1. **Course Prefix:** EDF 4430  
2. **Course Title:** Measurement for Teachers  
3. **Instructor Information:**  
   Name: Dorian C. Vizcain, Ph.D.  
   Office: EDU370  
   Phone: (813) 974-5247  
   E-mail: vizcain@usf.edu  
   Office Hours: By appointment & lecture format sections, 2 hours prior class schedule time.  

   **Course Coordinator:** Dorian Vizcain, Ph. D. vizcain@usf.edu; Cell: (813) 830-3776  
   Department Manager: Amber C Lee  
   Department Number: (941) 359 4531  

4. **Email Correspondence and Web Portal Information:**  
   Why are the NetID and mail.usf.edu account important to students? The mail.usf.edu account, given to every USF student when enrolled, is the official USF e-mail account. Every official USF correspondence to students will be sent using this account and students must use their USF email account for corresponding with the instructor. **Students in the online sections are required to routinely check their USF email account and correspond only through this account.** E-mails are usually answered within 24 hours. If your e-mail goes unanswered, resubmit your email to the instructor because there is likely something wrong with your or the university’s e-mail process. More information about this and the USF Web Portal can be found at: [http://www.acomp.usf/portal.html](http://www.acomp.usf/portal.html) or by calling the Academic Computing Help Desk at 974-1222.  

5. **The College of Education Conceptual Framework (CARE)**  
   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](http://www.coedu.usf.edu/main/qualityassurance/ncate_visit_info_materials.html)  

6. **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.  

6. **Course Prerequisites:**  
   Although there are no required prerequisites, a course in educational psychology, human growth and development, or school learning; a course in curriculum (learning standards and objectives and lesson planning); a thorough background in the content in your major area of study; and a course in computer applications in education are desirable.
7. Course Description:
This introductory course helps classroom teachers to measure and evaluate their students’ progress toward state and district curricular goals, evaluate their own professional performance, and interpret the results of district, state, and national level assessments to students, parents, and colleagues. Teachers learn to design and develop classical as well as alternative forms of assessment, and to adapt these assessments according to learners’ needs (ESOL & ESE). In addition, teachers solve practical problems while integrating content from their respective disciplines with principles of learning, measurement, and evaluation. The primary emphasis is on developing actual teacher assessment skills.

8. Course Goals and Objectives:
At the end of the course, teachers will be able to:

a. Practice ethical and accountable behaviors in the development and use of classroom, district, state, and national assessments in the classroom and school;
b. Use learner-based (e.g., age-, achievement level-, gender-, cultural-, racial-, exceptional student (ESOL & ESE) criteria in the construction and use of classroom assessments;
c. Develop valid and reliable curriculum-based assessments based on the Florida Sunshine State Standards in their discipline and grade level;
d. Use school-based (feasibility, resources) criteria and professional-based (clarity, formatting, reliability, validity) criteria in the construction and use of classroom assessments;
e. Develop a variety of assessment types including objective, product, performance, behavior, and attitude;
f. Adapt age-appropriate classroom tests for ESOL and exceptional students;
g. Critique commercial tests that accompany their instructional materials;
h. Participate in the development and evaluation of school district sponsored tests;
i. Evaluate an individual’s and a group’s academic needs related to the curriculum and their achievement and attitude progress in your class;
j. Use pupil performance data to evaluate the quality of classroom and commercial tests used as well as the quality of instruction provided;
k. Use portfolio assessment, traditional and mastery report cards, and standardized test profiles to communicate pupil progress to students, parents, and colleagues.
l. State accountability measures: interpretation and use of FCAT in student achievement and school improvement

9. Content Outline:
a. Teacher ethics and accountability in assessment
b. Diversity of learner characteristics and needs including appropriate considerations and accommodations related to age, achievement level, gender, cultural, race, ESOL, and ESE (exceptional) students
c. State and District curriculum and performance standards
d. Instructional goal analysis
e. Information needs, test purpose, valid and reliable assessment (curriculum-based)
f. Assessment validity through test and item specifications
g. Objective tests (completion, short answer, alternative response, keyed, multiple-choice)
h. Alternative achievement assessments including product and live performance instructions and rubrics
i. Observation and survey construction for assessing learner behavior and attitudes
j. Measures of group performance including central tendency and variability
k. Measures of item and test quality (validity and reliability)
l. Measures of instructional quality
m. Measures of individual student performance (mastery, growth)
n. Communication of pupil progress using portfolio assessment, traditional grade and mastery reports, and standardized tests.
o. Value-added analysis of individual pupil’s annual growth within a classroom
10. Evaluation of Student Outcomes:
Your grade in this course will be based on the following assessments:

a. **Midterm Exam:** Designing curriculum-based classroom tests and developing curriculum-based classroom tests and adapting them based on students’ needs (e.g., age, ability, reading level, ESOL and ESE).

b. **Final Exam:** Analyzing, interpreting and evaluating student achievement, and Communicating pupil progress using portfolios, grades, and standardized test profiles.

c. **E-Project:** Design and Development of Classroom Tests (Project 1), Analysis and Interpretation of curriculum-based classroom tests with adaptations for students’ needs (Project 2). Additional information regarding the Projects assignments is available in the “Projects Materials” button in the USF Portal Blackboard EDF 4430 site.

d. **Web-Based Reading Quizzes.**

11. Grading Criteria:
There are two posttest exams, one e-project (submitted in 2 parts or projects), and a number of web-quizzes covering four units in this class. These components will contribute to your grade in the following manner:

**Two Exams:**
- Midterm Exam I = 30%
- Final Exam = 30%

**E-Project submitted in 2 Parts or Projects:**
- Project 1 = 15%
- Project 2 = 15%

**Internet-Based Quizzes**
- = 10%

**Total**
- = 100%

Grades will be assigned using the A, B, C, D, F system using the following standards:

- A = 90% or better
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59% or lower

12. Textbooks and Readings:


c. Websites containing additional readings are located within the Blackboard site within the blue button named “Web Sites” within your USF Portal Blackboard EDF 4430 site.

13. Exams:
Students will take the exams on campus in a proctored setting on the days specified in the Weekly Schedule.

**Please note:** 1) Exams must be taken on the scheduled dates, 2) Requests for Make-up exams must be accompanied by a letter and documentation explaining the extenuating circumstances that prevented the student from taking the exam at the date specified in the Weekly Schedule, 3) **Textbooks or notes WILL NOT be allowed** during the examinations.

14. Web-Sessions
All online classes will be asynchronous and online through the Blackboard system through USF at https://my.usf.edu. This is **NOT** a self-paced class. All deadlines **must** be met for each web session and assignment, etc.
15. Web-Based Quizzes
Each web-session has a number of quizzes and students are required to complete them. Quizzes are not timed and can be saved and accessed at a later time; however, you can take them only one time. Quizzes are graded automatically by the Blackboard system.

Please note: You may take each Internet-based quiz only once, so it is a good idea to prepare before attempting the quiz. Please use personal integrity when completing these quizzes (no copying or other unethical behaviors).

If for any reason you receive an error while submitting your quiz, please contact the instructor immediately in order to have your quiz reset.

16. Submitting Projects Electronically
All Projects must be submitted on time by the date specified in the Weekly Schedule, through the “view/complete” link designated for these assignments. Do not send assignments as email attachments to the instructor. Assignments submitted to the instructor by email will be returned ungraded.

Please note: Students are responsible for assuring that the projects are submitted on time and in a conventional format that can be easily opened by the instructor and read using standard software (projects must be completed using MS Word). If you are using WordPerfect, you must save the document in Rich Text Format. Also, it is students’ responsibility to ensure that they are submitting the correct file: that is, students must ensure that they are not submitting “wrong,” “corrupt,” or blank files of the project. After the date posted in the weekly schedule, the link to submit the projects will be inaccessible and cannot be reposted for makeup or re-submission. Therefore, it is recommended that the students foresee technical difficulties submitting files and will not wait until the last minute to submit their projects.

To submit your projects to your instructor, follow these steps:

   To submit your assignment by attaching a file:
1. Click on the “View/Complete” Assignment link.
2. Go to the section labeled “Attach Local File.”
3. Press the Browse button and choose the file you saved.
4. Press “Open.”
5. Press “Submit.”

Please note: Students should keep copies of all submitted materials until final grades are posted. The course electronic files are discarded two weeks after final grades are posted.

17. e-Portfolio/Chalk and Wire:
The EDF 4430 Measurement for Teachers of the USF College of Education (COEDU) is a NCATE and FDOE approved program; as such, the two EDF 4430 Projects are identified as Critical Tasks; this means that students enrolled in this class are required to pass both projects in order to pass the class. Students failing to pass any of the two EDF 4430 projects with a minimum of a C grade will not pass the course, even if they have a passing average.

18. Late Assignments:
Students are expected to complete all project on time and as expected. Assume you will receive zero points if the project is not submitted on time. Consideration for late submissions will only be given if they are accompanied by a letter explaining the significant circumstances that led to the late submission, usually demonstrably unequivocally unavoidable situations such as hospitalization or immediate family tragedy. You should include documents to substantiate the unusual circumstances.

19. Quality of Work
All work is expected to be original, and completed by the registered student. Assignments should be written in clear, succinct, correct English with no inappropriate language. The instructor will evaluate your work, but will not edit it. Poorly written projects can be returned unread and treated as a late assignment.
Accommodations

a. **ADA Statement:**
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.

b. **USF Policy on Religious Observances:**
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.

Additional resource information is available through the College of Education Guide for Undergraduate Students (Pathfinder).

ESOL & Florida Accomplished Practices (FAP) Requirements

For ESOL-infused courses and other courses, assignments need to be collected by students to complete their portfolios. Certain assignments are marked (e.g., AP4 and 8, and/or ESOL22) or (*) and should be saved by the student once graded, as appropriate documentation for one or more of the Florida Accomplished Practices/ESOL Performance Standards. These designations for this measurement course are marked within the weekly class assignments as well as within the Project 1 and 2 Assignments located within your Blackboard site.

Students whose departments are participating in the Chalk and Wire initiative for assessment are responsible for knowing their department's requirements and submitting their own assignments from this course. You do not need to submit the assignment for assessment; your scores will be imported into the system at the end of the semester. The scores submitted to Chalk and Wire are based on the four units of the course; Units 1 and 2 (Project 1), and Units 3 and 4 (Project 2).

Please note: Your measurement faculty member is NOT responsible for maintaining any copies of your assignments for your ESOL or Florida Accomplished Practices professional documentation. It is your responsibility to retain all electronic and paper copies of your assignments in a safe place so that you have them when they are requested at a later date by your department.

Academic Dishonesty

USF Policy: Punishment for Academic Dishonesty will depend on the seriousness of the offense and may include receipt of an “F” with a numerical value of zero on the item submitted, and the “F” shall be used to determine the final course grade. It is the option of the instructor to assign the student a grade of F or FF (the latter indicating dishonesty) in the course. More information can be found in the on-line Undergraduate Catalog: [http://www.ugs.usf.edu/catalogs/0304/adadap.htm](http://www.ugs.usf.edu/catalogs/0304/adadap.htm).

Plagiarism is defined as “literary theft” and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large must be attributed to its author by means of the appropriate citation procedure. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one’s own, segments or the total of another person’s work.
The University of South Florida 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 safeassignment.com. Assignments are compared automatically with a huge database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized. For more information, go to www.safeassignment.com

Your Projects MUST be submitted electronically. Please DO NOT send projects as email attachments. Project submitted as email attachments will be returned ungraded and considered as late assignments. Your instructor may ask you for a hard copy at any time during the semester.

In this course the instructors submit the e-Projects to Safe Assignment to create a database of Projects and for analytical comparison with prior projects as well as with current term projects. Students who have copied their materials from other students in previous terms, from current classmates, or from the text or website materials:

1. will automatically receive a grade of FF in the course,
2. will have their work sent to their Department Chair for further consideration,
3. will be required to repeat the course at their expense.

### Expectations for Online Courses

1. The emphasis in the online courses is on the written word and there is a premium on a student's ability to carefully read, monitor his or her own thoughts, follow directions, and reflect on both the content and the tasks that must be accomplished. The same holds true for student-initiated communication. Students need to take much greater care to be concise, thorough, logical, structured, clear, and free of jargon when composing for e-mails. While electronic communication tends to be more casual than the classroom environment, it is important to emphasize the value of maintaining a supportive learning environment for the class. **In your e-mails, 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. Students are encouraged to contact the instructor every time there is a question or concern, However, 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. In our distance education sections, the transmission of information is mainly through written material delivered to students by instructional web-sessions. As such, if a student enrolled in a distance section of the course wants the same level of success that he or she might have experienced in a face-to-face class, an important factor for success will be the student's level of independence as well as their cognitive style; namely, student's ability to carefully read and study the material provided, and reflect on both the content and the tasks that must be accomplished. If these characteristics are not among students' strengths, the course can be more challenging; however, a diligent student can overcome these problems and successfully complete the course.

3. The same goes for the technology. Availability of technology (e.g., computer, internet, and email access) and the computer skills that the distance sections require can impact students' success. Students need to anticipate technical difficulties and avoid submitting assignments at the last minute. Assignments deadlines will not be extended in the event that a personal technical problem is experienced (e.g., system down, internet unavailability). Personal Technical problems are not an acceptable excuse for failing to submit an assignment on time.

4. One major misconception by students new to Internet-based courses is that they think that the course is a self-paced, independent study course. To the contrary, there are specific timelines for various tasks such the projects assignment deadlines that must be met. Once those deadlines pass, the work may not be submitted.
Course Expectations and Participation

For some of you this course may be different than others you have previously taken in the College. The Florida Accomplished Practices and ESOL Standards related to classroom assessment, diversity and technology are interwoven throughout the course. There are expectations that, depending on your assessment and technology background, you will:

1. Spend an average of 8-12 hours each week learning and practicing the state mandated assessment skills for teachers.

2. Function as a professional, independent learner assuming responsibility for accessing and using all available instructional materials and rehearsal assessments on a timely schedule.

3. Become skilled in using technology mandated for teachers related to assessment (e.g., Internet-based instruction, electronic communication, and computer-based testing). There is also an expectation that you use computers for generating professional planning documents and tests as well as for communication (students, colleagues, parents).

5. Have the computers, printers, and programs available to access and readily use the internet-based instructional materials. If your personal equipment is outdated, you will assume the responsibility for finding (either on campus or at another location convenient to you) the resources you need to access course instruction and communicate, via e-mail, with the professor, staff, and other students in the class.

6. If you are studying in an on-campus section and there is a holiday on the day of your assigned class meeting, you are expected to study the material in the textbook and in the website independently that week. Note any questions you have and bring them to the following class session for clarification.

Study Approach

1. **Textbook:**
   Read the assigned chapters and complete the practice with feedback exercises at the end of the chapters.

2. **Web Session Reading Quizzes:**
   Blackboard contains a section with quizzes related to the textbook readings. The quizzes contain knowledge and comprehension level items only, and similar items will **NOT** be found on the course exams. The vocabulary, however, is required to understand the higher-order skills (application and above) tested on the posttests.

3. **Web Session Recaps:**
   Enter the Recaps section of the website for a summary of the concepts and skills covered in the chapters and website Sessions sections. You should note that these **summary tables** make a nice overview for exam study.

These study approach steps should be followed for each chapter covered in the course.

*Please do not miss an item on one of these quizzes and use them as your first study strategy.* If you miss an item, examine yourself why you might have missed the item, restudy appropriate sections in the text and website, and try to resolve your misunderstanding. This results in deeper learning and understanding. Being “told” one more time has never been an effective learning strategy.
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.

This course is governed by policies explained in the syllabus. The instructor reserves the right to alter the course during the term by an announcement to the class.
# EDF 4430 Measurement for Teachers

**Weekly Schedule and Activities**  
**Fall Term 2014**

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings and Assignments (Completed prior to the date of each class session)</th>
<th>Learning Activities in the Reading and Assignments (What you should learn after completing the assignments)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
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</tbody>
</table>
  ▪ Text: Chapter 1  
  ▪ Web-session 1  
  Orientation | ▪ Orientation: Course Overview, Syllabus, Expectations for dispositions, values, and ethics |
| **Week 2** |  
  ▪ Text: Chapter 2  
  including Practice and Feedback sections  
  ▪ Web Session 2  
  Recaps and Examples  
  ▪ Reading Quizzes | ▪ Locate Sunshine State Standards (SSS) for a course  
  ▪ Formulate and sequence instructional goals based on SSS  
  ▪ Describe the achievement characteristics of class groups including those for exceptional students  
  ▪ Reflect on personal ethics and values related to selecting instructional goals and describing class groups  
  *Based on what you learn this week you should now be able to compete: ESOL and FAP requirement by College:  
  ESOL and FAP requirement by College  
  Project 1 (Unit 1)  
  ▪ Table 1 (Describe your class)  
  ▪ Text: Chapter 3  
  including Practice and Feedback sections  
  ▪ Web Session 3  
  Recaps and Examples  
  ▪ Reading Quizzes | ▪ Analyze instructional goals using flow charts, tree diagrams, & matrix diagrams  
  ▪ Reflect on personal ethics and values related to creating instructional goal frameworks  
  **Distance students:** Distance Students: If you have not already done so, please sign-up for your scheduled exam times (days & times) for the entire semester ASAP. |
<table>
<thead>
<tr>
<th>Week 3</th>
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<tbody>
<tr>
<td><strong>Text:</strong> Chapter 4 including Practice and Feedback sections</td>
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<tr>
<td><strong>Web Session 4</strong> Recaps and Examples</td>
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<tr>
<td><strong>Reading Quizzes</strong></td>
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</tr>
<tr>
<td><strong>Define the terms test, instrument, measurement, evaluation, validity and reliability</strong></td>
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<tr>
<td><strong>Develop a table of test specifications for a test's purpose (readiness test, pretest, practice test, posttest) by selecting appropriate enabling skills for each test type</strong></td>
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<tr>
<td><strong>Develop test item specifications (sometimes called behavioral objectives, performance objectives, and instructional objectives)</strong></td>
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<tr>
<td><strong>Evaluate test items using curriculum-centered, learner-centered, school-centered, and professional-centered criteria</strong></td>
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<tr>
<td><strong>Reflect on personal ethics and values related to designing classroom tests and items</strong></td>
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</tbody>
</table>

*ESOL and FAP requirement by College Project 1 Assignment (Unit 1)*
- Table 2 (Table of Test Item Specifications)

<table>
<thead>
<tr>
<th>Week 4</th>
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<tbody>
<tr>
<td><strong>Text:</strong> Chapter 5 including Practice and Feedback sections</td>
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<tr>
<td><strong>Web Session 5</strong> Recaps and Examples</td>
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<tr>
<td><strong>Reading Quizzes</strong></td>
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<tr>
<td><strong>Write objective test items including completion, short answer, alternative response, matching, keyed, and multiple-choice</strong></td>
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<tr>
<td><strong>Sequence and number items on a test</strong></td>
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<tr>
<td><strong>Write directions for answering the items on a test</strong></td>
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<tr>
<td><strong>Reflect on personal ethics and values related to creating and using objective tests</strong></td>
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</tbody>
</table>

*ESOL and FAP requirement by College Project 1 Assignment: (Unit 2)*
- Table 3 (Objective Test)

**Reminder for Distance Students:** If you have not already done so, please sign-up for your scheduled exam times (days & times) for the entire semester ASAP.

<table>
<thead>
<tr>
<th>Week 5</th>
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<tbody>
<tr>
<td><strong>Text:</strong> Chapter 6 Including practice and feedback</td>
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<tr>
<td><strong>Web Session 6</strong> Recaps and Examples</td>
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<td></td>
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<tr>
<td><strong>Reading Quizzes</strong></td>
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<tr>
<td><strong>Write essay exams and instructions for product tests</strong></td>
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<tr>
<td><strong>Contrast holistic and analytical scoring methods</strong></td>
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<tr>
<td><strong>Develop analytical scoring procedures including checklists and rating scales</strong></td>
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</tr>
<tr>
<td><strong>Reflect on personal ethics and values related to creating and using product and essay tests</strong></td>
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</tbody>
</table>
### Week 5 Cont.

- **Text:** Chapter 7  
  Including practice and feedback
- **Web Session 7**  
  Recaps and Examples
- **Reading Quizzes**

- Write instructions for live performance tests
- Contrast holistic and analytical scoring methods
- Develop analytical scoring procedures including checklists and rating scales
- Reflect on personal ethics and values related to creating and using live performance tests

* ESOL and FAP requirement by College  
Project 1 Assignment: (Unit 2)  
- Tables 4 & 5 (Alternative Assessment & Rubric)  
- Table 6 (Summary of test format, administration & grading considerations)

### Date Week of:

<table>
<thead>
<tr>
<th>Readings and Assignments (Completed prior to the date of each class session)</th>
<th>Learning Activities</th>
</tr>
</thead>
</table>
| **Week 6**  
**DUE:** Project 1  
- **Text:** Chapter 8  
  Including practice and feedback  
- **Web Session 8**  
  Recaps and Examples  
- **Reading Quizzes**  
  | Design and develop rating scales, checklists, and questionnaires to evaluate students' attitudes and behavior  
  Reflect on personal ethics and values related to assessing student's dispositions and conduct |
| **Text:** Chapter 9  
  Including practice and feedback  
- **Web Session 9**  
  Recaps and Examples  
- **Reading Quizzes**  
  | Adapt tests for non-readers and exceptional students (ESOL, physical handicaps, learning/emotional disabilities, etc.)  
  Reflect on personal ethics and values related to adapting assessments for students’ needs  
  * ESOL and FAP requirement by College  
  Project 1 Assignment: (Unit 2)  
  - Table 7 (ESOL & ESE accommodations)  
  - Table 8 (Reflections) |
### Week 6 Cont.

**Project 1 Electronic Submission Due**

Distance Students: Please submit your Project 1 thru the “Project Submission” link available for this purpose in Canvas. See the course syllabus for specific instructions on how to submit the project electronically (your instructor can require a hard copy of your project at any time).

PLEASE NOTE: The submission deadline MUST be met; after the deadline, the link will become unavailable and will not be re-opened.

### Week 7

**Midterm Exam: Objective Format:** Chapters 2 - 9

Distance Students: Proctored exams on campus.
If you miss an exam, please have a letter from your physician that verifies a legitimate reason for your absence.

<table>
<thead>
<tr>
<th>Date Week of:</th>
<th>Readings and Assignments (Completed prior to the date of each class session)</th>
<th>Learning Activities</th>
</tr>
</thead>
</table>
| Week 8       | ▪ **Text:** Chapter 10  
Including practice and feedback  
▪ **Web Session 10**  
Recaps and Examples  
▪ **Reading Quizzes**  | Evaluate group performance using score distributions and measures of central tendency, including the mean, median, and mode  
▪ Calculate and interpret measures of group variability including the range and standard deviation  
▪ Set expectations for a group’s achievement and evaluate performance using measures of central tendency and variability  
▪ Reflect on personal ethics and values related to evaluating the quality of your classes’ progress  
* ESOL and FAP requirement by College  
Project 2 Assignment: (Unit 3)  
▪ Items 2 and 3 (Evaluating Group Performance) |
<table>
<thead>
<tr>
<th>Week 9</th>
<th></th>
<th>Week 10</th>
<th></th>
<th>Week 11</th>
</tr>
</thead>
</table>
| **Text:** Chapter 11  
Including practice and feedback | **Web Session 11**  
Recaps and Examples | **Reading Quizzes** | **Text:** Chapter 12  
Including practice and feedback | **Web Session 12**  
Recaps and Examples | **Reading Quizzes** | **Text:** Chapter 13  
Including practice and feedback | **Web Session 13**  
Recaps and Examples | **Reading Quizzes** |
| Evaluate objective test items  
Calculate and interpret indices of item difficulty (p) and discrimination (d)  
Evaluate item discrimination using the point biserial correlation index (rpbi)  
Perform a distractor analysis  
Interpret indices of overall test reliability (K-R20)  
Reflect on personal ethics and values related to examining the quality of your assessment | * ESOL and FAP requirement by College Project 2 Assignment: (Unit 3)  
Table 1 and Item 1 (just the p-values and d-values)  
Table 2 and Items 6-10 (Distractor Analysis) | * ESOL and FAP requirement by College Project 2 Assignment: (Unit 3)  
Table 1 and Item 1 (Mastery Analysis)  
Item 4 (Communicate summary of Table 1 analysis)  
Table 3 and Item 12 (Norm-referenced analysis of Table 1 results) | Describe and evaluate each student's performance using norm-referenced analysis  
Describe and evaluate each student's performance using criterion-referenced analysis  
Evaluate instruction based on group mastery of objectives and goals  
Reflect on personal ethics and values related to norm-references assessment in your classroom | * ESOL and FAP requirement by College Project 2 Assignment: (Unit 3)  
Table 1 and Item 1 (Mastery Analysis)  
Item 4 (Communicate summary of Table 1 analysis)  
Table 3 and Item 12 (Norm-referenced analysis of Table 1 results) | Develop and use portfolios to communicate students’ learning progress  
Reflect on personal ethics and values related to using portfolios to communicate grades | * ESOL and FAP requirement by College Project 2 Assignment: (Unit 4)  
Items 13-15 (Portfolio analysis based on Table 4 results) |
<table>
<thead>
<tr>
<th>Date Week of:</th>
<th>Readings and Assignments (Completed prior to the date of each class session)</th>
<th>Learning and e-Portfolio Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 12</td>
<td>▪ Text: Chapter 14 Including practice and feedback&lt;br&gt;▪ Web Session 14 Recaps and Examples&lt;br&gt;▪ Reading Quizzes</td>
<td>▪ Design grading system including daily record, achievement grades, and conduct marks&lt;br&gt;▪ Determine weight/value of each posttest score in term composite score&lt;br&gt;▪ Calculate composite scores for term, semester, and year&lt;br&gt;▪ Locate or select standards and assign grades or marks&lt;br&gt;▪ Complete traditional and mastery report cards&lt;br&gt;▪ Reflect on ethics and values related to assigning grades to students&lt;br&gt;  * ESOL and FAP requirement by College Project 2 Assignment: (Unit 4)&lt;br&gt;    • Table 5 (Weighting Grades)</td>
</tr>
<tr>
<td>Week 13</td>
<td>▪ Text: Chapter 15 Including practice and feedback&lt;br&gt;▪ Web Session 15 Recaps and Examples&lt;br&gt;▪ Reading Quizzes</td>
<td>▪ Differentiate between aptitude and achievement tests and between norm-referenced and criterion-referenced tests&lt;br&gt;▪ Interpret the standard normal curve and its relationship to standardized test scores&lt;br&gt;▪ Calculate and interpret derived scores used to report student performance on standardized achievement tests, including those not based on the normal curve (anticipated achievement and grade equivalency scores)&lt;br&gt;▪ Interpret example standardized test report forms&lt;br&gt;▪ Reflect on personal ethics and values related to standardized tests&lt;br&gt;  * ESOL and FAP requirement by College Project 2 Assignment: (Unit 4)&lt;br&gt;    • Items 17-18 (Interpreting and Communicating Standardized Test Results)&lt;br&gt;    • Item 19 (Project Reflections)</td>
</tr>
</tbody>
</table>
| Week 14 And Week 15 | **Project 2 Electronic Submission Due**  
**Distance Students:** Please submit your Project 2 thru the “Project Submission” assignment link available for this purpose in Canvas. See the course syllabus for specific instructions on how to submit the projects electronically.  
**PLEASE NOTE:** The submission deadline MUST be meet; after the deadline, the link will become unavailable. |
|---------------------|--------------------------------------------------|
| Final Exam          | **Final Exam: Objective Format:** Chapters 10 - 15  
**Distance Students:** Proctored exams on campus. If you miss an exam, please have a letter from your physician that verifies a legitimate reason for your absence. |
| Happy Thanksgiving :)|