

The University of Manitoba
Faculty of Education
Department of Educational Administration, Foundations & Psychology

EDUA 1502 (A40) Measurement and Evaluation
(CRN 23639)
Jan. 2010 to Mar. 2010

Not as bad as before !!

Time: Tuesdays and Thursdays 3:10pm to 5:00pm
Room: 360 Education
Office Hours: Tuesday 1:00pm to 3:00pm or by appointment
Instructor: Robert Renaud
215 Education, 474 6786
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<http://home.cc.umanitoba.ca/~renaudr/> (*Most of the assignments will be posted here*)

Course Overview:

Theory and practical applications are stressed in the preparation, use, and interpretation of teacher-made tests; the use and interpretation of various types of standardized tests; and, the related statistical techniques. (May not hold with the former 043.301, 129.153).

Text:

Gronlund, N. E. & Cameron, I. J. (2004). Assessment of Student Achievement. (Canadian Edition). Toronto: Allyn & Bacon.

General Objectives:

The main intent of this course is to take a broad look at a range of ways in which a teacher may assess student learning that are applicable across most year-levels and subject areas. Toward this overall focus, there are the following general objectives:

1. To understand the role of measurement and evaluation in the teaching-learning process (e.g., to encourage learning, inform teaching).
2. To gain a better understanding of the rationale, strengths and limitations of various approaches to assessing student learning and development (e.g., tests, performances, essays, informal observations, portfolios).
3. To develop competencies in planning and constructing valid, reliable and practical student assessment instruments and processes (i.e., How can we know that a particular assessment is working as well as it should?).
4. To develop the ability to interpret and report information on student progress (e.g., final grades, standardized test scores).

Evaluation

The major course requirements (and weights) are as follows:

5. Assignments 70%

In each class, you will receive a short written assignment (about 1 page) that will be due at the start of the following class. Most assignments will be posted on my web page <http://home.cc.umanitoba.ca/~renaudr/>. From all of the assignments, I will drop the two with the lowest grade. For example, if we have gone through 12 assignments, then I will count the top 10, which will be weighted equally. Therefore, in this case, each assignment would be worth 7% (70%/10) of your final grade. Note that unless there is a serious reason (e.g., medical, compassionate), late assignments will not be accepted.

*** Please keep a copy (on disk or paper) of each assignment you submit in this course. In the event that I do not receive your assignment (e.g., the e-mail system has shut down), I will ask you to provide me with another copy. Failing to do so will result in getting 0 for that assignment.*

1. Writing and evaluation assignment 20% (see attached page)

2. Participation 10%

Overall, in an attempt to define “participation”, I am inclined to say that a student who participates in class is one who consistently contributes to the classroom learning environment in a positive way. While the more obvious ways to participate (e.g., asking questions, contributing to group activities) are always encouraged, participation also includes behaving in a professional manner by not engaging in behaviours that are either disruptive or disrespectful toward others such as the following:

- being late for class
- excessive talking while another student or the instructor is talking (i.e., having side conversations)
- drawing pictures or doing puzzles during class
- walking in and out of the room while class is in session
- reading newspapers or magazines in class
- doing outside work (e.g., from another course) during class

Therefore, to promote a respectful learning environment, and realizing that some people are naturally not as publicly vocal as others, I will give a full 10/10 to each person who participates in each class by at least demonstrating the level of professionalism that is expected of teachers (i.e., not doing any of the above negative behaviors).

Lesson Schedule

Date	Topics/Readings
Tuesday Jan. 5	Introduction: Why is this important?
Thursday Jan. 7	Reliability Chap. 4
Tuesday January 12	Reliability Chap. 4
Thursday January 14	Validity Chap. 4
Tuesday January 19	Validity Chap. 4
Thursday January 21	Deciding what to assess Chap. 5 & 6
Tuesday January 26	Selected-Response Tests Chap. 7 & 8
Thursday January 28	Constructed-Response Tests Chap. 9
Tuesday February 2	Performance Assessment Chap. 10
Thursday February 4	Portfolio Assessment Chap. 11
Tuesday February 9	Standardized Tests Chap. 3
Thursday February 11	Test Preparation Practices Chap. 3
Tuesday February 16	Attitude Assessment *tba (I will supply photocopies of readings in advance)
Thursday February 18	Improving Assessments Chap. 6
Tuesday February 23	Evaluating Teaching Chap. 12
Thursday February 25	Grading Students Chap. 12
Tuesday March 2	Principles of Fair Student Assessment Appendix
Thursday March 4	Course Summary in-class exercise

General Comments

Below are some general comments on how this course will run. If you require any modification to insure your full participation in this course, please talk to me as soon as possible.

University policies. The University of Manitoba requires that I draw your attention to a number of policies and regulations regarding attendance and debarment, cheating and plagiarism, incompletes, appeals of assigned grades and voluntary withdrawal. You will find these explained in the 2009-2010 Undergraduate Calendar (pages 25-28 and pages 245-247). Also, please see pages 19-20 for policies regarding the responsibilities of academic staff towards students.

Letter grades will be assigned according to the Faculty of Education grading conversion scheme:

Letter Grade	Grade Point	Level of Achievement	Percentage Range
A+	4.5	WOW!	95+
A	4.0	Excellent	90-94
B+	3.5	Very Good	85-89
B	3.0	Good	80-84
C+	2.5	Satisfactory	75-79
C	2.0	Adequate	70-74
D	1.0	Marginal	60-69
F	0	Failure	Below 60

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Writing & Evaluation Assignment

There are two main goals of this exercise:

1. To develop your ability to evaluate written work
2. To develop your ability to write a short paper

Write a 2-3 page (double-spaced) paper on the following topic:

Describe how a particular type of assessment in a subject (e.g., mid-term exam in math, performance exam in music) could help some students learn more about the subject matter, and how that same assessment could, for other students, actually hinder their learning in that subject.

Thinking of the characteristics or qualities that a "good" assessment ought to have, briefly outline what you consider, one important characteristic that a "good" assessment should have.

Finally, explain how one could determine the degree to which that characteristic is present in a particular assessment.

This assignment consists of several stages. The due date (to be handed in at the start of class) for each stage is listed below:

- | | |
|---------------------|--|
| 1. Tuesday Jan. 19 | Hand in five copies of your initial draft |
| 2. Thursday Jan. 21 | Distribute initial drafts to class for written feedback |
| 3. Tuesday Feb. 2 | Hand in others' initial drafts with feedback |
| 4. Thursday Feb. 4 | Return your initial drafts with feedback |
| 5. Tuesday Feb. 16 | Hand in five copies of both your revised final draft and your initial draft -
<i>the same people who evaluated your initial draft will grade your final draft - when grading another person's paper, having both versions will help you to better assess the final draft and its level of improvement</i> |
| 6. Thursday Feb. 18 | Distribute copies of final draft for grading |
| 7. Thursday Feb. 25 | Hand in graded final drafts |
- For this Writing and Evaluation Assignment to be as beneficial as possible, it is imperative, especially because we are on such a tight schedule, that you submit your work on time at each stage of this assignment. Late submissions are not only disrespectful toward others in the class who are either expecting to evaluate your paper or are relying on your feedback, but may also be difficult to distribute afterwards. Like the title of a popular James Brown song..."please, please, please"
 - Your grade in this assignment will be determined entirely from the mean grade of the five other students who were given your final draft to grade. Detailed feedback and grading is not only preferred, but mandatory. Ten percent will be deducted from your mean grade for each sheet coming back to someone with either no comments or just a few vague words (e.g., nice work, excellent). For example, if the mean grade of your final paper (from the grades of five other students) is 86% and you have submitted five evaluations without comments, then your final grade will be adjusted to 36%.