STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System
The Ultimate Advantage is an Educated Mind

EDUC402: Measurement and Evaluation
3 Credit Hours
8 Weeks

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Instructor Information

Instructor: APUS Faculty

Course Description

This course is a study of the theory, concepts and practices of learning measurement and evaluation in instructional settings. Course topics include reliability theory, test and evaluation development, validation and assessment.

Course Scope

The student will develop the ability to use theory, concepts and practices to think critically and act intelligently when applying the theory, concepts and practices of learning measurement.
Course Objectives

Upon completion of this course, the student will have demonstrated an ability to apply knowledge of the following:

LO1-Select assessment methods that are appropriate for instructional decisions and individual student needs.

LO2-Develop assessments that are valid, reliable, and appropriate for instructional decisions.

LO3-Administer, score, and interpret results of externally produced and teacher-produced assessments.

LO4-Select and use testing accommodations that are appropriate for the individual needs of students with disabilities.

LO5-Use assessment results in making decisions about individual students, planning instruction, developing curriculum, and school improvement.

LO6-Develop valid student grading procedures that use a variety of assessment information.

LO7-Effectively and accurately communicate assessment results to students, parents, and teachers.

LO8-Recognize unethical, illegal, and inappropriate assessment methods and use of assessment results.

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work completely online. Online assignments include classroom dialogues accomplished through a threaded forum, Learning Activities, and a Final Project.

Course Materials

### Forums
Forum assignments for this course are designed to promote interactivity among students and enhance the online learning process. The forums provide maximum flexibility because you do not have to be online at the same time as another person and you can read what other students have written. The effectiveness of this learning experience is directly related to timely answers and responses from all students. You will receive a total grade based on the scores from the requirements.

**A. Your initial posts in the forums**

1) Your initial post should be at least one paragraph with a topic sentence that restates the question and supporting sentences using the terms, concepts, and theories from Smith and/or Merriam.
2) Each initial post should be a minimum of 250 words.
3) Your initial post is due by Wednesday at 11:55 pm of the week specified. Late initial posts incur a penalty based on the forum rubric.

**B. Your responses to other students’ posts in the forums**

1) You must respond to at least 2 other students. Responses should be at least 100 words. You may disagree, support or supplement other students’ answers using the terms, concepts and theories from Smith and/or Merriam.
2) All responses should be a courteous paragraph that contains a topic sentence with good supporting sentences.
3) The goal is to create conversation moving dialogue.
4) Important Response Guidance: You may respond multiple times with a continuous discussion with points and counter points. The key requirement is to express your idea and then support your position using the terms, concepts and theories from the required readings to demonstrate that you understand the material.
5) Your responses are due by Sunday at 11:55 pm.

### Learning Activities
The class includes various Learning Activities. These can be accessed via the Assignments link in Sakai. Each Learning Activity includes a rubric for grading purposes. You may access the rubrics under Resources.

### Final Project

**Option A (Pick this option if you are currently teaching)**
Part 1:
Prepare a narrative about the grade level or subject you teach. What types of assignments and assessments do you currently use? How are your students assessed for accountability? How are they professionally prepared; for example, TerraNova, readiness tests, etc. What teacher developed tests or other means do you use? This narrative should be very informal, first person writing is fine. The descriptions will let me have some idea about the areas you teach in and at what grade/age level.

Part 2:
Pick a unit you are currently teaching, if applicable. Identify the skills, knowledge, and outcomes you want students to know/have at the end of this unit. How have you made these instructional decisions? Attach the assessment you are currently using to decide whether or not students are achieving your educational goals. Using Bloom’s taxonomy, evaluate the level of questioning you have used in your assessment. In a narrative, describe whether or not the student receives a certain “grade” on this material? What are the grade or achievement levels you use? In your opinion, what other skills are necessary to be successful on this assessment? (for instance: ability to read at a certain level, prior knowledge, time factors, etc.).

Part 3:
Based on your evaluation of this unit and what we cover in class, revise your unit to include new and improved assessment items or teaching strategies. Redesign an assessment instrument for this unit and designate how each item in the assessment relates to your goals and outcomes and identify how the item falls into either Bloom or a domain of learning. Use different types of measures in your assessment. Also, include an assessment that uses more than one strategy (see multiple intelligence).

Part 4:
Using the goals and outcomes you have chosen for your unit, develop a rubric to guide students in their preparation for assessment or as a guide for them to gauge how they should structure an assignment. Your rubric should give guidelines and a framework to students as they prepare the assignment and to you as you grade the assignment.

Option B (Pick this option if you are not currently teaching)

Create a final test based on our textbook. The final test construction should include a 20 question test of 5 multiple-choice, 5 true-false, 5 fill-in-the-blank, and 5 short essay answers. Include a 1-2 page reflective narrative at the end of the test. Write about what you have learned and how you have grown from taking this course.

All questions should include the correct answers and justification for correctness (based on our textbook).

Each question should be evaluated for level of difficulty (5 being most difficult; 1 least difficult).
Please see the student handbook to reference the University’s grading scale.

**Course Outline**

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<th>Course Objectives</th>
<th>Reading(s)</th>
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<td>Course Introductions &amp; Getting Acquainted</td>
<td>LO1-Select assessment methods that are appropriate for instructional decisions and individual student needs.</td>
<td>Chs. 1,2, 3</td>
<td>Syllabus Review</td>
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<td></td>
<td>Measurement and Assessment in Teaching, Instructional Goals and Objectives</td>
<td>Chs. 4, 5</td>
<td></td>
<td>Forum 1</td>
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<td>2</td>
<td>Validity Reliability</td>
<td>LO2-Develop assessments that are valid, reliable, and appropriate for instructional decisions.</td>
<td>Ch. 4</td>
<td>Learning Activity A-Students create a 10 item test covering Chs. 1-5</td>
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<td>Ch. 5</td>
<td>Forum 2</td>
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<td>3</td>
<td>Planning Classroom Tests and Assessment</td>
<td>LO2-Develop assessments that are valid, reliable, and appropriate for instructional decisions.</td>
<td>Chs. 6,7</td>
<td>Learning Activity B</td>
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<td></td>
<td>Constructing Objective Test Items: Simple Forms</td>
<td>LO6-Develop valid student grading procedures that use a variety of assessment information.</td>
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<td>Forum 3</td>
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<td>4</td>
<td>Constructing</td>
<td>LO1-Select</td>
<td>Chs. 8,9</td>
<td>Forum 4</td>
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<tr>
<td>Subject</td>
<td>Description</td>
<td>Learning Objectives</td>
<td>Chs.</td>
<td>Notes</td>
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<td>Objective Test</td>
<td>Items: Multiple Choice Forms</td>
<td>Measuring Complex Achievement: The Interpretive Exercise</td>
<td>LO2-Develop assessments that are valid, reliable, and appropriate for instructional decisions.</td>
<td>Chs. 10, 11</td>
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<td></td>
<td></td>
<td>Measuring Complex Achievement: Essay Questions</td>
<td>LO3-Administer, score, and interpret results of externally produced and teacher-produced assessments.</td>
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<tr>
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<td></td>
<td>Measuring Complex Achievement: Performance-Based Assessment</td>
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<tr>
<td>5</td>
<td>Portfolios</td>
<td>Assessment of Procedures: Observational Techniques, Peer Appraisal, and Self-Report</td>
<td>LO3-Administer, score, and interpret results of externally produced and teacher-produced assessments.</td>
<td>Chs. 12, 13</td>
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<td>6</td>
<td>Assembling, Administering, and Appraising Tests</td>
<td>Grading and Reporting</td>
<td>LO1-Select assessment methods that are appropriate for instructional decisions and individual student needs.</td>
<td>Chs. 14, 15</td>
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<td>7</td>
<td>Interpreting Test Scores and Norms Elementary Statistics</td>
<td>Administer, score, and interpret results of externally produced and teacher-produced assessments.</td>
<td>LO1-Select assessment methods that are appropriate for instructional decisions and individual student needs. LO2-Develop assessments that are valid, reliable, and appropriate for instructional decisions. LO3-Administer, score, and interpret results of externally produced and teacher-produced assessments.</td>
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<td>Chs. 16, 17, 18</td>
<td>Final Project Due</td>
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<tr>
<td>LO4</td>
<td>Select and use testing accommodations that are appropriate for the individual needs of students with disabilities.</td>
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<td>LO5</td>
<td>Use assessment results in making decisions about individual students, planning instruction, developing curriculum, and school improvement.</td>
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<td>LO6</td>
<td>Develop valid student grading procedures that use a variety of assessment information.</td>
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<tr>
<td>LO7</td>
<td>Effectively and accurately communicate assessment results to students, parents, and teachers.</td>
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<td>LO8</td>
<td>Recognize unethical, illegal, and inappropriate assessment...</td>
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Polices

Please see the Student Handbook to reference all University policies. Quick links to frequently asked question about policies are listed below.

- Drop/Withdrawal Policy
- Plagiarism Policy
- Extension Process and Policy
- Disability Accommodations

Citation and Reference Style

Attention Please: Students will follow the American Psychological Association (APA) manual (6th edition) as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA manual (6th ed). See http://www.apastyle.org/ and http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx

Websites: Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.

Documents/Files: When uploading assignments, make sure they are in doc, docx, or RTF format. Make sure to properly format papers (or PowerPoint) with a cover sheet. Use black 12 Times New Roman, Arial, or other appropriate font. Adhere to the essentials of Standard American English grammar, word choice, spelling, and punctuation and APA 6th edition.

Plagiarism
Plagiarism is a serious violation of APUS’s code of academic conduct. The Student handbook explains specific policies and penalties. Here is the link to the policy:


Additionally, the School of Education offers further clarification. Specifically, all students in this course are to follow these guidelines:

• Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.

• Do not insert parts of class lectures, online modules, or tutorials, including examples, into your own work, without permission or citation. These are published by the instructors, who properly cite the sources of any externally published sources.

• Do not insert parts of previous students’ work or current students’ work into your own work, without permission and/or citation.

You are expected to use your own words to demonstrate your understanding of the content of this course. While it is appropriate to reference experts and outside resources, students should do so judiciously to avoid simply summarizing and paraphrasing what all other sources have stated about a given topic. Remember to always cite any work that is not your own intellectual property. Failure to do so may result in failing an assignment and/or course; and ultimately may result in being removed from the program due to a violation of professional dispositions.

Late Assignments
Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette
Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity
and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.

- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), : ), 😊

**Disclaimer Statement**
Course content may vary from the outline to meet the needs of this particular group.

**Online Library**
The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.

- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.

- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.

- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.
The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu.

Turnitin.com

Faculty may require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. In some cases professors may require students to use Turnitin.com. Typically the course professor will establish a Turnitin.com access code for his/her classes. If the code has not been established, those who wish to use Turnitin.com may ask their professor to establish the code.