Measurement & Assessment

EDLD 460/560 – 2 Credits
University of Oregon – College of Education – Educational Methodology, Policy and Leadership

Fall 2015 Term Syllabus

Meeting Days/Time: Tuesdays, 4-5:50pm
Location: ONLINE

INSTRUCTOR

Keith Zvoch, Ph.D.
Associate Professor
Department of Educational Methodology, Policy and Leadership (EMPL)

Phone: (541) 346-1401
E-mail: kzvoch@uoregon.edu
Address: EMPL Address: 102-C Lokey Bldg
5267 University of Oregon
Eugene, OR 97403-5267
Office Hours: Tuesday 5:00-6:00 (Location: Lokey Education 102-C)
and by appointment (virtual/online meetings are possible)

SUPERVISED COLLEGE TEACHING ASSISTANT

HyeonJin Yoon
Ph.D. Graduate Student
Department of Educational Methodology, Policy and Leadership

E-mail: hyoon@uoregon.edu
Office Hours: Friday 3:00-5:00 (Location to be determined)
and by appointment (virtual/online meetings are possible)

Google Hangout ID: thecla922@gmail.com

NOTE: Email instructor or assistant if you want to schedule an appointment

DESCRIPTION OF SUBJECTS AND TOPICS EXPLORED

This two-credit course covers foundational knowledge in measurement and assessment. The course serves as an introduction designed to cover fundamental topics in measurement and assessment, including definitions of key terms and evaluation of technical adequacy of measures. Students will gain familiarity with foundational concepts and topics in measurement and assessment, including reliability, validity, fairness, and special populations. The content is suited for Undergraduates looking to pursue an advanced degree in Education, Master’s and D.Ed. students, and for Ph.D. students with no background in measurement and assessment.

POSITION IN CURRICULUM

The course is a pre-requisite for EMPL Ph.D. students looking to take Measurement & Assessment II. It is also required for first year EMPL D.Ed. students, reading endorsement students in EMPL and EDST, and for EMPL Master’s students.
completing one of the Master’s specializations. It is also appropriate for Master’s students in other College of Education programs and for undergraduates interested in pursuing an advanced degree in Education.

OBJECTIVES
In this course you will:
- Become knowledgeable about key terminology and concepts in the field of educational measurement.
- Discuss how the concepts of reliability and validity are addressed in the context of educational assessments.
- Develop skill in evaluating the technical adequacy of assessments for a variety of uses.
- Learn how the purpose of different assessment practices determines both the level of technical adequacy required and the interpretation of results.
- Discuss issues of bias and fairness in assessments, in particular as they relate to strategies and techniques for addressing linguistic and cultural bias.
- Develop a basic understanding of classical test theory.

TEXTBOOKS & READING MATERIALS

<table>
<thead>
<tr>
<th>TITLE</th>
<th>AUTHOR</th>
<th>PUBLISHER &amp; PUB. DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL STUDENTS (link provided in week 5 in Oba): Classical Test Theory.</td>
<td>Osterlind, S.</td>
<td>2009</td>
</tr>
</tbody>
</table>

FORMAT
This course is delivered online or asynchronous (i.e., online and independent), but also utilizes one in-person synchronous (i.e., live) meeting. Students will assemble on-line via web-conferencing for a synchronous meeting in Week 1. This meeting will establish the course structure, expectations, and protocols. Online content will be completed based on a weekly schedule and will involve students watching presentations, completing activities, and posting weekly on the course discussion board.

COURSE WEBSITES
We will use ObaVerse (Oba; https://www.obaverse.net/welcome/) as the main course website. You will go here for announcements, assignments, datasets, grades, etc. You MUST get an ObaVerse account and enroll in this course on that site (COURSE KEY: Ma2015fall). You can find a video on getting an Oba account here: http://www.youtube.com/watch?v=wHGopK2yDIU.
STUDENT ENGAGEMENT INVENTORY

- **Undergraduate**: 1 credit hour = 30 hours of student engagement
- **Graduate**: 1 credit hour = 40 hours of student engagement

<table>
<thead>
<tr>
<th>Educational activity</th>
<th>Hrs student engaged (undergraduate/graduate)</th>
<th>Explanatory comments (if any):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course attendance</td>
<td>2 / 2</td>
<td>Synchronous/asynchronous meetings (online and in-person)</td>
</tr>
<tr>
<td>Assigned readings/studying for exams</td>
<td>39 / 59</td>
<td>Reading assignments, weekly quizzes, and papers</td>
</tr>
<tr>
<td>Online interaction</td>
<td>19 / 19</td>
<td>Online content</td>
</tr>
<tr>
<td>Total hours:</td>
<td>60 / 80</td>
<td></td>
</tr>
</tbody>
</table>

STUDENT WORKLOAD EXPECTATIONS

- **In-class**: The live, synchronous meeting will comprise about 2 hours and asynchronous online content, which includes independent activities, will comprise about 19 hours. Together, these amount to 2 hours per week; however, the course schedule clarifies the exact expectations by week.
- **Outside of class**: Reading and the course activities will consume approximately 4 hours per week for undergraduates and 6 hours per week for graduate students.

MULTIPLE-CHOICE QUIZZES

All students will be required to complete weekly multiple-choice quizzes. Scores from the 8 best quizzes will be used in calculating the quiz grade. **Quizzes are due by the day of class (Tuesday) at class time (5pm Pacific) in the week following their release.** So, for example, the quiz for Week 2 is due in Week 3, on Tuesday, 10/13 by 5pm. **Missed quizzes will receive a zero** (and be left out of quiz grade calculations unless more than 2 quizzes are missed in which case they will count toward the quiz grade.) The **average of your eight top quiz scores constitutes 30% of your final grade.**

OPEN-RESPONSE QUIZZES

All students will also be required to complete 1-3 open-item quiz questions each week, which are also **due on Tuesday at 5PM.** Scores from the 8 best quizzes will be used in calculating the quiz grade. **Missed quizzes will receive a zero** (and be left out of quiz grade calculations unless more than 2 quizzes are missed in which case they will count toward the quiz grade.) The **average of your eight top quiz scores constitutes 40% of your final grade.**

OTHER FORMS OF ASSESSMENT

**Participation/Discussion board**

Student participation and engagement will be assessed through completion of online lessons, including weekly participation on Forums. Students MUST post content-rich posts of their own as well as any responses to peers' posts. These posts must make a unique contribution to the discussion and demonstrate evidence of engagement. Each student is expected to be a good citizen. A good citizen participates in online class activities, is respectful toward others, and otherwise helps promote a positive learning environment. Participation points will be lost for disruptive, disrespectful, or intolerant language/behavior, for a lack of contribution to online discussions (i.e., discussion
board posts), and for the failure to follow any other behavioral expectation (see below) or course policy. Disruptive, disrespectful, or intolerant language/behavior may also trigger more severe punitive consequences, including administrative referral and disenrollment from the class. **Participation constitutes 30% of your grade.**

**GRADING POLICY**

Your final grade for this course will be determined based on attendance/participation in discussion synchronous meetings and online discussion boards, weekly multiple-choice quizzes, and weekly open-ended response quizzes. These are detailed below:

- Discussion Board Participation (weekly) = 30%
- Multiple-Choice Weekly Quizzes (8 best scores) = 30%
- Open-Ended Response Weekly Quizzes (8 best scores) = 40%

Your final grade will be based on the total number of points accrued during the term. There will not be a curve. Final letter grades for the course will be calculated as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100%</td>
</tr>
<tr>
<td>A</td>
<td>93-96.9%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9%</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9%</td>
</tr>
<tr>
<td>C</td>
<td>73-76.9%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.9%</td>
</tr>
<tr>
<td>D</td>
<td>63-66.9%</td>
</tr>
<tr>
<td>D-</td>
<td>60-62.9%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 59.9%</td>
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*Please note that if this class is taken P/NP, 70% or higher is required to pass the class is required for undergraduate students, and 80% or higher is required to pass the class for graduate students.*

The policy for grade challenges is as follows.

1) Grade challenges are not entertained until at least 24 hours have passed to allow time for a more dispassionate consideration of instructor feedback and associated score(s)
2) Grade challenges must be made in writing and based on argument of substantive or mathematical error, supported by evidence
3) Factors other than math or substance will not be taken into account (including a “need” to have a particular grade)
4) Grade challenges that trigger a review can result in the grade going either up or down

**Withdrawal:** The last day to withdraw from the class or change the grading option is **November 15.**

**Extra Credit:** In the interest of fairness and equity, there are **no** extra credit assignments or special arrangements available to make up for low performance on any graded course work. If you are struggling with the material, join a peer-based study group and/or make arrangements to see me right away.

**GRADUATE/UNDERGRADUATE DIFFERENTIATION**

Undergraduate and Graduate students’ work will differ in terms of the amount and substance of reading assignments and the length and content of the assignments. Graduate students’ readings will also be longer and more in-depth and technical.
SCHEDULE OF TOPICS AND ASSIGNMENTS

NOTE (FOR GRADUATE STUDENTS ONLY): Skip sections in the chapters that refer to SPSS or Excel or anywhere that states ‘make the computer do it.’
NOTE: (FOR UNDERGRADUATE STUDENTS ONLY): Special interest topics won’t be tested, but might be interesting for you to browse through.

Graduate = G
Undergraduate = U

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>ACTIVITY</th>
<th>TOPIC</th>
<th>READING</th>
</tr>
</thead>
</table>
| 1    | September 29 | Synchronous (5-6pm) | Course introduction and fundamental issues in measurement and assessment (~1 hour) | G: Thorndike & Thorndike-Christ (T & T-C), Chap 1  
U: Reynolds et al. (R), Chap 1 |
|      |       |          | Forum post due by 10/6 @ 5pm | |
| 2    | October 6 | Asynchronous | What do we measure in education? | G: T & T-C, Chap 12, 13  
U: R, Chap 12 and either Chap 13 or 14 (skim other) |
|      |       |          | Quiz Due: Tuesday 10/13, 5pm | |
|      |       |          | Forum post due by 10/13 @ 5pm | |
| 3    | October 13 | Asynchronous | Measurement and numbers | G: T & T-C, Chap 2  
U: R, Chap 2 |
|      |       |          | Quiz Due: Tuesday 10/20, 5pm | |
|      |       |          | Forum post due by 10/20 @ 5pm | |
| 4    | October 20 | Asynchronous | Giving meaning to scores | G: T & T-C, Chap 3  
U: R, Chap 3 |
|      |       |          | Quiz Due: Tuesday 10/27, 5pm | |
|      |       |          | Forum post due by 10/27 @ 5pm | |
| 5    | October 27 | Asynchronous | Classical test theory | G/U: Osterlind |
|      |       |          | Quiz Due: Tuesday 11/3, 5pm | |
|      |       |          | Forum post due by 11/3 @ 5pm | |
| 6    | November 3 | Asynchronous | Reliability | G: T & T-C, Chap 4  
U: R, Chap 4 |
|      |       |          | Quiz Due: Tuesday 11/10, 5pm | |
|      |       |          | Forum post due by 11/10 @ 5pm | |
| 7    | November 10 | Asynchronous | Validity | G: T & T-C, Chap 5  
U: R, Chap 5 |
<p>|      |       |          | Quiz Due: Tuesday 11/17, 5pm | |
|      |       |          | Forum post due by 11/17 @ 5pm | |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Type</th>
<th>Topic</th>
<th>Textbooks</th>
</tr>
</thead>
</table>
| 8    | November 17| Asynchronous | Practical issues          | G: Cizek; T & T-C, Chap 6  
|      |            |           |                              | U: R, Chap 17                                  |
|      |            |           | **Quiz Due:** Tuesday 11/24, 5pm |                                              |
|      |            |           | Forum post due by 11/24 @ 5pm |                                              |
| 9    | November 24| Asynchronous | Special populations     | G: T & T-C, Chap 8  
|      |            |           |                              | U: R, Chap 15 & 16                              |
|      |            |           | **Quiz Due:** Tuesday 12/1, 5pm | G: T & T-C, Chap 10  
|      |            |           |                              | U: R, Chap 10                                   |
|      |            |           | Forum post due by 12/1 @ 5pm |                                              |
| 10   | December 1 | Asynchronous | Educational decision-making| G: T & T-C, Chap 7  
|      |            |           |                              | U: R, Chap 1 (reread)                           |
|      |            |           | **Quiz Due:** Tuesday 12/8, 5pm |                                              |
|      |            |           | Forum post due by 12/8 @ 5pm |                                              |
ATTENDANCE AND ABSENCE GUIDELINES

Attendance is required to succeed in this course and master the course material. If a student does miss class, it is the student’s responsibility to get class notes, and handouts or other distributed materials. Contact the instructor in case of illness or emergencies that preclude completing assignments as scheduled or attending class sessions. Messages can be left on the instructor's voice mail or e-mail at any time of the day or night, prior to class. If no prior arrangements have been made before class time, the absence will be unexcused.

Students must contact the instructor in case of illness or emergencies that preclude attending class sessions or taking quizzes as scheduled. Messages can be left on the instructor's voice mail or e-mail at any time prior to class. If no prior arrangements have been made before class time, the absence will be unexcused.

If you are unable to take a quiz or exam due to a personal and/or family emergency, you should contact your instructor or discussion leader as soon as possible. On a case-by-case basis, the instructor will determine whether the emergency qualifies as an excused absence.

EXPECTED CLASSROOM BEHAVIOR

Classroom expectations include:

- Participate actively in class activities.
- Respect the diversity of cultures, opinions, viewpoints in the classroom.
- Listen to fellow students, professors, and lecturers with respect.
- Arrive on time, prepared for class.
- Attend for the duration of class.
- Return from breaks in a timely manner.
- Do not read other materials, books, or newspapers.
- Do not use laptops for email, surfing, or other activities unrelated to class.
- Turn off cell phones and other electronic devices.
- Racist, homophobic, sexist, and other disrespectful comments will not be tolerated.

Eating during class is allowed, but please try to keep noise and mess to a minimum. Food waste should be disposed of outside the classroom.

If you open a window or door, it is your responsibility to close it when class is over.

DIVERSITY

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- Respect the dignity and essential worth of all individuals.
- Promote a culture of respect throughout the University community.
- Respect the privacy, property, and freedom of others.
- Reject bigotry, discrimination, violence, or intimidation of any kind.
- Practice personal and academic integrity and expect it from others.
- Promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

DOCUMENTED DISABILITY

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic
Advising and Student Services. Disabilies may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see http://aec.uoregon.edu

MANDATORY REPORTING
UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse and prohibited discrimination. This statement is to advise you that that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:
https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message
http://around.uoregon.edu/mandatoryreporting

ACADEMIC MISCONDUCT POLICY
All students are subject to the regulations stipulated in the UO Student Conduct Code (http://conduct.uoregon.edu). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

CONFLICT RESOLUTION
Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, you can contact Angie Whalen, Assistant Dean for Academic Programs and Student Services, at 346-2898 or awhalen@uoregon.edu; Lauren Lindstrom, Associate Dean for Research and Academic, at 346-1399 or lindstrm@uoregon.edu; or Surendra Subramani, Diversity Coordinator, at 346-1472 or surendra@uoregon.edu.

• Outside the College, you can contact:
  • UO Bias Response Team: 346-1139 or http://bias.uoregon.edu/whatbrt.htm
  • Conflict Resolution Services 346-0617 or http://studentlife.uoregon.edu/SupportAndEducation/ConflictResolutionServices/tabid/134/Default.aspx
  • Affirmative action and Equal Opportunity: 346-3123 or http://aaeo.uoregon.edu/

GRIEVANCE POLICY
A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (https://education.uoregon.edu/academics/student-grievance) or enter search: student grievance.
IN CASE OF INCLEMENT WEATHER
In the event the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main home page (in the “News” section) at http://www.uoregon.edu. Additional information is available at http://hr.uoregon.edu/policy/weather.html.

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on the UO website or via email. During periods of inclement weather, please check the UO website, Oba, and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

COURSE INCOMPLETE POLICY
Students are expected to be familiar with university policy regarding grades of “incomplete” and the time line for completion. For details on the policy and procedures regarding incompletes, Please see: https://education.uoregon.edu/academics/incompletes-courses