**1. ERMA 7100 Advanced Study of Educational Measurement and Evaluation (**3 credit hours)

**2. Semester Summer 2012**

Instructor: Joni M. Lakin

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Office Hours: Monday 3-4pm, Wednesday 3-4pm, and by appointment.

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**3. Resources**

**Required**: Thorndike, R.M., & Thorndike-Christ, T. Measurement and Evaluation in Psychology and Education (8th Edition). ISBN 0-13-240397-8

*Other resources on reserve at LRC, RBD, or on Canvas, when possible.*

**4. Course Description:** The focus of this course is on basic principles and applications of educational and psychological measurement. It is intended for counselors, psychologists, teachers, administrators, and measurement specialists who have some facility with basic statistics. Topics will include standardized testing, alternative and authentic assessment, and emerging issues in the field of measurement.

**5. Course Objectives**

* Understand and apply key concepts and methods in evaluating assessment quality
* Understand of role of assessments in modern educational context
* Distinguish between various types of tests, test scores, and test purposes
* Apply professional standards and ethics in the use and development of assessments
* Explore emerging issues and innovations in educational testing

**Note: We will be using the new learning management system, Canvas, for this course. Check the Canvas site frequently for announcements and handouts for class.**

**6. Tentative Course Content and Schedule Readings and Assignments due**

|  |  |  |
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| Week 1 (8/20) | Topic 1: Introduction to measurement |  |
| Week 2 (8/27) | Topic 1: Introduction, Sources of information about assessments | Thorndike2 Ch. 1-2  Brookhart 2011  Guide to locating tests |
| 9/3 | **Labor Day** | If needed, attend library orientation at 12pm or 4pm on Wednesday 9/5 |
| Week 3 (9/10) | Topic 2: Test scores and interpretation  *Student-led topic* | Thorndike2 Ch.3  Readings as assigned |
| Week 4  (9/17) | Topic 3: Validity and reliability  *Student-led topic* | Thorndike2 Ch. 4-5  Readings as assigned |
| Week 5 (9/24) | Topic 4: Ethics, professional standards, and item review  *Student-led topic* | Thorndike2 Ch. 6, 9  Readings as assigned  **Popular press review due** |
| Week 6 (10/1) | Topic 4: Additional topics, review/catch up  *Student-led topic* | **Turn in items for midterm exam** |
| Week 7 (10/8) | **Midterm exam**  *Student-led topic* |  |
| Week 8 (10/15) | Unit II: Modern K-12 testing context (assessment consortia, formative assm’t etc.)  *Student-led topic* | Thorndike2 Ch. 7, 10  Readings as assigned |
| Week 9 (10/22) | Unit II: Assessing special populations  *Student-led topic* | Thorndike2 Ch. 8  Readings as assigned  **Topic for final project and list of intended measures due to instructor** |
| Week 10 (10/29) | Unit II: Assessments in higher education  *Student-led topic* |  |
| Week 11 (11/5) | Unit II: Cognitive and affective assessments  *Student-led topic* | Thorndike2 Ch. 11-14 (read at least one in depth)  Readings as assigned  **Introduction to final project due** |
| Week 12 (11/12) | **TBA—discuss readings**  *Student-led topic (2)* | Readings as assigned |
| 11/19 | **Thanksgiving** |  |
| Week 13 (11/26) | **TBA—discuss readings**  *Student-led topic (2)* | Readings as assigned |
| Finals |  | **Final project due 12/3** |

**7. Course Requirements and Evaluation**

*Learning Methods:* Discussions, lectures, readings, class exercises and projects. Primary emphasis will be on class discussions and will focus on textbook readings, special assignments on current issues, concerns, and trends, and case studies. The purpose of these discussions is to encourage students to participate in an open, knowledgeable, supportive, and collaborative manner to enhance their understanding of the application of theory to practical situations.

*Student Assessment*

Midterm exam 20%

Class presentation 20%

Popular press review 10%

Homework, class participation\* 20%

Final project 30%

\*You MUST be in class to earn class participation points. These will be based on evidence that you have read the assigned materials and contribute thoughtfully to the discussion.

*Grading Scale:* A: 90 – 100% B: 80 – 89% C: 70 – 79% D: 60 – 69% F: below 60%

**8. Class Policy Statements**

*Attendance Policy*

* Attendance is expected, but not required. If you miss class, you will need to get notes from another student.
* I will start class on time, so if you are late you will need to get notes from another student.

*Late Assignments Policy*

* Assignments turned in late will receive a 5% reduction in earned points per day. The only exception will be in the case of emergency.
* Except for in-class work, all work must be typed or it will **not** be graded. Late penalty will be applied to work completed in writing and then turned in late in typed format for a grade.

*Incompletes and Withdrawals*

Grades associated with incomplete course work or withdrawal from class will be assigned in strict conformity to University policy (see Auburn University Bulletin). If you wish to drop this course you may do so by the 10th class day with no grade assignment. From the 10th class day to mid-semester a W (withdrawn-passing) grade will be recorded in your transcripts. After this period withdrawal from the course will only be granted under unusual circumstances and must be approved by the Dean of the College of Education.

Note that the incomplete grade (IN) policy is in effect. The new policy requires that students complete a form requesting that an IN grade be assigned. If this form in not completed and given to the instructor of the class, a grade will be assigned with a score of zero (0) for work that has not been completed and turned in by the time the instructor reports grades.

*Academic Misconduct*

The Department of EFLT recognizes university policy regarding academic misconduct. Violations include, but are not limited to: plagiarism, unauthorized assistance during examinations, submitting another’s work product as your own, using another’s words as your own without appropriate citation, sharing unauthorized materials with another that contain questions or answers to examinations, altering or attempting to alter assigned grades. In accordance with University policy regarding academic misconduct, students may be subject to several sanctions upon violations of the Student Academic Honesty Code. See the Tiger Cub publication for the current year for specifics regarding academic misconduct as well as student’s rights and responsibilities associated with the Code.

*Disability Accommodations*

Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the PSD office, but need accommodations, make an appointment with The Program for Students with Disabilities, 1228 Haley Center, 844-2096 (V/TT).