

University of Arkansas, College of Education and Health Professions
Department of Rehabilitation, Human Resources and Communication Disorders

- I. Program Affiliation: Vocational Education
- Courses Number and Title: VOED 4033: Assessment/Program Evaluation
- Catalog Description: An introduction to constructing, evaluating, and interpreting tests; descriptive and inferential statistics; state competency testing; and guidelines for state program evaluations.
- Prerequisite: Senior standing
- Professor: Dr. Michael Daugherty
107 Graduate Education Building
575-4758
mkd03@uark.edu
- II. Relationship to Knowledge Base: PEDAGOGICAL KNOWLEDGE AND SKILLS
This Basic Level course is primarily related to the Scholar-Practitioner model as a pedagogical knowledge and skills course. Preservice teachers learn how to assess students and programs.
- III. Goals:
This course is intended to familiarize students with classroom assessment and design, student competency testing, and guidelines for state program evaluations.
- IV. Competencies:
Upon completion of this course a student will be able to:
- A. Select/construct criterion referenced tests. (SP 1, 2)
 - B. Select/construct normative tests. (SP 1, 2)
 - C. Select/construct objectives and construct test items from the objectives. (SP 1, 2)
 - D. Construct a test with varying item difficulty and discrimination to generate a normal curve distribution. (SP 1, 2)
 - E. Construct essay, True/False, short answer, and multiple choice item types. (SP 1, 2)
 - F. Score items appropriate to normative or criterion referencing. (SP 1, 2)
 - G. Evaluate and interpret test results. (SP 1, 2)
 - H. Define and differentiate between the terms related to measurement and statistics. (SP 7)
 - I. Explain the purpose of and conduct state competency testing. (SP 1,2)
 - J. Explain the guidelines for state program evaluations. (SP 1,2)
 - K. Identify Arkansas Benchmark exams. (SP 1)
 - L. Demonstrate the ability to analyze educational data. (SP 1)

- M. Develop alternative evaluation forms such as rubrics. (SP 1)
- N. Assess textbooks and curricular materials for adoption including cultural diversity, gender equity, and disciplinary specialties. (SP 1, 3)

V. Content

Through discussions, class presentations, case studies, and readings, the students will explore the following conceptual ideas:

- A. Normative testing
 - 1. Application
 - 2. Evaluating
 - 3. Data interpretation
 - 4. Criticisms
- B. Criterion referenced testing
 - 1. Application
 - 2. Evaluating
 - 3. Data interpretation
 - 4. Criticisms
- C. Alternative evaluations
 - 1. Application
 - 2. Evaluating
 - 3. Criticisms
- D. Rubrics
 - 1. Creation
 - 2. Evaluation
- E. Test construction
 - 1. Validity
 - 2. Reliability
 - 3. Adapting for exceptionalities
- F. Descriptive and inferential statistics
 - 1. Definitions
 - 2. Appropriate method used to make decisions about educational processes
- G. State competency testing
 - 1. Purpose
 - 2. Data interpretation
- H. Arkansas Benchmark exams
 - 1. Purpose
 - 2. Data interpretation
- I. Guidelines for state program evaluations
 - 1. Importance of proper record keeping
 - 2. Analysis of textbooks and curricular materials for adoption including cultural diversity, gender equity, and specialties
 - 3. Curriculum frameworks
 - 4. State and national standards

VI. Assignments/Evaluation

Grades for each student will be based on the following:

1. Evaluation of an ongoing project in a public school setting
2. Personal position paper: research the web for pro and con articles about normative and criterion referenced tests; state your position
3. Construction of a valid assessment related to your subject area using the curriculum frameworks
4. Creation of a rubric for an evaluation of an alternative assessment

VII. Syllabus Change

The Instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.

VIII. Grading Scale

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = 59% or below

IX. Academic Honesty

The application of the University of Arkansas Academic Honesty Policy, as stated in the Student Handbook will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students; therefore, it is important that students are aware of the University of Arkansas Academic Honesty Policy. Academic dishonesty involves acts which may subvert or compromise the integrity of the educational process.

If any lesson plans appear to be the work of others, it will not be accepted. This includes plans copied from the Internet or from the work of other students as well as plans prepared with the excessive assistance of academic counselors or study lab assistants. You need to keep copies of all your reference materials to prove you did your own work.

X. Accommodations

Students with disabilities requesting reasonable accommodations must first register with the Center for Students with Disabilities. The CSD is located in the Arkansas Union, room 104 and on the web at:

<http://www.uark.edu/ua/csd/applications.htm>. The CSD provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and

effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CSD is approximately one to two weeks.

XI. Classroom Behavior

Appropriate classroom behavior is expected of the instructor and all students. Inappropriate and disruptive classroom behavior (inappropriate language and gestures, class disruptions, disrespect to other students or instructor, and other behavior as determined by the instructor) will not be tolerated and will result in possible removal from the class and /or disciplinary action as per the student handbook.

XII. Inclement Weather

Class will not meet if the University is closed for inclement weather. University closing announcements are also made on KUAF Radio, 91.3 as well as local radio and television stations. The University's inclement weather site is updated frequently on both UARKINFO and University Online at <http://pigtrail.uark.edu/info/weather.nclnk>.

XIII. Course Resources

American Psychological Association Publication Manual. (2001). (5th ed.). Washington, DC: American Psychological Association.

American Educational Research Association. (1999). *Standards for educational and psychological testing*. Washington, DC

Curriculum Frameworks from the Arkansas State Department of Education <http://www.work-ed.state.ar.us/CurriculumGuides/Indexforguides.htm>

McMillan, J. H. (2001). *Classroom assessment: Principles and practice for effective instruction* (2nd ed.). Boston: Allyn and Bacon.

Morrison, G.R., Ross, S.M. & Kemp, J.E. (2004). *Designing Effective Instruction*. Hoboken, NJ: Wiley/Jossey-Bass, Inc.

Popham, W. J. (2000). *Testing! Testing! What every parent should know about school testing*. Boston: Allyn and Bacon.

Class handouts