

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

2. Semester Fall 2014

Instructor: Joni M. Lakin
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Office Hours: Monday 3-4pm, Wednesday 3-4pm, and by appointment.

3. Resources

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

Required: Koretz, D. (2009). *Measuring Up: What Educational Testing Really Tells Us*. ISBN 978-0674035218

Strongly recommended if you plan to enter a measurement career: AERA, APA, & NCME (2014). *Standards for Educational and Psychological Testing (3rd ed.)* The library

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 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

Week 1 (8/18)	Introduction to measurement	
Week 2 (8/25)	Introduction, Sources of information about assessments	Thorndike ² Ch. 1-2 Center for K-12 Assessment FairTest statement Brennan 2010 Linn 1993 Optional: Brookhart 2011 on teacher competencies Reference: Guide to locating tests Other readings as assigned
9/1	Labor Day	If needed, attend library orientation at 4pm on Wednesday 9/3

Week 3 (9/8)	Test scores and interpretation <i>Student-led topic 1</i>	Thorndike ² Ch.3 Koretz Ch 8 Optional: Cizek et al 2004 Optional: Standards Part I Ch 4, 5 Other readings as assigned
Week 4 (9/15)	Validity and reliability <i>Student-led topic 2</i>	Thorndike ² Ch. 4-5 Koretz Ch 7 and 9 Optional: Standards Part I chs. 1, 2 Other readings as assigned
Week 5 (9/22)	Test development process and item review <i>Student-led topic 3</i>	Thorndike ² Ch. 6, 9 Koretz Ch 2 Johnstone and Thurlow 2008—the process of item review for fair and valid tests Stiggins 2005 Optional: Standards Part I Ch 3 Other readings as assigned Popular press review due
Week 6 (9/29)	Ethics, professional standards, review/catch up <i>Student-led topic 4</i>	Koretz Ch 10 Lai and Waltman 2008—on teachers use of and perceptions of test preparation activities Optional: Standards Part III Ch 3 Other readings as assigned Turn in items for midterm exam
Week 7 (10/6)	Midterm exam due at 4pm <i>No class this week</i>	
Week 8 (10/13)	Modern K-12 testing context (assessment consortia, formative assm't etc.) <i>Student-led topic 5</i>	Thorndike ² Ch. 7, 10 Berliner and Glass (Myths 11, 32, 45) Other readings as assigned
Week 9 (10/20)	Assessing special populations <i>Student-led topic 6</i>	Thorndike ² Ch. 8 Koretz Ch 11 and 12 Fairbairn & Fox 2005 on ELLs and inclusive testing Ketterlin-Geller 2008 on assessment of special needs students Kopriva 2007, selecting the right accommodations Optional: Standards Part II Ch 3,4 Other readings as assigned Topic for final project and list of intended measures due to instructor
Week 10 (10/27)	Assessments in higher education <i>Student-led topic 7</i>	Anastasi Abilities and achievement Lohman Aptitude for College Lawrence et al Historical perspective

		Millet et al_Culture of Evidence Tam 2001, what is quality Pieper et al 2008 Palmer Ch
Week 11 (11/3)	Cognitive and affective assessments <i>Student-led topic 8</i>	Thorndike ² Ch. 11-14 (read at least one in depth) Lohman & Korb Lohman Optional: Standards Part III Ch 2, 4, 5 Other readings as assigned Introduction to final project due
Week 12 (11/10)	International assessments and cross-cultural testing <i>Student-led topic (9)</i>	Ch 1 and 2 from Hambleton, Adapting Educational and Psychological Tests Berliner and Glass—Myth 1 Other readings as assigned
Week 13 (11/17)	TBA—discuss readings <i>Student-led topic (10)</i>	Readings as assigned
	Thanksgiving	
Week 14 (12/1)	TBA—discuss readings <i>Student-led topic (11,12)</i>	Readings as assigned
Finals		Final project due 12/7

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 is 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).

Copyright and Course Materials (adapted from <http://www.president.umd.edu/legal/commercial.html>)

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