Course Purpose

The purpose of this course is to improve teachers' ability to design, develop, analyze, and interpret a wide range of educational assessment instruments. Classroom assessment tools as well as external sources of testing will be considered. This purpose will be achieved within the context of the major goals of the College of Education: (a) to possess a love of learning; (b) to develop a strong fund of knowledge; (c) to engage in reflective practice; and (d) to value democracy and diversity.

Course Goals

The goals listed below will allow the course purpose to be met in a manner consistent with the College of Education's Knowledge Base. Upon completion of course, the student will be able to:

1. Describe a variety of applications and purposes of assessment.
2. Discuss the relationship between content standards and assessment.
3. Define and differentiate between Norm-referenced and Criterion-referenced analysis.
4. Explain the importance of the reliability of an assessment instrument.
5. Describe the various types of validity as applied to assessment.
6. Predict the potential for bias in the construction of assessment items.
7. Design, develop, and analyze a variety of types of assessment items.
8. Define performance assessment and describe its use in the classroom.
9. Describe the possible roles of portfolios in assessment.
10. Discuss the role of affective assessment in the classroom.
11. Explain how item analysis can improve classroom assessment.
12. Describe the role of formative assessment techniques.
13. Define and summarize various scales used for evaluating performance.
14. Explain and interpret measures of central tendency and variability.
15. Analyze and interpret the results of standardized tests.
16. Determine appropriate uses of standardized test results.
17. Discuss appropriate means of preparing students for tests.
18. Discuss the role of assessment in the evaluation of instruction.
19. Communicate student progress using grades and reports.

**Performance Assessment**

**Class Participation.** Attendance is mandatory. Students should demonstrate active participation during class. Much of what is learned in this class should come from class activities and discussions. Notes or class readings do not always convey the same learning that is developed in class. Therefore, missing class means missing a significant portion of this learning development. Each unexcused absence will result in a 12-point deduction from your point total. Make-up work for unexcused absences will not be given. Excused absences will result in a deduction of 6 points each if make-up work for that class is not completed. There will be no deduction for the first two excused absences if make-up work is completed. After the second excused absence a 6-point deduction will be made for any additional excused absences. It is your responsibility to inform the instructor BEFORE an excused absence and to arrange for make-up work. In extenuating circumstances an absence may be granted excused status after the fact.

**Quizzes.** Three 40-point quizzes will be given during the semester.

**Miscellaneous Assignments.** Five assignments worth 12 points each will be made. These assignments may include: writing reflective analyses of readings, completing activities, researching relevant topics, or other appropriate tasks. Clear directions for each miscellaneous assignment will be provided at least a week prior to the due date.

**Group Project.** Groups of 3 or 4 will complete projects covering a current use of educational assessment which affects them or in which they are interested. Specifically, these projects will look at the interpretation and consequences of test and/or assessment results. Each group will be expected to do the research necessary to become an expert regarding their topic. Each project will consist of a written report and a 40-minute class presentation that provides an overview of that report. Assessment of these projects will include individual and group components. Details regarding the project will be supplied by the instructor throughout the semester.

**Final Examination.** The comprehensive take-home final exam is due on May 9th.

Note: For full credit, assignments must be completed on time. Late work will be accepted when this is possible, however, it will be marked down according to tardiness. If you have any concerns about being able to complete work on time, please speak to the instructor AT LEAST one class before the due date.

**Point Distribution**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>3 Quizzes</td>
<td>120</td>
</tr>
<tr>
<td>5 Miscellaneous Assignments</td>
<td>60</td>
</tr>
<tr>
<td>Project</td>
<td>60</td>
</tr>
<tr>
<td>Final Exam</td>
<td>60</td>
</tr>
<tr>
<td>Unexcused absences</td>
<td>-12 (each)</td>
</tr>
<tr>
<td>Excused absences, no make-up work submitted</td>
<td>-6 (each)</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td>300</td>
</tr>
</tbody>
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Grading Scale

A    276 to 300  A-    266 to 275  B+    256 to 265
B    246 to 255  B-    236 to 245  C+    226 to 235
C    216 to 225  C-    206 to 215  D+    196 to 205
D    186 to 195  D-    176 to 185  F     -168 to 175

Course Calendar (Spring 2013 - Thursdays)

1. January 24  Chapter 1
2. January 31  Chapter 2
3. February 7  Chapters 3 & 4
4. February 14 Chapter 5 & Quiz #1
5. February 21 Chapters 6 & 7
6. February 28 Chapter 8
7. March 7    Chapter 9 & 10
8. March 14   Chapter 11 & Quiz #2
9. March 21   No Class - Spring Break
10. March 28  Chapter 12 & 13
11. April 4   Chapters 14
12. April 11  Chapters 15 & 16
13. April 18  Review for Exam & Quiz #3
14. April 25  Presentations
15. May 2     Presentations
16. May 9     Final Examination Due

Your student fees cover usage of the Math Center, Tutoring Center, and University Writing Center. These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student.

Any student who qualifies with a disability should provide the instructor with a letter from the Disability Resource Center (DRC) stating the appropriate accommodations for this course. If you have a documented disability and wish to discuss how these academic accommodations will be implemented for this course, please contact the instructor as soon as possible.

The University of Nevada, Reno holds high expectations with regard to academic honesty. Any violation of university policy will result in serious consequences that may lead to a failing grade in this class or, in extreme cases, dismissal from the program. Please consult the University of Nevada, Reno Statement on Academic Honesty.

This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may have been given permission to record class lectures and discussions.

This document represents the instructor’s best attempt to delineate the assignments of the course. The contents of these pages are subject to change as the course unfolds. The instructor will inform students of any changes that are deemed necessary as soon as possible.