assignment is to develop an proposal to develop assessments that will allow you to gather data to determine whether the solution to the problem identified in Assignment 2 (Reflective Analysis Paper) is working. You will use the proposal to complete assignment 4 (Assessment Development).
    ii. The proposal will need to include:
        1. An Introduction that is a synthesis of the most important elements describing the problem from Assignment 1 (Reflective Analysis Paper)
        2. A Statement of the Assessment Problem, which includes
            a. A description of the learning problem
            b. The context for the problem which includes student demographics and learning level
            c. An analysis of the problem within the subject matter including the relationship to the knowledge and cognitive process domains
            d. The learning targets describe in clear and measurable terms
            e. A justification for describing the importance of the problem, which includes evidence from the literature

and the learning environment (classroom, school, district, etc.)

f. A proposed application describing how the plan will be implemented

3. Proposed Methods and Procedures, which include
   a. An Assessment Blueprint, which includes
      i. A narrative describing the test
      ii. A test blueprint in chart or graphic form which delineates the learning targets into content and cognitive dimensions
   b. Assessment Construction
      i. A narrative explaining the steps to construct the test
      ii. Relevant resources
4. A section on Quality Assurance
   a. A description of the peer review process, including the criteria used
   b. A description of the pilot test procedure, including the data from the pilot test

4. **Assessment (100 points total)**
   i. Develop the assessment proposed in Assignment 3 (Assessment Proposal) (50 points)
      1. The assessment must include constructed-response items (CRI). Selected-response items may be included on your blueprint, but you are <u>not</u> required to submit them for this assignment.
      2. One of the tasks must be of sufficient depth and open-endedness to have a rubric. You will need to include both an analytic rubric and a holistic rubric for this task.
      3. For each CRI, you must include a scoring scale.
      4. For each scoring scale, you need to provide an explanation for why the identified scoring scale is appropriate for the CRI.
      5. For each CRI, an exemplary response needs to be included.
   ii. Pilot test the assessment (50 points). The pilot test will need to include:
      1. Student responses
      2. Student response summary data
      3. Inferences from the data related to the assessment
      4. Changes to the assessment resulting from the student responses and the data
      5. A narrative describing the inferences that you would like to make using the assessment data based on the learning targets in the assessment blueprint.

5. **Portfolio (20 points)**

   You will complete a portfolio comprised of in-class work, homework, performance-based assessments, and commentary, reflections, or essays about the included work. The portfolio provides evidence across the array of products submitted about your unfolding learning of course content, your thoughts on the connections among the various learning activities as related to the your intended improvements in learning for the students, and an exhibition of your final products. The products included in your portfolio will "tell the story" about how you developed and will use assessment to augment decisions related to the student learning issues from your reflective paper. **Responses from the Case Studies must be included in your Portfolio.**

6. **Oral Presentation (10 points).** You will present your portfolio during the final class. The presentation should be about 15 minutes (10 presentation, 5 questions). The oral presentation will need to include:
   - **i.** A presentation/narrative/story/description explaining your work, your process, responses to portfolio questions, your story, your learning, your changes in thinking and growth this semester (You may also include last semester if relevant.)
   - **ii.** Visuals (such as powerpoint, video, and/or poster) showing your work (Consider 1 minute per slide.)
   - **iii.** Time for questions

B. **<u>Taskstream Requirements</u>**

Every student registered for any Certificate in Data-Driven Decision-Making course with a required performance-based assessment (PBA) is required to submit the assessment to TaskStream (regardless of whether a course is an elective, a onetime course, or part of an undergraduate minor). <u>For EDEP 592, the PBA is the Assessment Proposal.</u> Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks following the semester.

C. Assignment and Examination Dates, Points, and Percentage of Grade

There are 200 total points for the course, distributed across the assignments and classroom discussion expectations:

	Assignment	Points	Percent	Due Date
1	Class Participation & Case Studies upon completion of Saturday class.	10	5	**On-going**
2	Reflective Analysis Paper	20	10	**3/4/13**
3	Assessment Proposal	40	20	**4/18/13**
4	Assessment Development	100	50	**4/15/13**
5	Portfolio	20	10	**4/29/13**
6	Oral Presentation	10	5	**4/29/13**
	Total	**200**	**100**	

D. Other Expectations (e.g., attendance, writing requirements)

Students are expected to:

- Use your GMU e-mail account for all correspondence with the instructor.
- Attend all class sessions on time and remain in class until dismissed by the instructor. Because class participation is a factor in grading, absences, tardiness, or early departure will be used as de facto evidence of nonparticipation. [If an emergency prevents you from attending class, please call or e-mail the instructor in advance preferably, but as soon as possible.]
- Attend to and participate meaningfully in class lectures, discussions, individual assignments, and group activities. Responding to phone calls, texting, checking e-mails, Twitter, Facebook, or other electronic communication modes should not occur during class time.
- Submit a paper copy of all assignments to the instructor at the beginning of class on the due date.
- You must also e-mail the instructor a copy of the assignment using your GMU e-mail account before class begins on the due date.
- Submit all individual and group assignments and assessments on time.
- **If you have a medical issue that prevents you from attending class or completing assignments or coming to class on-time, please work with the Office of Disability Services.**
- APA Requirements:
  - Complete a reference list at the end of the assignment according to the *Publication Manual of the American Psychological Association, 6th Edition* (APA, 2009) for all assignments.
  - Reference assigned readings within the body of assignments according to the APA manual.
  - Use the APA Manual as a writing style guide.

E. **Grading Policies** (and grading scale appropriate for Graduate Level)

a. Grading Scale

Grading scale	
Grade Earned	**Points Earned**
A+	195-200 points
A	190-194 points
A -	184-189 points
B+	178-183 points
B	172-177 points
B-	166-171 points
C	140-165 points
F	139 or fewer points

b. Late assignments:

- I will deduct 10% of the total grade for late assignments without a documented emergency situation or illness.
- Late assignments are not eligible for resubmission.
- Late assignments will be graded at the convenience of the instructor.

c. Resubmission:

- Assignments worth 10 or more points may be corrected and resubmitted once.
- Resubmission Exceptions:
    i. Late assignments are not eligible for resubmission.
    ii. Assignments due any time after the next to the last week of class are not eligible for resubmission.
    iii. Assignments submitted to fulfill incomplete requirements are not eligible for resubmission.

d. APA:

- I will deduct 10% of the total grade for failing to include a reference list as stated in the syllabus.
- I will deduct 10% of the total grade for not citing references within the body of the document.

GMU POLICIES AND RESOURCES FOR STUDENTS

a. Students must adhere to the guidelines of the George Mason University Honor Code [See http:// oai.gmu.edu/honor-code/].

b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].

c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education and Human Development at George Mason University is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. For additional information about the core values, please visit our website. See http://cehd.gmu.edu/values/

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website. See http://gse.gmu.edu/

For additional information on the Certificate in Data-Driven Decision-Making, please visit our website. See http://gse.gmu.edu/programs/edpsych/academics/certificate

For additional information about the advanced degrees in Educational Psychology, please visit our website. See http://gse.gmu.edu/programs/edpsych/

PROPOSED CLASS SCHEDULE

Session	Date	Topic/Learning Experiences	Readings and Assignments
1	2/25/13 M	• Purpose/Context for Educational Assessment for DDDM • Learning, Cognition and Assessment • Deconstructing Subject Matter Constructs • Learning Targets	
2	3/2/13 S	• Standards and General Assessment Principles: Validity, Reliability, Fairness	Ainsworth: Intro & Ch. 1 Popham: Ch. 1-5 **Case Study 1**
3	3/4/13 M	• Validity, Reliability, Fairness cont. • Quantitative and Qualitative Assessment: Assumptions, Meaning, and Adequacy	Ainsworth: Ch. 2, 3, 4, 5 **Reflective Anal. Paper Due**
4	3/18/13 M	• Types of Assessments • The Test Development Process and Test Blueprints to Guide Decision-Making	Chappuis: Ch. 1, 2, 3, & 4 Popham: Chapter 6
5	4/6/13 S	• Assessing Knowledge: Development of Selected Response Items (SRIs)	Chappuis: Ch. 5, 6, & 7 Ainsworth: Ch. 6 & 7 **Case Study 2**
6	4/8/13 M	• SRIs continued • Assessing Understanding, and Skills: Constructed Response Items (CRIs), • Scoring Scales, and Scoring	Ainsworth: Ch. 7, 8, 9 & 10 **Assessment Proposal Due**
7	4/13/13 S	• Assessing Affect: Survey Development	Popham: Chapter 8 **Case Study 3**
8	4/15/13 M	Measuring Growth: Portfolios	Chappuis: Ch. 11 & 12 **CRI Assessment, Rubric, Response Due**
9	4/20/13 S	Using Technology	**Case Study 4**
10	4/22/13 M	• Developing a DDDM Culture for Continuous Educational Improvement • Data Analysis	*Assessing Student Outcomes*
11	4/27/13 S	• Using Assessment Results to Make Educational and Accountability Decisions • The Change Process • Barriers and solutions to DDDM implementation	Chappuis: Ch. 8, 9, & 10 **Case Study 5**
12	4/29/13 M	Effective Communication using DDDM: Monitoring, Feedback, Grading & Reporting	**Portfolio and Oral Presentation Due**

Sample Rubrics:
Attendance & Participation

Student participation is imperative to student learning and a successful class. The following rubric outlines how student participation scores will be determined in this course. All students are expected to demonstrate specific characteristics and actions throughout the semester. The quality and quantity of these actions will determine the points assigned for participation.

Students are expected to:

a) Be punctual, present (in mind and body), and well prepared for class.

b) Participate fully in class activities and assignments – take an active part in small and large group discussions (without dominating the conversations) and pay attention to class lectures.

c) Make insightful comments, which are informed by required readings and demonstrate reflection on those readings. Specifically, students should come to class with questions, comments, and thoughts on the current readings.

d) Treat class activities, group discussions, and class discussions as important components of the course, showing respect for fellow classmates and the course material.

e) Complete individual and group class activities within the time allotted, ensuring full participation of all group members. Submit class activities to the instructor at the end of class.

Each of the 5 criteria will be assessed on a 4-point scale.

4 = Student ***consistently*** demonstrated the criterion throughout the semester.

3 = Student ***frequently*** demonstrated the criterion throughout the semester.

2 = Student ***intermittently*** demonstrated the criterion throughout the semester.

1 = Student ***rarely*** demonstrated the criterion throughout the semester.

0 = Student ***did not*** demonstrate the criterion throughout the semester.

The participation grade will be calculated as the sum of points for each criterion.

ASSESSMENT RUBRIC:

EDEP 592
Data-Driven Decision-Making: Development of Assessments
Assessment Proposal Rubric

Name:_____

Date:_____

Criteria	Outstanding (4)	Competent (3)	Minimal (2)	Unsatisfactory (1)
Introduction *Include a synthesis of the most important elements describing the problem from the Reflection Paper*	The introduction provides a clear and complete synthesis of background of the problem. No extraneous text is included.	The introduction may have minor issues with clarity or extraneous text. The introduction is mostly complete, but may lack a piece of key information about the background of the problem.	The introduction has several issues with clarity and/or extraneous text. The introduction is incomplete, lacking more than one piece of key information about the background of the problem.	The introduction is unclear and/or too brief to completely communicate information about the background of the problem.
Statement of the Assessment Problem				
• *Identify the learning problem*	The description of the learning problem is clear and complete. No extraneous text is included.	The description of the learning problem may have minor issues with clarity or extraneous text. The description is mostly complete, but	The description of the learning problem has several issues with clarity and/or extraneous text. The description is incomplete, lacking	The description of the learning problem is unclear and/or too brief to completely communicate information about the

Criteria	Outstanding (4)	Competent (3)	Minimal (2)	Unsatisfactory (1)
		may lack a piece of key information about the learning problem. More than one example is used to explain the problem, but they are lacking in details or clarity.	more than one piece of key information about the learning problem. One example is provided, with some details. The example may not be clear.	learning problem.
• *Provide a context for the problem including student demographics and learning level*	The description of the context is clear with no extraneous text. The context is complete including available demographics and learning level.	The description of the context may have minor issues with clarity or extraneous text. The context is mostly complete, but may lack key information about either the demographics or the learning level.	The description of the context has several issues with clarity and/or extraneous text. The context is incomplete, lacking more than one piece of key information about either the demographics or learning level. Or, the context may lack minor information from both the demographics and learning level.	The description of the context is unclear and/or too brief to completely communicate information about the learning level. Multiple key pieces of information are missing from both the demographics or learning level. Or, either the demographics or learning level is missing.
• Analyze the problem within the subject matter	Analysis of the problem fully addresses learning issues related to the subject matter knowledge, understanding, skills, and dispositions. The	Analysis of the problem adequately addresses learning issues related to the subject matter knowledge, understanding, skills, and dispositions. The	Analysis is limited, with only one example, or there may be many examples, but they lack many details impacting clarity. The analysis has several inaccuracies or	Analysis is barely complete or lacks examples. The analysis is inaccurate with major misunderstandings related to the subject matter and cognitive

Criteria	Outstanding (4)	Competent (3)	Minimal (2)	Unsatisfactory (1)
	analysis fully addresses learning issues related to cognitive complexity within the subject. More than one example is used to clearly explain the problem. The analysis is accurate, with no misunderstandings.	analysis adequately addresses learning issues related to cognitive complexity within the subject. The examples may be missing details impacting clarity. The analysis may have minor inaccuracies or misunderstandings.	misunderstandings related to the subject matter and cognitive complexity.	complexity.
• Learning Targets (LTs)	LTs unambiguously and comprehensively are described in measurable terms	LTs are described in measurable terms with minor omissions or with minor issues in clarity.	Some of the LTs are described in measurable terms with major omissions or ambiguity.	LTs are not described in measurable terms.
• Justification(s)	A clear, well-reasoned, comprehensive, and persuasive argument is provided for the importance of the problem. Evidence from the literature and examples from the classroom are provided.	The argument is persuasive, but has minor issues with the reasoning, or may be unclear. There are minor examples where evidence from the literature may not be complete, or may not directly relate to the problem. Classroom examples may be general, lacking specific	The argument is general, and the reasoning for the importance may be unclear. The argument includes information from the literature and examples from the classroom, but the writing lacks specific connections to the literature or the classroom, or the examples are missing.	The argument is missing. Examples from the literature and/or classroom may be provided, but without reasoning to explain the importance of the problem. Or, there may be statements about the importance of the problem without examples from the literature or classroom.

Criteria	Outstanding (4)	Competent (3)	Minimal (2)	Unsatisfactory (1)
		details directly related to the problem.		
• Proposed Applications	The proposed plan for implementation is easily executable, clear, and complete.	The proposed plan for implementation has minor issues related to execution, clarity, or missing details.	The proposed plan appears to be executable, however more than one step is missing, steps are unclear, and details are missing.	The proposed plan does not appear to be executable. Multiple steps are missing, unclear, lacking details.
Proposed Methods and Procedures				
• Assessment Blueprint	A clear and complete narrative and graphic display of the assessment blueprint is provided. It clearly delineates the learning targets into knowledge and cognitive dimensions. The blueprint is well-organized.	The narrative and graphic display of the assessment blueprint is provided, but may have minor issues with clarity or completion. It delineates the learning targets into knowledge and cognitive dimensions, but there may be minor issues with clarity or completion. There may be minor issues with organization of the blueprint.	The narrative and/or graphic display have a major omission or major issues with clarity. The delineation of the knowledge or cognitive dimensions of the learning targets is unclear or incomplete. The blueprint has a major issue with the organization.	The narrative and/or graphic display are omitted. Or, there is no delineation of the knowledge or cognitive dimensions of the learning targets. The blueprint has more than one major issue with organization.
• Assessment	The description of all	The description of most	The description has a	The description has

Criteria	Outstanding (4)	Competent (3)	Minimal (2)	Unsatisfactory (1)
Construction (procedures and resources)	steps to be taken to construct the assessment is clear and complete and includes relevant resources.	of the steps to be taken to construct the assessment is clear. There may be minor issues details or a step missing within the description. Relevant resources may be incomplete.	major issue related to clarity or missing steps. One or two resources may not be relevant or may be incomplete.	multiple issues with clarity and/or many steps are missing. Most of the resources are not relevant, or resources are missing.
Quality Assurance				
• Peer Review	The peer review procedure is clearly described and complete.	The peer review procedure is described with minor issues related to clarity, or a step may be missing.	The peer review procedure is described. A major step may be missing or unclear.	The peer review procedure is unclear and/or is missing more than one step.
• Pilot Test	The pilot test procedure is clearly described and complete.	The pilot test procedure is described with minor issues related to clarity, or a step may be missing.	The pilot test procedure is described. A major step may be missing or unclear.	The pilot test procedure is unclear and/or is missing more than one step.
APA Style *Use APA writing style, formatting, including citations within text and references.*	Writing is concise, coherent, well-organized, and with correct APA style. Citations and references are correct and complete.	Writing lacks some clarity or has minor organizational problems affecting the overall coherence, and/or there are some errors in APA style, citations, or references. There may	Writing has multiple problems with clarity, coherence, and organization. There are many errors in APA style, citations, and/or references. Multiple references are missing or	Writing lacks clarity, coherence, many errors, and/or no use of APA style. Citations and references are minimal or absent.

Criteria	Outstanding (4)	Competent (3)	Minimal (2)	Unsatisfactory (1)
		also be a small number of missing citations or references.	incomplete.	

Comments:

APPENDIX B

GENERAL GUIDELINES TO WRITTEN ASSIGNMENTS

All course projects should be typed, double-spaced, and include a cover page. Include an abstract (250 works maximum) that provides a synopsis of the content, such as purpose, procedures, findings and conclusions. In terms of general style, the format provided in the sixth edition of **Publication Manual of the American Psychological Association** (American Psychological Association, 2009) should be followed. Students should pay close attention to:

- Margins
- Headings/Subheadings
- Writing Style
- Citations in the Text
- Reference Page

The *cover page* should include the title of the assignment, the standard course requirement statement, your name, date, and institutional affiliation information.

You should make a copy of your projects before submitting them to the instructor.

Submit assignments as a paper copy in class and via e-mail.

.

APPENDIX C

Standards for Teacher Competence in Educational Assessment of Students

1. **Teachers should be skilled in choosing assessment methods appropriate for instructional decisions.**

   Skills in choosing appropriate, useful, administratively convenient, technically adequate, and fair assessment methods are prerequisite to good use of information to support instructional decisions. Teachers need to be well acquainted with the kinds of information provided by a broad range of assessment alternatives and their strengths and weaknesses. In particular, they should be familiar with criteria for evaluating and selecting assessment methods in light of instructional plans.

   Teachers who meet this standard will have the conceptual and application skills that follow. They will be able to use the concepts of assessment error and validity when developing or selecting their approaches to classroom assessment of students. They will understand how valid assessment data can support instructional activities such as providing appropriate feedback to students, diagnosing group and individual learning needs, planning for individualized educational programs, motivating students, and evaluating instructional procedures. They will understand how invalid information can affect instructional decisions about students. They will also be able to use and evaluate assessment options available to them, considering among other things, the cultural, social, economic, and language backgrounds of students. They will be aware that different assessment approaches can be incompatible with certain instructional goals and may affect quite differently on their teaching.

   Teachers will know, for each assessment approach they use, its appropriateness for making decisions about their pupils. Moreover, teachers will know of where to find information about and/or reviews of various assessment methods. Assessment options are diverse and include text- and curriculum-embedded questions and tests, standardized criterion-referenced and norm-referenced tests, oral questioning, spontaneous and structured performance assessments, portfolios, exhibitions, demonstrations, rating scales, writing samples, paper-and-pencil tests, seatwork and homework, peer- and self-assessments, student records, observations, questionnaires, interviews, projects, products, and others' opinions.

   2. Teachers should be skilled in developing assessment methods appropriate for instructional decisions.

While teachers often use published or other external assessment tools, the bulk of the assessment information they use for decision-making comes from approaches they create and implement. Indeed, the assessment demands of the classroom go well beyond readily available instruments.

Teachers who meet this standard will have the conceptual and application skills that follow. Teachers will be skilled in planning the collection of information that facilitates the decisions they will make. They will know and follow appropriate principles for developing and using assessment methods in their teaching, avoiding common pitfalls in student assessment. Such techniques may include several of the options listed at the end of the first standard. The teacher will select the techniques which are appropriate to the intent of the teacher's instruction.

Teachers meeting this standard will also be skilled in using student data to analyze the quality of each assessment technique they use. Since most teachers do not have access to assessment specialists, they must be prepared to do these analyses themselves.

3. The teacher should be skilled in administering, scoring and interpreting the results of both externally-produced and teacher-produced assessment methods.

It is not enough that teachers are able to select and develop good assessment methods; they must also be able to apply them properly. Teachers should be skilled in administering, scoring, and interpreting results from diverse assessment methods.

Teachers who meet this standard will have the conceptual and application skills that follow. They will be skilled in interpreting informal and formal teacher-produced assessment results, including pupils' performances in class and on homework assignments. Teachers will be able to use guides for scoring essay questions and projects, stencils for scoring response-choice questions, and scales for rating performance assessments. They will be able to use these in ways that produce consistent results.

Teachers will be able to administer standardized achievement tests and be able to interpret the commonly reported scores: percentile ranks, percentile band scores, standard scores, and grade equivalents. They will have a conceptual understanding of the summary indexes commonly reported with assessment results: measures of central tendency, dispersion, relationships, reliability, and errors of measurement.

Teachers will be able to apply these concepts of score and summary indices in ways that enhance their use of the assessments that they develop. They will be able to analyze assessment results to identify pupils' strengths and errors. If they get inconsistent results, they will seek other explanations for the discrepancy or other data to attempt to resolve the uncertainty before arriving at a decision. They will be able to use assessment methods in ways that encourage students' educational development and that do not inappropriately increase students' anxiety levels.

4. Teachers should be skilled in using assessment results when making decisions about individual students, planning teaching, developing curriculum, and school improvement.

Assessment results are used to make educational decisions at several levels: in the classroom about students, in the community about a school and a school district, and in society, generally, about the purposes and outcomes of the educational enterprise. Teachers play a vital role when participating in decision-making at each of these levels and must be able to use assessment results effectively.

Teachers who meet this standard will have the conceptual and application skills that follow. They will be able to use accumulated assessment information to organize a sound instructional plan for facilitating students' educational development. When using assessment results to plan and/or evaluate instruction and curriculum, teachers will interpret the results correctly and avoid common misinterpretations, such as basing decisions on scores that lack curriculum validity. They will be informed about the results of local, regional, state, and national assessments and about their appropriate use for pupil, classroom, school, district, state, and national educational improvement.

5. Teachers should be skilled in developing valid pupil grading procedures which use pupil assessments.

Grading students is an important part of professional practice for teachers. Grading is defined as indicating both a student's level of performance and a teacher's valuing of that performance. The principles for using assessments to obtain valid grades are known and teachers should employ them.

Teachers who meet this standard will have the conceptual and application skills that follow. They will be able to devise, implement, and explain a procedure for developing grades composed of marks from various assignments, projects, in class activities, quizzes, tests, and/or other assessments that they may use. Teachers will understand and be able to articulate why the grades they assign are rational, justified, and fair, acknowledging that such grades reflect their preferences and judgments.

Teachers will be able to recognize and to avoid faulty grading procedures such as using grades as punishment. They will be able to evaluate and to modify their grading procedures in order to improve the validity of the interpretations made from them about students' attainments.

6. Teachers should be skilled in communicating assessment results to students, parents, other lay audiences, and other educators.

Teachers must routinely report assessment results to students and to parents or guardians. In addition, they are frequently asked to report or to discuss assessment results with other educators and with diverse lay audiences. If the results are not communicated effectively, they may be misused or not used. To communicate effectively with others on matters of student assessment, teachers must be able to use assessment terminology appropriately and must be able to articulate the meaning, limitations, and implications of assessment results. Furthermore, teachers will sometimes be in a position that will require them to defend their own assessment procedures and their interpretations of them. At other times, teachers may need to help the public to interpret assessment results appropriately.

Teachers who meet this standard will have the conceptual and application skills that follow. Teachers will understand and be able to give appropriate explanations of how the interpretation of student assessments must be moderated by the student's socio-economic, cultural, language, and other background factors. Teachers will be able to explain that assessment results do not imply that such background factors limit a student's ultimate educational development. They will be able to communicate to students and to their parents or guardians how they may assess the student's educational progress. Teachers will understand and be able to explain the importance of taking measurement errors into account when using assessments to make decisions about individual students. Teachers will be able to explain the limitations of different informal and formal assessment methods. They will be able to explain printed reports of the results of pupil assessments at the classroom, school district, state, and national levels.

7. Teachers should be skilled in recognizing unethical, illegal, and otherwise inappropriate assessment methods and uses of assessment information.

Fairness, the rights of all concerned, and professional ethical behavior must undergird all student assessment activities, from the initial planning for and gathering of information to the interpretation, use, and communication of the results. Teachers must be well-versed in their own ethical and legal responsibilities in assessment. In addition, they should also attempt to have the

inappropriate assessment practices of others discontinued whenever they are encountered. Teachers should also participate with the wider educational community in defining the limits of appropriate professional behavior in assessment.

Teachers who meet this standard will have the conceptual and application skills that follow. They will know those laws and case decisions which affect their classroom, school district, and state assessment practices. Teachers will be aware that various assessment procedures can be misused or overused resulting in harmful consequences such as embarrassing students, violating a student's right to confidentiality, and inappropriately using students' standardized achievement test scores to measure teaching effectiveness.

APPENDIX D

Synthesis of Competency Standards in Student Assessment for Educational Administrators

Competencies associated with *assisting teachers:*

- 1. Have a working level of competence in the *Standards for Teacher Competence in Educational Assessment of Students.*
- 2. Know the appropriate and useful mechanics of constructing various assessments.

Competencies associated with *providing leadership* in developing and implementing assessment policies:

- 3. Understand and be able to apply basic measurement principles to assessments conducted in school settings.
- 4. Understand the purposes (e.g., description, diagnosis, and placement) of different kinds of assessment (e.g., achievement, aptitude, and attitude) and the appropriate assessment strategies to obtain the assessment data needed for the intended purpose.
- 5. Understand the need for clear and consistent building- and district-level policies on student assessment.

Competencies needed in using assessments in *making decisions* and in communicating assessment results:

- 6. Understand and express technical assessment concepts and terminology to others in nontechnical but correct ways.
- 7. Understand and follow ethical and technical guidelines for assessment.
- 8. Reconcile conflicting assessment results appropriately.
- 9. Recognize the importance, appropriateness, and complexity of interpreting assessment results in light of students' linguistic and cultural backgrounds and other out-of-school factors in light of making accommodations for individual differences, including disabilities, to help ensure the validity of assessment results for all students.
- 10. Ensure the assessment and information technology are employed appropriately to conduct student assessment.
- 11. Use available technology appropriately to integrate assessment results and other student data to facilitate students' learning, instruction, and performance.
- 12. Judge the quality of an assessment strategy or program used for decision making within their jurisdiction.