**Campbellsville University** **School of Education**

**G3, 2016**

**SGC 540 Tests and Measurements**

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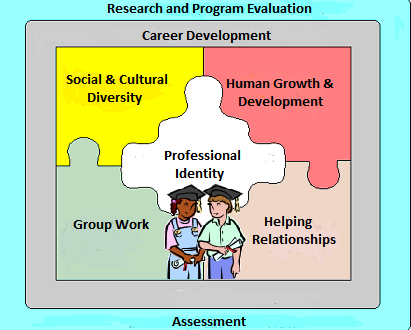
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# “Empowerment for Learning”

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**Textbook:** Reynolds, C., Livingston, R., & Willson, V. (2009). *Measurement and Assessment in Education*, Upper Saddle River, NJ: Pearson.

## 

**Pre-requisites**: None

**Course Description:** Candidates will learn historical perspective concerning the nature and meaning of assessment as well as demographic factors such as age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, etc. that are related to the assessment and evaluation of individuals, groups, and specific populations. Candidates will learn basic concepts of standardized and non-standardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods (e.g. Continuous Instructional Improvement Technology System). Special emphasis will be placed on assessment instruments and techniques that are relevant to college/career planning and decision making.

**PROFESSIONAL STANDARDS addressed in this course:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Aligned with**  **Assessment**  **(point values)** | **Kentucky**  **Standards for Guidance Counseling Programs** | **Kentucky Program Objectives and Curriculum for Guidance Counseling Programs** | **KTS Diversity Indicators** | **InTASC** | **ILA Standards** | **TSSA** | **ISLLC** | **CAEP Advanced Standards for Teaching and Learning** |
| Discussion Forums  80 pts.  Obj: 1-9 | C.1.a | 7.a, 7.b, 7.c, 7.d, 7.e, 7.f, 7.g, 7.h, 7.1 | 4.2, 5.4 | 1 (a), 2 (b), 6 (a), (b), (h), (i), 7 (d) | 3 | I D | 2 E | A.1.1, A.1.2 |
| Weekly Quizzes  80 pts.  Obj: 1-9 | C.1.a | 7.a, 7.b, 7.c, 7.d, 7.e, 7.f, 7.g, 7.h, 7.1 | 4.2, 5.4 | 1 (a), 2 (b), 6 (a), (b), (h), (i), 7 (d) | 3 | I D | 2 E | A.1.1, A.1.2 |
| Using Microsoft Excel  25 pts.  Obj: 3 | C.1.a | 7.c | 5.4 | 6 (c) | 3 | II A, III A, D, E, F, V B | 4 A | A.1.1, A.1.2 |
| Classroom Assessment Reliability Activity  50 pts.  Obj: 1, 3, 4, 7 | C.1.a | 7 b, c, d, e, f, g | 4.2 | 6 (b), (c), (h), 10 (f), (i) | 3 | V B, | 4 A | A.1.1, A.1.2 |
| Classroom Assessment Item Analysis  50 pts.  Obj: 1, 3, 4, 5 | C.1.a | 7 b, c, d, e, g, i | 2.4 | 1 (a), 6 (b), (h), (l), 7 (d), 10 (f), (i) | 3 | I D | 2 E, I | A.1.1, A.1.2 |
| Evaluation of a Classroom Assessment  50 pts.  Obj: 1, 3, 5 | C.1.a | 7 b, c, d, e, g | 4.2 | 1 (a), 6 (i), 7 (d), 10 (f), (i) | 3 | I D, II A | 1 D | A.1.1, A.1.2 |
| Field Experience Reflection  100 pts.  Obj: 1, 3, 7, 8 | C.1.a | 7 b, c, f, g, i | 4.2 | 6 (c), (h), | 3 | I D, II A | 2 A, I, 5 D, 6 A | A.1.1, A.1.2 |

**CU Diversity Proficiencies (from KTS)**

KTS 2.4 Plans instructional strategies & activities that address learning objectives for all students

KTS 4.2 Implement instruction based on diverse student need & assessment data

KTS 5.4 Describes, analyzes & evaluates student performance data to determine progress of individuals and identify differences in progress among student groups

**Interstate Teacher Assessment and Support Consortium** (***InTASC***) InTASC 1 Learner Development

InTASC 2 Learner Differences InTASC 6 Assessment

InTASC 7 Planning for Instruction

InTASC 10 Leadership and Collaboration

**International Literacy Association (*ILA*)** Standard 3 Assessment and Evaluation

**Council for Accreditation of Educator Programs (*CAEP*)**

**Standards for Advance Programs**

Standard A.1 Content and Pedagogical Knowledge

**Technology Standards for School Administrators (TSSA)**

Standard I. Leadership and Vision

Standard II. Learning and Teaching

Standard III. Productivity and Professional Practice

Standard V. Assessment and Evaluation

**Educational Leadership Policy Standards (ISLLC)**

Standard 1 Facilitating the development, articulation, implementation, and stewardship of a

vision of learning that is shared and supported by all stakeholders

Standard 2 Advocating, nurturing, and sustaining a school culture and instructional program

conducive to student learning and staff professional growth

Standard 4 Collaborating with faculty and community members, responding to diverse

community interests and needs, and mobilizing community resources

Standard 5 Acting with integrity, fairness, and in an ethical manner

Standard 6 Understanding, responding to and influencing the political, social, economic, legal,

and cultural context

**Mission Statements/Vision**

The Campbellsville University Mission focuses on Scholarship, Excellence and Christian Servant Leadership.

The Teacher Education Vision aims for individuals to be empowered to attain goals and impact others through Christian servant leadership. The School of Education Mission seeks to provide an academic infrastructure based on scholarship, service and Christian leadership, candidates who are competent and qualified, and who demonstrate

* Knowledge and skills
* Caring Dispositions, including respect for diversity
* Commitment to life-long learning in a global society-
* Characteristics of servant leadership

The objectives of this course align with the mission of the university and of the School of Education. Students are involved in an action research study that demonstrates all of these characteristics.

**COURSE OBJECTIVES:**

1. Candidates will define key terminology related to assessment and explain rationale for educational assessment.

2. Candidates will discuss educational assessment and the laws that regulate its use.

3. Candidates will examine mathematical constructs utilized in measurement and will utilize in interpreting test scores.

4. Candidates will explore reliability and validity issues and evidence and will identify threats to reliability and validity in assessment.

5. Candidates will analyze how item analysis may be used to improve instruction and assessment practices.

6. Candidates will discuss the impact of high-stakes assessment on students and schools.

7. Candidates will identify various types of tests (ie. standardized achievement tests, aptitude tests, behavior and personality tests, etc.) and describe situations where each should be used.

8. Candidates will determine appropriate assessment accommodations for students and develop a rationale for when they should and should not be used.

9. Candidates will discuss assessment bias and identify best practices in educational assessment.

**COURSE TASKS/Requirements:**

**Participation (80 pts.)** Candidates will be graded on their attendance in the synchronous class times and their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class, ie. small and large group online discussions, study questions and reflective writing assignments

**Field Experiences (100 pts.)** Candidates will observe and assist a school counselor in preparing to assess a student(s), assessing a student(s), and explaining assessment results to students and/or parents. (10 hours)

Candidates will observe and assist a school counselor in preparing to assess a student(s) with exceptionalities, assessing a student(s) with exceptionalities, and explaining assessment results to students and/or parents. (5 hours)

Candidates will write a reflection based on the total field experience and will submit with the completed and signed Field Experience Summary Form.

**Discussion Forums (80 pts.)** Participation in discussion forums includes an initial response to the discussion forum prompt provided by the professor and responding to a minimum of two other classmates’ responses per discussion forum. Discussion forums are based on readings for the course and are designed to begin the conversation about the course content for the week. They prepare students for the activities and assignments for the week, so it is crucial for the class that they are completed during the week they are assigned. For this reason, **students will not receive credit for discussion forums that are completed late for any reason.** When you complete your forums late, not only are you not prepared for class that week, but you are impacting how prepared your fellow classmates are as well**. If you choose to put your forums off until the last minute and an emergency arises, an extension will not be granted. All discussion forums for the week are due on Saturday evenings at midnight EST.**

**Weekly Quizzes (80 pts.)** Students will take weekly quizzes based on the assigned readings for the course.

**Using Microsoft Excel (25 pts.)** Using a list of assessment scores from your class or from the guidance counselor, create a spreadsheet in Microsoft Excel where you calculate the mean, median, and mode.

**Classroom Assessment Reliability Activity (50 pts.)** Candidates will estimate the reliability of an assessment that they give to their students using at least one of the methods for estimating reliability described in Chapter 4 and write a reflection (3-4 pages) in which they address specific questions about the assessment. Candidates will submit a copy of all assessment scores and calculation notes they developed estimating the test reliability and their reflection.

**Classroom Assessment Item Analysis (50 pts.)** Candidates will conduct an item analysis of an assessment that they give to their students using at least one of the methods for item analysis described in Chapter 6. They will revise the assessment based on their analysis. Candidates will submit a copy of the original assessment and the revised assessment with changes highlighted. They will write a reflection (3-4 pages) in which they address specific questions about the assessment and the analysis.

**Evaluation of a Classroom Assessment (50 pts.)** Candidates will evaluate the items on an assessment that they give to their students using the guidelines for the development of that type of item from chapters 8 and 9. They will revise the assessment based on their evaluation. Candidates will submit a copy of the original assessment and the revised assessment with changes highlighted. They will write a reflection (3-4 pages) in which they address specific questions about the assessment and the analysis.

**EVALUATION Process and expectations:** Candidate work will be evaluated utilizing rubrics and scoring guides. Built into all rubrics are criteria for making connections between the course content and your current practice. In addition rubrics contain criteria for adherence to due dates, APA style, and length. All assignments for the course are due Saturday night at midnight **EST** of the week they appear on the Moodle Class.

**GRADING SCALE:** A 90-100%

B 80-89%

C 70-79%

D 60-69%

F 0-59%

**RUBRICS:**

**Field Experience Reflection**

**Scoring Guide**

**100 pts.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **90-100** | **80-90** | **70-80** | **Below 70** |
| **General Assignment**  KSGCPC.1.a; KPOCGP 7 b, c, f, g, I; InTASC 6 (c), (h), CAEP A.1.1, A.1.2 | Reflection contains information from all parts of the field experience in equal amounts | Reflection contains information from all parts of the field experience, but some are more developed than the others. | Reflection contains information from most of the field experience. | Reflection only contains information from a small part of the field experience. |
| **General Assignment** | Overall topics/headings are developed and supported with information from entire field experience. | The parts of the field experience are in separate un-integrated sections of the paper. | The reflection contains a list of experiences and with little real reflection. | Reflection contains little information. |
| **Length** | Five or more full pages of content | Four to five full pages of content | Three to four full pages of content | Less than three full pages of content |
| **Support**  KSGCPC.1.a; KPOCGP 7 b, c, f, g, I; InTASC 6 (c), (h), CAEP A.1.1, A.1.2 | Observations and/or statements are logical and supported by information from the text and/or articles. | Observations and/or statements are logical but made with little or loose support from the text and/or articles. | Observations and/or statements are logical but not supported. | Observations and/or statements are not logical. |
| **Connections**  KSGCPC.1.a; KPOCGP 7 b, c, f, g, I; InTASC 6 (c), (h), CAEP A.1.1, A.1.2 | Reflection makes clear connections to SGC content | Reflection makes loose connections to SGC content. | Reflection makes little connection to SGC content. | No attempt is made to connect the experience to SGC content. |
| **Mechanics** | Response is free from grammatical, spelling, or punctuation errors. | A few grammar, spelling, or punctuation errors exist, but they do not impact the understanding of the reader. | Several grammar, spelling, and punctuation errors exist. | Grammar, spelling, and punctuation errors impede the understanding of the reader. |
| **Timeliness** | Assignment is submitted by the due date. | Assignment is submitted one day late. | Assignment is submitted two days late. | Assignment is submitted more than two days late. |

**Discussion Forums**

Participation in discussion forums includes an initial response to the discussion forum prompt provided by the professor and responding to a minimum of two other classmates’ responses per discussion forum. Discussion forums are based on readings for the course and are designed to begin the conversation about the course content for the week. They prepare students for the activities and assignments for the week, so it is crucial for the class that they are completed during the week they are assigned. For this reason, **students will not receive credit for discussion forums that are completed late for any reason.** When you complete your forums late, not only are you not prepared for class that week, but you are impacting how prepared your fellow classmates are as well**. If you choose to put your forums off until the last minute and an emergency arises, an extension will not be granted. All discussion forums for the week are due on Saturday evenings at midnight EST.**

**Initial Response**

**4 pts.**

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| --- | --- | --- | --- | --- |
| **Category** | **4** | **3** | **2** | **1** |
| **General Assignment**  KSGCPC.1.a; KSGCP 7.a, 7.b, 7.c, 7.d, 7.e, 7.f, 7.g, 7.h, 7.1; InTASC 1 (a), 2 (b), 6 (a), (b), (h), (i), 7 (d); CAEP A.1.1, A.1.2 | **All topics** introduced in the prompt are **fully** addressed. | **All topics** introduced in the prompt are **addressed.** | **Some topics** introduced in the prompt are addressed. | The **prompt is not addressed** in the response. |
| **Length** | **More than 10 complex** sentences. | **7-10 complex** sentences. | **4-6** sentences. | **1-3** sentences |
| **Support**  KSGCPC.1.a; KSGCP 7.a, 7.b, 7.c, 7.d, 7.e, 7.f, 7.g, 7.h, 7.1; InTASC 1 (a), 2 (b), 6 (a), (b), (h), (i), 7 (d); CAEP A.1.1, A.1.2 | Arguments and/or statements are **logical and supported** by information from the **text and articles.** | Arguments and/or statements are **logical** but made with **little or loose support** from the text and articles. | Arguments and/or statements are **logical but not supported.** | Arguments and/or statements are **not logical.** |
| **Connections**  KSGCPC.1.a; KSGCP 7.a, 7.b, 7.c, 7.d, 7.e, 7.f, 7.g, 7.h, 7.1; InTASC 1 (a), 2 (b), 6 (a), (b), (h), (i), 7 (d); CAEP A.1.1, A.1.2 | Response makes **clear connections** to **current or past experiences in the classroom, school, or political environment.** | Response makes **loose connections** to **current or past experiences in the classroom, school, or political environment.** | Response makes **little real life connection.** | **No attempt** is made **to connect prompt to real life** situations. |
| **Mechanics** | Response is **free** from grammatical, spelling, or punctuation errors. | A **few** grammar, spelling, or punctuation errors exist, but **they do not impact the understanding of the reader.** | **Several** grammar, spelling, and punctuation errors exist. | Grammar, spelling, and punctuation errors **impede the understanding of the reader.** |

**SGC 540 Tests and Measurements**

**Classroom Assessment Reliability Activity**

**Scoring Guide**

**50 pts.**

Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Total Points\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Holistic Score\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Kentucky Standards for Guidance Counselor Programs, Kentucky Guidance Counselor Program Objectives and Curriculum, CAEP Advanced Program Standards, InTASC Model Core Teaching Standards)

Directions: Estimate the reliability of an assessment that you give to your students using at least one of the methods for estimating reliability described in Chapter 4. Write a reflection (3-4 pages) in which you address each of the following questions about the assessment:

Context: When do you use this assessment? Who do you give the assessment to? What are you measuring? Who developed the assessment? What was the process for developing the assessment? When do you give the assessment? What is the process for students completing the assessment?

Reliability: What is your reliability estimate for this assessment? How did you determine this estimate? What steps could you take to increase the reliability of your assessment?

Validity: How do you ensure the validity of your assessment? What process do you use to interpret the data? How are the results used in educational decisions?

Submit a copy of all assessment scores and calculation notes you developed estimating the test reliability and your reflection.

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| --- | --- | --- | --- | --- |
| Component | 45-50 (4) | 40-44 (3) | 35-39 (2) | Below 35 (1) |
| Reliability Estimate  (Course Objectives 1, 3; KSGC C.1.a; KGC Program Objectives 7.c, d,g; CAEP A.1.1, A.1.2, A 3.4, A.5.2; InTASC 6 (b)) | Reliability estimate is correctly calculated using one of the formulas from the chapter (e.g. This assessment has a coefficient alpha of 0.93.) | One of the formulas from the chapter is utilized, but the estimate is incorrect. | One of the methods for determining reliability is used, but the values are not utilized with a formula (e.g. I used the test-retest approach in determining reliability.) | Reliability estimate does not reflect anything from the chapter. |
| Reflection:  Context (Course Objectives 7; KSGC C. 1. A; KGC Program Objectives 7.b, g; CAEP A.1.1, A.1.2, A.3.4, A.5.2, A.5.3; InTASC 6(b)) | All questions are fully addressed with specific language (e.g. I use this assessment in September with my Spanish I students.) | All questions are addressed generally (I use this assessment at the beginning of the year in Spanish classes.) | Most questions are addressed generally. | Few questions are addressed. |
| Reflection:  Reliability  (Course Objectives 1, 3, 4; KSGC C.1.a; KGC Program Objectives 7.b, d, f, g; CAEP A.1.1, A.1.2, A.5.2, A.5.3 InTASC 6(b), 6(c), 6(h)) | All questions are fully addressed with specific examples (e.g. This assessment has a coefficient alpha of 0.93.) | All questions are addressed generally (e. g. This assessment is fairly reliable.) | Most questions are addressed generally. | Few questions are addressed. |
| Reflection: Validity  (Course Objectives 1, 4; KSGC C.1.a; KCG 7.b, e, g; CAEP A.1.1, A.1.2, A.5.2, A.5.3; InTASC 6(b)) | All questions are fully addressed with specific examples (One way that I ensure validity of this assessment is by comparing how students score on this assessment with how they score on Part C of the 3rd Grade K Prep Mathematics Test.) | All questions are addressed generally (One way that I ensure validity of this assessment is by comparing how students score on this assessment to other math assessments that they take.) | Most questions are addressed generally. | Few questions are addressed. |
| Assignment: Length  InTASC 10(f), 10(i) | 3-4 full pages of content | 2-3 full pages of content | 1-2 full pages of content | Less than 1 page of content |
| Assignment: Mechanics  InTASC 10(f), 10(i) | Paper is free from grammatical, spelling, or punctuation errors. | A few grammar, spelling, or punctuation errors exist, but they do not impact the understanding of the reader. | Several grammar and punctuation errors exist | Grammar and punctuation errors impede the understanding of the reader. |
| Assignment: Assessment scores and calculation work (Course Objectives 1, 3, 4; KSGC C.1.a; KGC 7 b, d, e; CAEP A.1.1, A.1.2, A.5.2, A.5.3; InTASC 6(b)) | Assessment scores and calculation work are submitted with the assignment. | Assessment scores and calculation work are submitted with the assignment. | Assessment scores are submitted with the assignment. | No work product is submitted with the assignment. |
| Assignment: Timeliness  InTASC 10(f), 10(i) | Paper is on time. | Paper is one day late. | Paper is two to three days late. | Paper is more than three days late. |

**SGC 540 Tests and Measurements**

**Classroom Assessment Item Analysis Activity**

**Scoring Guide**

**50 pts.**

Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Total Points\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Holistic Score\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Kentucky Standards for Guidance Counselor Programs, Kentucky Guidance Counselor Program Objectives and Curriculum, CAEP Advanced Program Standards, InTASC Model Core Teaching Standards)

Conduct an item analysis of an assessment that you give to your students using at least one of the methods for item analysis described in Chapter 6. Revise the assessment based on your analysis. Submit a copy of the original assessment and the revised assessment with changes highlighted. Write a reflection (3-4 pages) in which you address each of the following questions about the assessment and the analysis:

* Why did you choose the method that you chose for item analysis? Why is it the most appropriate method given the assessment you were analyzing?
* How did you revise the assessment based on the item analysis? Why did you revise the assessment in this way?
* How will this revised assessment impact your instruction in the classroom? How will this experience impact the way to choose and create assessments for classroom use in the future?

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| --- | --- | --- | --- | --- |
| Component | 45-50 | 40-44 | 35-39 | Below 35 |
| Item Analysis  (Course Objectives1, 3, 5; KSGC C. 1. a; KGCP 7.c, g, i; InTASC 6 (b); CAEP A.1.1, A.1.2) | Item analysis is correctly calculated using one of the methods from the chapter. All calculation work is shown. | One of the methods from the chapter is utilized, but the calculation is incorrect. All calculation work is shown. | One of the methods from the chapter is discussed but calculations are not made. | The method does not reflect anything from the chapter. |
| Reflection:  (Course Objectives 1, 3, 5; KSGC C. 1. a; KGCP 7.b, c, g, i; InTASC 1(a), 6 (h), 6(1), 7(d); CAEP A.1.1, A.1.2) | All questions are fully addressed with specific language and examples (e.g. Item numbers 3, 7, 8, and 10 have a p of .20 giving them a D of .40, so I did not see a need to change them.) | All questions are addressed generally (e.g. I calculated the item-total correlation and decided to revise numbers 1, 2, 4, 5, and 9. | Most questions are addressed generally. | Few questions are addressed. |
| Assignment: Length  InTASC 10(f), 10(i) | 3-4 full pages of content | 2-3 full pages of content | 1-2 full pages of content | Less than 1 page of content |
| Assignment: Mechanics  InTASC 10(f), 10(i) | Paper is free from grammatical, spelling, or punctuation errors. | A few grammar, spelling, or punctuation errors exist, but they do not impact the understanding of the reader. | Several grammar and punctuation errors exist | Grammar and punctuation errors impede the understanding of the reader. |
| Assignment: Item analysis and calculation work (Course Objectives 1, 3, 4; KSGC C.1.a; KGC 7 b, d, e; CAEP A.1.1, A.1.2, A.5.2, A.5.3; InTASC 6(b)) | Item analysis and calculation work are submitted with the assignment. Assessment and revised assessment with revisions highlighted are submitted with the assignment. | Item analysis and calculation work are submitted with the assignment. Assessment and revised assessment are submitted, but the revisions are not highlighted. | Item analysis and calculation work are submitted with the assignment. The original assessment is submitted with the assignment. | No work product is submitted with the assignment. |
| Assignment: Timeliness  InTASC 10(f), 10(i) | Paper is on time. | Paper is one day late. | Paper is two to three days late. | Paper is more than three days late. |

**SGC 540 Tests and Measurements**

**Evaluation of a Classroom Assessment**

**Scoring Guide**

**50 pts.**

Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Total Points\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Holistic Score\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Kentucky Standards for Guidance Counselor Programs, Kentucky Guidance Counselor Program Objectives and Curriculum, CAEP Advanced Program Standards, InTASC Model Core Teaching Standards)

Evaluation of a Classroom Assessment 50 pts.

Evaluate the items on an assessment that you give to your students using the guidelines for the development of that type of item from chapters 8 and 9. Revise the assessment based on your evaluation. Submit a copy of the original assessment and the revised assessment with changes highlighted. Write a reflection (3-4 pages) in which you address each of the following questions about the assessment and the analysis:

* Describe the purpose of the assessment. What objectives does it measure? How is this assessment used? Formative? Summative?
* How did you revise the assessment based on the guidelines? Why did you revise the assessment in this way?
* How will this revised assessment impact your instruction in the classroom? How will this experience impact the way to choose and create assessments for classroom use in the future?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Component | 45-50 | 40-44 | 35-39 | Below 35 |
| Test Revision | All items are correctly revised based on guidelines for that particular item from chapters 8 and 9. | Most items are correctly revised based on guidelines for that particular item from chapters 8 and 9. | Some items are correctly revised based on guidelines for that particular item from chapters 8 and 9. | Few items are correctly revised based on guidelines for that particular item from chapters 8 and 9. |
| Reflection:  (Course Objectives 1, 3, 5; KSGC C. 1. a; KGCP 7.b, c, d, e, g; InTASC 1(a), 6(i), 7(d); CAEP A.1.1, A.1.2) | All questions are fully addressed with specific language and examples (This summative assessment measures the second and third objectives in the Numbers and Operations Unit, “Students will solve word problems focusing on addition, subtraction, multiplication, and division.” | All questions are addressed generally (e.g. The assessment is the summative assessment for a unit on numbers and operations.) | Most questions are addressed generally. | Few questions are addressed. |
| Assignment: Length  InTASC 10(f), 10(i) | 3-4 full pages of content | 2-3 full pages of content | 1-2 full pages of content | Less than 1 page of content |
| Assignment: Mechanics  InTASC 10(f), 10(i) | Paper is free from grammatical, spelling, or punctuation errors. | A few grammar, spelling, or punctuation errors exist, but they do not impact the understanding of the reader. | Several grammar and punctuation errors exist | Grammar and punctuation errors impede the understanding of the reader. |
| Assignment: Test Revision (Course Objectives 1, 3, 5; KSGC C. 1. a; KGCP 7.b, c, d, e, g; InTASC 1(a), 6(i), 7(d); CAEP A.1.1, A.1.2) | Original assessment and revised assessment with revisions highlighted are submitted with the assignment. | Original assessment and revised assessment are submitted, but the revisions are not highlighted. | Only the revised assessment is submitted. | No work product is submitted with the assignment. |
| Assignment: Timeliness  InTASC 10(f), 10(i) | Paper is on time. | Paper is one day late. | Paper is two to three days late. | Paper is more than three days late. |

**Resources**

Baggerly, J. & Ferretti, L. (2008). The impact of the 2004 hurricanes on Florida Comprehensive

Assessment Test scores: Implications for school counselors. *Professional School*

*Counseling*, 12(1), 1-9.

Bernes, K. (2007). Conducting adolescent violence risk assessments: A framework for school

counselors. *Professional School Counseling*, 10(4), 419-435.

Bernes, K. & Berdick, A. (2007). Conducting adolescent violence risk assessments: A

framework for school counselors. *Professional School Counseling*, 10(4), 419-427.

Blacher, J. (2005). School counselors and student assessment. *Professional School Counseling*,

8(4), 337-349.

Duffy, M., Giordano, V., Farrell, J., Paneque, O., & Crump, G. (2008). No child left behind:

Values and research issues in high-stakes assessment. *Counseling and Values*, 53,

53-66.

Ekstrom, R. (2004). A survey of assessment and evaluation activities of school counselors.

*Professional School Counseling*, 8(1), 24-39.

Fritzberg, G. (2004). No child left behind? Assessing President Bush’s assessment law.

*Educational Foundations*, 18(3/4), 7-24.

Hager, K. & Slocum, T. (2010). Using alternate assessment to improve educational outcomes.

*Rural Special Education Quarterly*, 30(1), 24-29.

Hale, J., Kaufman, A., Nagliere, J., & Kavale, K. (2006). Implementation of IDEA: Integrating

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**Disability Statement:**

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

#### Plagiarism Policy

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2015-17 Bulletin Catalog). Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own. If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice- President for Academic Affairs will be notified of either consequence.

**Online Course Attendance Policy**

Online students must participate weekly as defined by the professor in the syllabus. After one week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled classes) without contact the student would fail the course and a WA would be recorded.

## Incomplete Statement

A grade of “I” is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the “I”; grade must be completed within 12 months from the time awarded. It is the student’s responsibility to complete requirements within the 12 month period. It is the professor’s responsibility to change the grade by filling out the proper forms in the Office of Student Records.

#### Title IX Statement

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789- 5016; Email – [twvanmeter@campbellsville.edu](mailto:twvanmeter@campbellsville.edu)

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: [www.campbellsville.edu/titleIX](http://www.campbellsville.edu/titleIX)

#### Student Academic Progress (SAP)

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility. All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

## Communication Requirement

Students are expected to activate and regularly use the university provided email domain studentname@stu.campbellsville.edu) for all email communication for this class.

## Disposition Assessment

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the unit mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University’s educator preparation program strives to lead candidates in the self- efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be introduced to the education program’s conceptual framework, which includes disposition expectations in the introductory courses and will also become familiar with and commit to the *Codes of Ethics for Professional Educators* which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc.,that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (p 50, ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a “Disposition Recommendation” form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student’s School of Education binder.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.