The College of Education CAREs

The College of Education is dedicated to the ideals of Collaboration, Academic Excellence, Research, and Ethical Practice. These are key tenets in the Conceptual Framework of the College of Education. Competence in these ideals will provide candidates in educator preparation programs with skills, knowledge, and dispositions to be successful in the schools of today and tomorrow. For more information on the Conceptual Framework, visit: www.coedu.usf.edu/main/qualityassurance/ncate_visit_info_materials.html

Course Prefix and Number: EDF 6432
Credit Hours: 3
Course Title: Foundations of Measurement
Course Prerequisites: None
Class Time: None
Location: http://my.usf.edu
Office Hours: Tuesdays/On Line 6:00 p.m. – 9:00 p.m.
Other times by appointments

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Department Manager: Amber C Lee
Office: B-322
Telephone: 941 359 4531

Required Text(s) and/or Readings:

2. Additional Readings: Additional readings from sources other than the textbook will also be assigned.
Course Website:

Students will need to access the course website using Canvas at http://my.usf.edu. If not already done, a student ID will be required to activate your USF NetID account and Student USF Email account through Academic Computing. Resources such as notes and announcements will be published at the site periodically. Additionally, some assignments may need to be submitted through the Canvas site.

Office Hours:

If you would like to meet me in person, the following are my office hours. Tuesdays at 2:00 - 5:00 and by appointments.  
Note: Every effort will be made to be available during these hours, however, due to a constantly fluctuating schedule, appointments are highly recommended.

First Class Online Orientation (For online courses only):

The online courses are completely delivered through the Blackboard system; therefore, there is not face-to-face first class meeting. The orientation for the online sections is online, through the Introduction module that will be available to students during the first week of class. All students enrolled in an online section are required to complete this module by the date specified in the Weekly Schedule and Activities.

Course Administration:

Teaching materials for class such as Articulate presentations, pdf handouts, weekly assignments, and project documents will be available online for download. Students should check Canvas periodically as an announcement will be posted once these materials have been uploaded. Please check “Online Course Policies” for the more detailed information regarding course administration.

Course Purpose:

The main purpose of the course is to help students develop a conceptual understanding of, and the skills necessary for, conducting effective measurement and evaluation in educational settings. This includes 1) the development of instruments for classrooms or other purposes; 2) an understanding of technical and practical issues related to test development and use; 3) knowledge of marking or grading systems; 4) applications of standardized tests and score profiles. To apply measurement concepts, the student must also master some basic statistical concepts.
Course Objectives:

The student should, upon completion of the course, be able to do each of the following:

1. Understand the nature, characteristics, differences, and uses of measurement and evaluation.
2. Understand and be able to apply the tenants of proper construction and administration of Structure-Response Classroom Tests including sensitivity to diversity of testing population (e.g., cultural, gender, age, special needs)
3. Understand the purpose of item analysis and be able to demonstrate the basic skills and interpretation of item analysis results.
4. Understand the different types and uses of Alternative Assessment and demonstrate ability to conceptualize, construct, and score alternative assessments.
5. Understand and use basic statistical concepts, calculations, and analyses
6. Be able to identify and practice the qualities desired in measurement and assessment procedures
7. Identify the characteristics, uses, and misuses of standardized tests
8. Understand and appropriately apply various marking systems within the context of classroom assessment.
9. Identify technology resources that can assist with assessing students as well as the quality of assessments used

Criteria for Evaluation of Student Performance:

Determination of Grades: Your grade in the course will be based on weekly participation, two projects, and the midterm and final exams. The weights of the course elements and grading criteria are as follows:

Weights for Assignments:
- Participation (Weekly assignments and online testing): 10%
- Project 1: 10%
- Midterm Exam: 30%
- Project 2: 10%
- Research Paper: 10% (Please see Task Stream Rubric for Paper at end of Syllabus, a more focused guideline for the paper will follow soon.)
- Final Exam: 30%

Criteria for Grades:
- 90 - 100% = A
- 80 - 89% = B
- 70 - 79% = C
- 60 - 69% = D
- Below 60% = F
Participation:
In addition to weekly slides, the instructor will design different types of activities for your practice every week, such as discussion, multiple-choice online testing, or statistical computations. Some activities will not be graded, but some will contribute to your participation points.

Project 1:
Students will choose from one of the following options for project 1. Detailed requirements for each option as well as rubrics and review criteria will be made available by the second week of class. Students need to finish Project 1 before the Midterm.

**Option 1: Development of a Criterion Referenced Test**
Students will develop a Criterion Referenced Test for use in the subject, grade level and topic of their choice following the practices and methods covered in the first half of the course. A rubric will be provided for students to follow in the design of their projects as well as review sheets for use by independent reviewers to help guide project development.

**Option 2: Development of an Alternative Assessment**
Students will develop an Alternative Assessment for use in the subject, grade level and topic of their choice following the practices and methods covered in regarding alternative assessments. A rubric will be provided for students to follow in the design of their assessments as well as review sheets for use by independent reviewers to help guide project development.

Project 2:
There are no options for project 2. All the students need to complete project 2 under the same condition. Project 2 will focus on item analysis and the interpretation of test scores. The scenario will be provided two week after the midterm. The due date will be on Saturday in the previous week of the final. To complete project 2, students need to 1) conduct item analysis, 2) convert test scores to make comparisons, and 3) summarize and report student performance.

Submission:
The way recommended submitting your projects and assignments is that you first type your work in to a word processing program (such as Word) and save the file (this guarantees that you will have a copy of your work). Then you upload the entire document on Canvas.
Research Paper:
For this assignment, students will develop a research question pertaining to some aspect of educational measurement / assessment and address it in a 10-20 page paper. The paper may be an expository or comparative essay, a literature review, or another format of the student’s choice developed in discussion with the instructor. Students are required to use at least 15 references, at least 10 must be original empirical research studies published in peer-reviewed journals. Papers must follow APA 6th edition publication style.

Submission:
The way recommended submitting your projects and assignments is that you first type your work in to a word processing program (such as Word) and save the file (this guarantees that you will have a copy of your work). Then you upload the entire document on Canvas.

Exams (Midterm and Final)
The midterm and final exams will be held on the scheduled weekly day for the lecture class sections and on Saturday morning for the online sections, respectively. These two exams will take place on campus so students should come to campus to take exams in person. If you cannot make it on these days, alternative arrangements are allowed by contacting the instructor. You can either come in on another days or find a proctor for your examinations.
The midterm exam covers materials from the first half of the course and the final exam covers only materials from the second half of the semester. Each exam consists of approximately 50 multiple-choice items. The testing place will be on Computers and test plans for both exams will be posted online.

Important Policy Change about the “Incomplete” Grade

Previous policy allowed for a student with extenuating circumstances to request and receive an Incomplete (“I”) Grade. The student had up to two semesters to complete the missing assignments, as agreed upon by the instructor, with the instructor submitting a change of grade once the assignments were completed. If no change of grade was submitted prior to the end of the second semester the “I” grade converted to an “IF”. Although “I” grades were not calculated in the GPA, “IF” grades were, retroactive to the semester that the course was taken.

The new policy provides students the same opportunity. However, the grade the student would earn if all assignments were factored in, including zeros for missing work, is now attached to the “I” (e.g. “ID”). The student must complete the work by the deadline as agreed upon in the Contract. If a change of grade has not been submitted within two semesters of the “I” grade being issued, the grade defaults to the letter grade noted on the Contract (e.g. “ID” converts to a “D”). Again, the “I”
grade is not factored in the GPA, but as soon as the final letter grade is noted – either by Change of Grade or by system default - the assigned grade will be. A student’s GPA will be recalculated retroactive to the semester that the course was taken. Remember, as per previous policy, that if the recalculated GPA causes the overall GPA to drop below the required 3.00, the student will be on academic probation effective that original term through the current term.

**What this means for students.** If you anticipate that you will not be able to complete your course assignments prior to the end of the semester due to illness or other circumstances beyond your control you may request consideration for an Incomplete Grade from your instructor. “I” grades are granted at the discretion of the instructor, even if the student meets eligibility for an “I” grade. If you are failing a course you are not eligible to receive an “I” grade (in which case consider withdrawing from the course if you do not anticipate being able to successfully finish the work). If granted your request for an “I” grade, you will need to complete the Incomplete Grade Contract with your instructor. The Contract is available on the Graduate School website at [www.grad.usf.edu](http://www.grad.usf.edu).

**Online Course Policies**

1. **Electronic Communication:**
   Electronic communication tends to be more casual than the classroom environment. I want to emphasize the importance of maintaining a supportive learning environment for the class. In your e-mails and discussion postings, keep the tone polite and considerate. Remember that online communication lacks the personal aspect of body language and facial expressions that help facilitate face-to-face communications. If you are confused about material that you have read in the textbook or outside readings, first send a message to the Main discussion area, and discuss it with your classmates. If you’re still confused, feel free to e-mail or telephone the instructor. If you are emailing the instructor with a question or a problem, please be clear, concise, and courteous. Recognize that the more clearly the question is posed or the problem is presented, the more informative the instructors' answer can be.

2. **E-Mail Response Time:**
   The instructor will check e-mail once per day, Monday through Saturday. They will make every effort to reply to an e-mail within 2 working days. There may be a couple of times during the semester that the instructor will be unavailable due to conference travel, etc. I will let you know ahead of time if this is going to happen.

3. **Turning in Assignments:**
   The course schedule will run on a weekly schedule, day of class is day 1 to the 7th day of the week. For online sections, the weekly schedule is Saturday - Friday. All weekly assignments and projects will be due on the seventh day of the week, by 11:00 p.m.
Assignments that are submitted late will not be graded. It is not my desire to issue grades of 0, but in order to continue building on each topic and to maintain the course schedule, this policy is necessary. The Blackboard server assigns a time signature to every email and assignment submission. Those times will be used to determine whether or not your assignment was submitted on time.

4. Technical Problems & Assignment Deadlines:
We suggest that you complete your work early and have a backup computer and backup Internet connection (e.g. at a friend's house) available. If there is a USF-caused server problem, I will make limited exceptions to deadlines. A good way to make sure this type of problem doesn't affect you is to complete your work well before the deadline.

[Academic Computing](#) is your resource for assistance in dealing with technical problems. Here is their contact information:

- Phone: 974-1222 in Tampa or toll-free 1-866-974-1222 Statewide
- In person: 6th floor of the Tampa Campus Main Library, LIB 608;
- [Online customer service and support tool](#) (available at any time).

5. Academic Integrity:
This course will include an emphasis on the value of peer review. However, it is required that you complete work on an individual basis. While you may discuss course material with your classmates, all assignments must be completed and submitted on an individual basis. This means that you must compose, type, and submit your own, unique responses to each and every assignment.

**Other Notes:**

1. **American's with Disabilities Act:** Students with disabilities are responsible for registering with the Office of Student Disabilities Services in order to receive special accommodations and services. Please notify the instructor during the first week of classes if a reasonable accommodation for a disability is needed for this course. A letter from the USF Disability Services Office must accompany this request.

2. **Policy on Religious Observances:** All students have a right to expect that the University will reasonably accommodate their religious observances, practices and beliefs. Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting.

3. **Academic Integrity:** As should be expected, integrity and academic honor are requirements of this course. Although collaboration is encouraged on assignments,
projects need to reflect the unique work of each student. Any evidence or indication of inappropriate or dishonorable conduct will be addressed to the fullest extent permissible by University Policy (see web links below for further information). Some examples of conduct that will be considered as violations of academic integrity include:

- Copying or otherwise plagiarizing previous work, including the work of other/previous students, published work and curriculum materials, materials constructed by co-workers/peers, etc. All work is to be a unique product of each student.
- Claiming ownership of others’ work, including, but not limited to, falsification of authorship and/or ownership.
- Any form of cheating on examinations

The following websites provide further information and guidance regarding the university’s policies and processes for issues involving academic dishonesty or compromise:

http://www.sa.usf.edu/handbook/02/academics/ImportantAcademicPolicies.htm
http://www.ugs.usf.edu/catalogs/0304/adadap.htm#plagiarism
http://catalog.grad.usf.edu/2001-2003/section8.asp#academic%20conduct

Additionally, USF has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. I reserve the right to 1) request that assignments be submitted to me as electronic files and 2) electronically submit assignments to Turnitin.com. Assignments are compared automatically with a large database of articles and previously submitted papers. For more information, go to www.turnitin.com

4. Procedures for Continuation of Course Delivery in the Event of Campus Closure

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It is the responsibility of the student to monitor the Blackboard site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.
# COURSE SCHEDULE – 797 On Line

*Note 1:* Reading assignments are based on the 10th edition of the text.
*Note 2:* Each week starts on Saturday and ends on Friday

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<thead>
<tr>
<th>Week</th>
<th>Date Assigned</th>
<th>Date Due</th>
<th>Reading Assignment</th>
<th>Topics</th>
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| 1    | Jan. 7th     | Jan. 13th | Chapter 1          | 1. Orientation to the course  
                        |              |                     | 2. Introduction to testing and measurement |
| 2    | Jan. 14th    | Jan. 20th | Chapters 4 & 5     | 1. The purpose of testing and types of tests  
                        |              |                     | 2. Norm-referenced & Criterion-referenced tests |
| 3    | Jan. 21st    | Jan. 27th | Chapter 6          | 1. Instructional goals  
                        |              |                     | 2. Measuring learning outcomes |
| 4    | Jan. 28th    | Feb. 3rd  | Chapter 7          | 1. Writing objective test items |
| 5    | Feb. 4th     | Feb. 10th | Popham article     | 1. The need for alternative assessments  
                        |              | Chapter 9          | 2. Writing & scoring performance-based tasks |
| 6    | Feb. 11th    | Feb. 17th | Chapters 8 & 12    | 1. Writing & scoring essay items  
                        |              |                     | 2. Grading and reporting |
| 7    | Feb. 18th    | Feb. 24th | Chapter 21         | Project Finishing Week  
                        |              | (optional)         | Project 1 Due Friday (Feb. 25th) by 11:00 p.m.  
                        |              |                     | Review for the Midterm Exam |
| 8    | Feb. 25th    | Mar. 3rd  | Tuesday Eve or     | MIDTERM EXAM  
                        |              | Saturday Morn      | (On Line unless we agree to meet on Saturday Morn 9 or 10 am) |
| 9    | Mar. 4th     | Mar. 10th | Chapter 11         | 1. Administering a test  
                        |              |                     | 2. Improving a test through item analysis |
| 10   | Mar. 10th    | Mar. 15th | No Class           | SPRING BREAK ;) Enjoy all ;) |
| 11   | Mar. 18th    | Mar. 24th | Chapters 13-14     | 1. Summarizing test scores  
                        |              |                     | 2. Converting raw scores and using norm tables  
                        |              |                     | 3. Distribute Project 2 |
| 12   | Mar. 25th    | Mar. 31st | Chapters 15-16     | 1. Determining relationships  
                        |              |                     | 2. Estimating test validity |
| 13   | Apr. 1st     | Apr. 7th  | Chapters 17-18     | 1. Determining test reliability  
                        |              |                     | 2. Determining test accuracy and error |
| 14   | Apr. 8th     | Apr. 14th | Chapters 19-20     | 1. Standardized achievement tests-Part I |
| 15   | Apr. 15th    | Apr. 21st | Materials online   | 1. Standardized achievement tests-Part II  
                        |              |                     | 2. Project 2 due Friday (Apr. 22th) by 11:00 pm.  
                        |              |                     | 3. Review for the final exam |
| 16   | Apr. 22nd    | Tuesday eve or  | FINAL EXAM        |
                        |              | Saturday morn      | (Same as Midterm ;)

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Task Stream Rubric

(Please note that your instructor may provide a different rubric for your final grade. The rubric below is for College of Education Assessment requirements only. However, you must receive a mean score of 3.00 to pass the course).

EDF 6432 Research Paper
Links to COE Proficiency Goals 1. Content Knowledge (Learn) and 3. Evaluation and Decision Making (Lead)

*University of South Florida Sarasota-Manatee*

<table>
<thead>
<tr>
<th>Semester:</th>
<th>Student U-Number:</th>
<th>Assessor:</th>
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<tbody>
<tr>
<td><strong>Assessment Criteria: 1. Content Knowledge (Learn) -</strong> Candidates demonstrate depth and breadth of content knowledge of their respective roles</td>
<td>Level 1</td>
<td>Leve l2</td>
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<td></td>
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<td>The paper draws on a breadth and depth of research from a variety of sources.</td>
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| **Assessment Criteria: 3. Evaluation and Decision-Making (Lead) -** Candidates make professional educational decisions drawing on analysis of data and research from a variety of sources. | Level 1 | Leve l2 | Leve l3 | Leve l4 | Leve l5 | Score |
| | | | | | | |
| The paper critically analyzes research to address a specific question or problem. | | | | | | |

Students develop a research question pertaining to some aspect of educational measurement or assessment and address it in a research paper. The paper may be an expository or comparative essay, a literature review, or another format developed in discussion with the instructor.