The Conceptual Framework Theme
The theme/purpose of the conceptual framework undergirding the Department of Education’s program is: To produce graduates who are critical-thinking problem solvers with the knowledge, pedagogical and technological skills, and professional dispositions needed to function as effective teachers in a diverse world.

Required Texts

* Additional readings may be assigned in class.

General Course Description
This course is an examination of the principles and concepts of tests and measurements as they relate to teacher performance in the public school setting. Topics include test bias, validity and reliability of testing instruments; the administration, interpretation, and utilization of information collected from standardized and non-standardized instruments; the development of criterion-referenced and teacher made-tests; and the communication of tests results to students, parents, and other groups. The course is WEB enhanced.

General Course Objectives
The goals of EDU 415 are to:

1. Expand students’ ability to synthesize the knowledge drawn from several interrelated courses in the broad area of the psychological foundations of education, curriculum and instruction, and early childhood education.

2. Expand students’ knowledge of concepts and techniques, including the use of technology for scholarly research and evaluation.

3. Use knowledge and understanding of the principles and concepts of tests and measurements as they relate to teacher performance in the classroom for evaluation purposes.
NCDPI/NCATE Standards and Indicators

Core Standards

1.1: Teachers have a broad knowledge of content
1.4: Teachers understand the ways in which their teaching area connects to the broad curriculum
2.1: Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of the student they teach.
4.1: Teachers lead in their classrooms.
4.2: Teachers lead in the school.
4.3: Teachers lead in advocating for schools and children.
4.4: Teachers function effectively in a complex, dynamic environment.
4.5: Teachers meet high ethical standards of practice.
4.6: Teachers support the teaching profession.
5.1: Teachers analyze the results of teaching.
5.2: Teachers collaborate with their colleagues.
5.3: Teachers use research in their classrooms

Diversity Standards

1.1: Teachers select, evaluate and incorporate unbiased instructional materials
1.2: Teachers use multiple strategies to address the needs of individual learners
1.4: Teachers use a variety of assessment procedures
4.1: Teachers become knowledgeable of diverse cultures and encourage families to share the richness of their backgrounds.
4.3: Teachers promote appreciation and respect for diversity by rejecting the use of stereotypes
5.1: Teachers become strong advocates for educational equity
5.2: Teachers are proactive and deliberate in promoting and fostering respect among students

Technology Standards

3.3: Teachers apply technology to develop students’ higher order skills and creativity.
5.3: Teachers apply technology to increase productivity
6.1: Teachers model and teach legal and ethical practice related to technology use.
B-K Standards

7.1: B-K professionals accommodate individual learning styles, needs, and interests of ALL young children.
8.1 Create an environment that is reflective of the children in the classroom setting that honors diversity.
8.2 Integrate cultural diversity and an anti-bias perspective throughout all instructional activities.
10.2 Respect confidentiality and informed consent.

Elementary Education Standards

14.3: Teachers guide students in developing rational solutions to controversial problems.
14.5: Teachers discourage prejudice, derogatory comments and stereotypical perspectives by modeling and selecting bias free instructional materials.

English Education Standards

3.2: Teachers understand the importance of teaching grammar and usage in context.
11.1: Teachers incorporate diverse resources in context to connect global ideas to student experiences.
11.2: Teachers respect students’ native languages in their relation to the conventions of Standard English.
11.3: Teachers enhance students’ understanding of themselves and others to establish classroom cultures of mutual respect.

Mathematics Education Standards

3.3: Teachers demonstrate an ability to analyze tables and graphs to identify properties and relationships.
5.1: Build new mathematical knowledge through problem solving.
5.2: Solve problems that arise in mathematics and in other contexts.
7.: Teachers use varied strategies, including problem-based learning, inquiry, investigations, direct instruction, exposition.
7.4: Knowledgeable about and sensitive toward various teaching/learning styles.

**Special Education Standards**

8.2: Demonstrate the use of knowledge about cultural and socio-economic factors in planning instructional strategies and activities that connect students to the curriculum.

10.1: Demonstrate knowledge of a variety of effective instructional modifications and ability to use them appropriately in general education classrooms.

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**Course Assignments**

This course engages students with the practical application and appreciation of diverse educational assessment and evaluation procedures. Classroom discussion begins with the most fundamental concepts and progresses in a logical fashion through basic issues related to testing to standardized assessment and evaluation instruments. All assignments should be submitted in Blackboard. Hard copies of all assignments should also be submitted. Graded items should be placed in a portfolio.

**Students Learning Outcomes:**

1. Identify different methods of selecting and specifying goals and objectives.

2. Demonstrate their knowledge and understanding of educational assessment instruments and apply this understanding in the utilization of assessment procedures.

3. Demonstrate the ability to design a variety of good quality tests including objective tests, essays, and practical performance-based tests.

4. Demonstrate the ability to design tests and other assessment instruments that assess critical thinking and problem solving.

5. Identify poorly constructed tests and be able to make them better.

6. Develop test-taking skills (i.e., become test-wise.)

7. Develop good ethical behaviors in the design, administration, interpretation of tests, and the use of their results in policymaking.
8. Develop an understanding of the role and impact of cultural diversity in testing

Student performance will be evaluated using a variety of assessments including tests, discussions and chats on Blackboard, critique of issues in testing, and demonstration of ability to identify poorly constructed test and to correct them.

1. **Reading Assignments.** The textbooks and handouts have been selected to provide background/content knowledge in area of tests and measurement in education, and in the ways to use research and evaluation to improve teaching and learning. You are expected to read and conduct research. Specific assignments to augment your learning experiences will be announced in class. (Core 1.1, 1.4, 2.1, 5.1, 5.2, 5.3; Diversity 1.1, 1.4, 5.1; Technology 5.3).

2. **Journal Article Analysis.** Read and copy one educational journal article related to your research interest. Write a two page (double-spaced and typed) reaction paper on the overall quality of the research with focus on the statistical procedures section. Your paper should include a copy of the article. You should be prepared to discuss your article during the next class (Core 1.1, 1.4, 2.1, 5.1, 5.2, 5.3; Diversity 1.1, 1.4, 5.1; Technology 5.3).

   **Write your paper according to the following format:**
   
   a. Title of Article
   b. Author
   c. Journal
   d. Summary of the Article
   e. Overview of the research Quality
   f. The Statistical Procedures
   g. Implications of the Research for Practice

3. **Technology Competence.** Demonstrate competence in the following areas:

   A. **Web Search:** Find a published test in your area and critically evaluate it (Core 1.1, 1.4, 2.1, 5.1, 5.2, 5.3; Diversity 1.1, 1.4, 5.1; Technology 5.3).

4. **Teacher-Made Tests.** The six examinations (including the final/summative evaluation) for this course will cover the materials from the text, handouts and class discussions. (Core 1.1, 1.4, 2.1, 5.1, 5.2, 5.3; Diversity 1.1, 1.4, 5.1; Technology 5.3).

5. **Test Construction Project.** Construct 20 multiple/choice questions from your assigned chapter, and indicate the learning outcome measured by each item. (Core 1.1, 1.4, 2.1, 5.1, 5.2, 5.3; Diversity 1.1, 1.4, 5.1; Technology 5.3).

6. **Library Component.** The Director of the Curriculum and Materials Center
(CMC) will make a presentation to the class on “Research resources” to help you with your library skills. The presentation will include:

- How to write using the APA style (Publication Manual of the American Psychological Association, 6th Ed.)
- How to use the database to locate research sources
- How to locate sources in the Curriculum Material Center
- Printout of Web sites on tips on doing writing assignment
- Tips on how to use Microsoft Words, PowerPoint and others.

To provide feedback on this library component, students will be asked to complete an evaluation form.

- Locate one educational assessment. Write a brief description on the assessment used. Bring the assessment material for class discussion (Core 1.1, 1.4, 2.1, 5.1, 5.2, 5.3; Diversity 1.1, 1.4, 5.1; Technology 5.3).

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### Course Requirements

All written assignments must be typed, double-spaced using a 12–point font. Assignments should include a cover page with the student’s name, date, assignment title, course number, and semester. Each assignment should be proofread and free of grammatical errors. All assignments should be submitted in Blackboard, and hard copies should also be submitted to the instructor. Common rubrics will be developed for use to assess each assignment. Assessed work products will be sent to students via Blackboard. Place all graded works in portfolio.

### Assignments/Topical Course Outline

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Class activity/Assignment Due</th>
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<tbody>
<tr>
<td>January 15 – 25</td>
<td>Introduction and Housekeeping Tasks - Overview of the Syllabus/emphasis on class attendance policy. Focus on the Department’s Conceptual Framework with special emphasis on the importance of <strong>professional disposition</strong>.</td>
<td>Explication of key concepts. Discussion of key elements of Chapter 1. Students’ personal experiences with testing – reference to the Praxis I Tests: Issues. Assignment: Read Chapter 1 in detail and make notes using the lecture notes provided in the Course Documents as a guide. <em>Assessment of students’ entry behavior (placement evaluation – Pre-test)</em></td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Notes</td>
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<td>Feb. 23 – March 1</td>
<td>Reliability; Practicability and other desired characteristics</td>
<td>Exercises on determining test reliability. Read Chapter 6.</td>
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<tr>
<td>March 16 - 22</td>
<td>Constructing objective test questions: Multiple-choice</td>
<td>Exam #4. Discussion on different types of tests and assessment. Read Ch.9.</td>
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### Measuring complex achievement: The interpretive exercise.

**March 23 - 29**
- Read Chapters 10, 11 & 12
- Exam #5
- Online registration for fall 2009 and summer 2009 begins March 23rd.
- *Last day to withdraw from a course with “W” grade is March 27th.

### Exercises on test construction.

**March 30 - April 5**
- Discussion on the use of electronic portfolios; The pre-candidacy portfolio. Read Chapter 15

### Essay questions.

**April 6 - 12**
- Exercises on test construction and administration and reporting of results/feedback.

### Performance-Based Assessments; Portfolios

**April 13 – 19; April 20 – 30**
- Easter and Spring Break
  - April 10 - 19
- Review/Recap
- Finals for Spring Grads (April 23-27; Grades due April 29)
- Classes end April 30

### Ender of Semester

**May 1 –**
- Final Exams
  - End of Semester
  - Finals for Non-grads (May 4 – 7)
  - May 8
  - Grades for Non-grads due May 12.

### Note: The above schedule of activities may be adjusted as circumstance(s) may dictate.

### Course Evaluation

**Grading.** Grading will be on a 100-point scale: 100-90 = A (Target); 89-80 = B (Acceptable); 79-70 = C (Acceptable); 69-60 = D (Unacceptable); and Below 60 = F failing (Unacceptable). Common rubrics to assess performance on assignments will be used. Performance at target, acceptable, and unacceptable levels will be assessed for all assignments.

Weights for assessing course grade:
- 30% - Final Exam
30% - Formative Exams (5)
30% - Assignments
10% - Class Participation/Discussions

**Supplementary Materials**
The class textbook will be supplemented with materials from other sources, including books and journals. Students are encouraged to consult professional journals including the following resources.

**Bibliography**


**Journals:** It is important that candidates consult scholarly journals/publications including the followings, for recent developments in the field:

American Psychologist
American Educational Research Journal
Black Issues in Higher Education
Bulletin of the National Association of Secondary School Principals (NASSP)
Encyclopedia of Educational Research
Educational Leadership
Classroom Rules/Expectations

The class attendance policy of the University is as follows:
Students are allowed as many unexcused absences as the number of times the course meets per week. For example, in a three-credit hour course that meets three times per week, the student will be allowed three unexcused absences per semester; if the class meets twice per week, the student will be allowed two unexcused absences per semester.

Students are required to utilize graduate research skills (knowledge in data collection and application) to develop and present information. Grades will be determined on the basis of test grades, contributions made during class periods, other assigned work, and any individual work agreed upon by a student and the instructor. The evaluation and grade scales below will be utilized. Class attendance is expected. An optional laboratory will be held on Saturday afternoon, when needed.

The following expectations are held:
1. Completion of all assignments in a timely manner. **LATE WORK WILL NOT BE ACCEPTED!**
2. Completion of all assigned reading.
3. Significant academic contributions to class discussions.
4. Demonstrated proficiency in oral and written communication skills.

Classroom Decorum
To enhance the learning atmosphere of the classroom, students are expected to dress and behave in a fashion conducive to learning in the classroom. More specifically, students will refrain from disruptive classroom behavior (**i.e., talking to classmates, disrespectful responses to teacher instructions; swearing; wearing** clothes that impede academic learning such as but not limited to, wearing body-revealing clothing and excessively baggy pants; hats/caps, and/or headdress). Students will turn off telephones prior to entering the classroom. Students who exhibit the behaviors described above, or similar behaviors will be immediately dismissed from class at the third
documented offense. The student will be readmitted to class only following a decision by the department chair. The student may appeal the decision of the department chair to the Dean of the College offering the course, and, subsequently, to the Office of the Vice President for Academic Affairs, and then to the President of Shaw University. The decision of the President will be final. Failure to follow the procedures herein outlined will result in termination of the appeal, and revert to the decision of the department chair.

Each behavior construed by the teacher/professor as non-contributive to learning will be recorded, properly documented, and appropriately reported to the student and to the chair of the academic department offering the course. The report will be in written form with a copy provided to both the student and the department chair. The faculty member should retain a copy for his/her own records. Additional student behavior codes may be found in Student Affairs.

**Special Accommodations**
Equal educational opportunity is provided to students with special needs due to disability. Please notify the instructor if reasonable accommodation is needed to meet the requirements for this course.

**Academic Integrity/Cheating and Plagiarism.** *Cheating* is the practice of fraudulent and deceptive acts for the purpose of improving a grade or obtaining course credit. *Plagiarism* is a specific form of cheating that consists of the misuse of the published and/or unpublished works of another by representing the material so used as one’s own work. Cheating and/or plagiarism will not be tolerated in this course. Depending upon the seriousness of the action, the student may be penalized by an “F” on the assignment to an “F” in the course and the filing of a Cheating/Plagiarism Report with the Dean to be placed in the student’s file.