I. IDENTIFYING INFORMATION

Course: EDU 662
Course Title: Applied Educational Measurement and Evaluation
EPN: 22300697
Term: Spring II
Location: Online
Course Dates: 3/7, 4/29/2016
Course Days and Times: N/A
Prerequisites: Admission to a graduate degree program in education or permission of the instructor.

Blackboard:
Blackboard is a web-based learning management system licensed by CMU. Within Blackboard, a course website, also known as a shell, is automatically created for every CMU course. Face-to-face courses may or may not incorporate Blackboard, whereas Blackboard course shells are always used for online courses and will be available to you prior to the course start date. Seeing the course shell listed in Blackboard with unavailable adjacent to its title is an indication that your instructor has not made it available and is in no way indicative of registration status. To access Blackboard, open a web browser and enter https://blackboard.cmich.edu/webapps/login/. After the site loads, enter your CMU Global ID and password in the respective spaces provided. Click the "login" button to enter Blackboard and then the link to the appropriate course to enter the course's Blackboard shell. If you need assistance, contact the IT Helpdesk at 989-774-3662 / 800-950-1144 x. 3662. Self-guided student tutorial resources are also available at https://blackboard.cmich.edu/webapps/login/.

Instructor: Natalia Collings
Primary Phone Number: 989-774-1535
Secondary Phone Number: N/A
E-Mail Address: coll1ny@cmich.edu
Availability: I will answer e-mails within 24 hours

Academic Biography:
Natalia Collings
Ph.D. in Educational Psychology, 2006, MSU
Current Position: Associate Professor
Campus Address: EHS 469
Email: coll1ny@cmich.edu

Areas of Teaching:
- Educational psychology
- Educational assessment
- Educational technology

Selected Presentations and Publications:


Collings, N (2010). Can We Help College Students Make Better Use of Their Coursework by Understanding How it is Positioned in Their Culture and Language? A presentation at 2010 Lilly Conference on College Teaching and Learning, Traverse City, Michigan.


II. TEXTBOOKS AND INSTRUCTIONAL MATERIALS

Order books from MBS at http://bookstore.mbsdirect.net/cmu.htm

Textbooks and Course Materials:

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Course Reserves:

N/A

Required Materials:

N/A

Recommended Materials:

N/A

III. COURSE DESCRIPTION

Applications of measurement and evaluation principles to educational settings with emphasis on construction and use of achievement tests.

IV. COURSE GOALS AND OBJECTIVES
C. Concept- and knowledge-driven: A professional educational practice that is concept and knowledge-driven has, as its foundation, content knowledge. This knowledge base is acquired through serious study and developed through research.

LEA- LEArner centered: A professional educational practice that is learner-centered focuses on the cognitive, affective and physical needs, and characteristics of each learner. It is based on the belief that all learners grow and develop throughout life and that all students can learn.

R. Reflective practice relevant to diverse settings and roles: Educators will work in diverse settings – from the large, urban high school to the small, rural school. Communities and schools are comprised of diverse people from a wide variety of cultural, ethnic, racial and socioeconomic backgrounds. Best educational practice requires recognition of and provisions for these differences.

After completing this course, students will be able to:

1. Understand the role of evaluation in teaching and the relationship among evaluation, measurement, testing and teaching. (C,R)
2. Recognize the various social, legal and ethical implications of testing in education. (C,R)
3. Apply understanding of instructional planning to the development of a test specification table for an instructional test. (C,R)
4. Write effective test items of the following types: True-False, Multiple Choice, short answer, (completion), and essays. (C,R)
5. Develop and using observation and rating scales in evaluating teaching and learning. (C,LEA,R)
6. Design effective performance assessments. (C,LEA,R)
7. Use basic descriptive statistics to summarize test data and as a basis for interpreting the standard score forms reported on published tests. (C,R)
8. Analyze, interpreting, and evaluating item response data in building a test item bank. (C,R)
9. Use spreadsheets for commonly available microcomputers to score and evaluate tests. (C,R)
10. Apply an understanding of the measurement concepts of reliability and validity to the evaluation of achievement tests. (C,R)
11. Identify and use the standards for selecting and using standardized achievement tests. (C,R)
12. Recognize the potential uses and misuses of various non-achievement measurements in educational settings: intelligence tests, multiple aptitude tests, inventories of interests, attitudes and values, and personality assessment processes. (C,LEA,R)
13. Evaluate the school or district-wide testing program and the approach of the school in reporting student progress. (C,R)
14. Apply program evaluation strategies to the study of the teaching-learning environment of a school related program. (C,LEA,R)
15. Understand the relevance of the National Assessment of Educational Progress and the Michigan Assessment Program to curriculum evaluation. (C,LEA,R)

V. METHODOLOGY

The course content is aligned with InTASC Model Core Teaching Standards* and CLEAR Conceptual Framework. Course objectives are organized using a revised Bloom’s taxonomy.

Each week’s work is organized within a Bb journal tool. Each week’s journal contains links to a pdf. document with detailed instructions and rubric, a panopto video introduction to the week, and a link to an example from a former EDU 662 student. You will create a journal entry to upload your work. The journals will be initially private and opened for public view after the deadline. I hope you will view your classmates work and learn from each other even though it is not required at the end of each week. In the last week of the course, you will explicitly respond to the work of several of your classmates, so a routine review of your classmates’ submissions will be very helpful then.
VI. COURSE OUTLINE/ASSIGNMENTS

Pre-Class Assignment:
Post an introduction on Bb.

Course Outline:

Due on 3/13: Role of standards in your professional practice.

Due on 3/20: Performance assessments.

Due on 3/27: Standardized objectively scored assessments (types of items and purposes, type of test, interpretive framework, meaning of scores).

Due on 4/3: Using a taxonomy to design a test blueprint.

Due on 4/10: Designing selected response (SR) and constructed response objectively scored (CROS) and constructed response subjectively scored (CRSS) items.

Due on 4/17: Needs assessment and Program evaluation.

Due on 4/24: Performance review, teacher effectiveness, observation tools and value-added measures (VAM).

Due on 4/29: Reflection on the course.

Assignment Due Dates:

Due on 3/13: Role of standards in your professional practice.

Due on 3/20: Performance assessments.

Due on 3/27: Standardized objectively scored assessments (types of items and purposes, type of test, interpretive framework, meaning of scores).

Due on 4/3: Using a taxonomy to design a test blueprint.

Due on 4/10: Designing selected response (SR) and constructed response objectively scored (CROS) and constructed response subjectively scored (CRSS) items.

Due on 4/17: Needs assessment and Program evaluation.

Due on 4/24: Performance review, teacher effectiveness, observation tools and value-added measures (VAM).

Due on 4/29: Reflection on the course.

Post-Class Assignment:
None

Student Involvement Hours:
Students should plan on spending at least 6 hours on this course each week.

VII. CRITERIA FOR EVALUATION

Evaluation Criteria:
Evaluation criteria for all assignments will be clearly stated in the rubrics that the instructor will provide.

Grading Scale:
You will receive feedback for each assignment turned in. If you meet or exceed all criteria in the rubric for the assignment, the instructor will clearly state that your grade for the assignments is an A. Otherwise, the feedback will indicate the direction to strengthen your work and clearly ask for revisions. Once you submit the revisions, the above process will repeat until your work clearly meets all criteria stated in the rubric. This policy sets you up to fully meet all course objectives and complete the class with a grade of an A.
Late Assignments:
All assignments (except for last one) are due on Sundays at 11.59 PM. Instructor will start reviewing your work and providing feedback on Monday mornings. Please, plan to start working on the assignments as early in the week as possible. Feel free to ask questions and send me drafts for feedback throughout the week before deadline. Plan to discuss possibilities for extensions of deadlines with the instructor ahead of time.

Make-ups and Rewrites:
You will receive feedback for each assignment turned in. If you meet or exceed all criteria in the rubric for the assignment, the instructor will clearly state that your grade for the assignments is an A. Otherwise, the feedback will indicate the direction to strengthen your work and clearly ask for revisions. Once you submit the revisions, the above process will repeat until your work clearly meets all criteria stated in the rubric. This policy sets you up to fully meet all course objectives and complete the class with a grade of an A.

VIII. EXPECTATIONS

Attendance and Participation:
The students are expected to actively participate in the course, complete the assigned work and ask questions for understanding.

Academic Integrity:
Because academic integrity is a cornerstone of the University's commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism and other forms of dishonest or unethical behavior, is prohibited. A breakdown of behaviors that constitute academic dishonesty is presented in the CMU Bulletin (https://bulletins.cmich.edu/).

Student Rights and Responsibilities:
Each member of the Central Michigan University community assumes an obligation regarding self conduct to act in a manner consistent with a respect for the rights of others and with the University's function as an educational institution. As guides for individual and group actions within this community, the University affirms the general principles of conduct described in the Code of Student Rights, Responsibilities and Disciplinary Procedures at https://www.cmich.edu/ess/studentaffairs/Pages/Code-of-Student-Rights.aspx.

IX. SUPPORT SERVICES AND OTHER REQUIREMENTS

Global Campus Library Services (GCLS)
CMU offers you a full suite of library services through its Global Campus Library Services (GCLS) department. Reference librarians will assist you in using research tools and locating information related to your research topic. The library's Documents on Demand office will help you obtain copies of the books and journal articles you need. Check out the GCLS website at http://gcls.cmich.edu for more information.

Reference librarian contact information:
1. By phone: (800) 544-1452.
2. By email: gclStringRef@cmich.edu
3. By online form: http://www.cmich.edu/library/gcls/Pages/Ask-a-Librarian-Request-Form.aspx

Documents on Demand office contact information:
1. By phone: (800) 274-3838
2. By email: docreq@cmich.edu
3. By fax: (877) 329-6257
4. By online form: https://illiad.cmich.edu/

Writing Center
The CMU Writing Center is a free online service for all CMU students, providing help with grammar, citations, bibliographies, drafts, and editing of academic papers. Suggestions and feedback are typically provided within two business days. For additional information and to submit work, visit http://webs.cmich.edu/writingcenter/

**Mathematics Assistance Center**

The CMU Mathematics Assistance Center provides free tutoring in mathematics and statistics to students enrolled in select courses. Tutoring is available online and via telephone. To see what courses qualify and to register with the Math Assistance Center, visit http://global.cmich.edu/mathcenter/tutoring-request.aspx.

**ADA**

CMU provides individuals with disabilities reasonable accommodations to participate in educational programs, activities and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact Student Disability Services at (800) 950-1144, extension 3018 or email sds@cmich.edu, at least 4 weeks prior to registering for class. Students may find additional ADA information and forms at https://www.cmich.edu/ess/studentaffairs/SDS/Pages/default.aspx.

Note to faculty: CMU Administration will notify you if applicable; otherwise, the student will provide a "Notification Letter to the Instructor" outlining the accommodations the student is approved to receive.

**X. BIBLIOGRAPHY**


Lenz, Bob; Wells, Justin; Kingston, Sally. (2015). Transforming Schools Using Project-Based Learning, Performance


Center Information

Student & Enrollment Services for CMU Online Courses
(800) 688-4268 or (989) 774-1129 or cmuonline@cmich.edu

Drop & Withdrawal Policy for Online Courses
http://global.cmich.edu/courses/drop-withdraw.aspx

Academic Calendar and Credit/No Credit Deadlines for Online Courses
https://www.cmich.edu/global/calendar/Pages/default.aspx

Office of Information Technology Help Desk
https://www.cmich.edu/office_provost/OIT/help/help_desk/Pages/default.aspx

Pre-Class Checklist for Online Courses
http://www.global.cmich.edu/cmuonline/checklist.aspx

Online Learning Resource Center
http://www.global.cmich.edu/cmuonline/about/

Certified Testing Center & Proctoring Information
https://www.cmich.edu/global/cmuonline/proctoring/Pages/default.aspx

Harassment and discrimination: You have a right to feel safe and supported while pursuing your degree at CMU. If any professor, student, or staff member makes you feel that you have been discriminated against, disrespected or stuck in a hostile environment, the Office of Civil Rights and Institutional Equity (OCRIE) is here to help: Bovee UC 306, (989) 774-3253. For resources and more information, please see https://www.cmich.edu/office_president/OCRIE/

Sexual misconduct policy: With the exception of the confidential resources named explicitly within the Sexual Misconduct Policy, all CMU staff and faculty are responsible employees and are required to report any information they know about possible sexual misconduct to the Title IX Coordinator in OCRIE at (989) 774-3253. This means that any information you may divulge about such an incident in the classroom or with a faculty member cannot be confidential. Reports to OCRIE are intended to provide options and resources to survivors. Please keep these reporting obligations in mind as you seek support from staff and faculty you trust, and know that there are also support centers on campus that will maintain confidentiality, which include Sexual Aggression Peer Advocates (989-774-2255) and the CMU Counseling Center (989-774-3381). For resources and more information, please see https://www.cmich.edu/office_president/OCRIE/