

EVALUATION FOR ADMINISTRATORS

GPED 593

SYLLABUS

I. COURSE DESCRIPTION

This course is designed to introduce the student to the overall program of testing and evaluation in elementary and secondary schools. The student will become knowledgeable of the scope of an effective program, the design of a comprehensive testing program, and the factors that affect both the validity and the reliability of commercial and teacher-made tests.

II. COURSE OBJECTIVES

The purpose of this course is to familiarize the student with the major uses of testing in the classroom, with an emphasis on the development and evaluation of such tests to assure the validity and reliability of test items. To demonstrate that this goal has been achieved, the student should be able to do the following:

- A. Explain national, state, and local trends in educational measurement.
- B. Distinguish between norm-referenced and criterion-referenced measurement, ascertaining the advantages and the limitations of each.
- C. Demonstrate a general knowledge of the requirements of planning and implementing an effective testing program.
- D. Show evidence of a knowledge of the validity and reliability factors necessary to the writing of effective selected-response and constructed-response test items.
- E. Demonstrate an understanding of the role of norm groups in testing and the key statistical descriptors necessary for good test interpretation.
- F. Show an awareness of the external factors that affect test scores and how they may be controlled.
- G. Demonstrate an understanding of the factors necessary to plan and implement a standardized achievement testing program.
- H. Develop an understanding of test bias and how to cope with this problem.
- I. Develop an understanding of some of the legal implications in a testing program.
- J. Develop a more comprehensive understanding of the complexities of minimum- competency testing and other high-stakes tests.
- K. Develop an understanding of current usage of portfolios.
- L. Develop an awareness of the Biblical concept of evaluation.

III. COURSE TEXTS AND RESOURCES

Linn, Robert L. and David Miller. Measurement and Assessment in Teaching. 9th ed. Upper Saddle River, NJ: Pearson, 2005.

IV. COURSE PROCEDURES

A. SPECIAL NOTE: Most of the short-essay questions have length requirements noted. These numbers represent the expected number of pages a student should write for that item. in an online course of this nature, all that a professor has to grade is what the student submits.

B. Each assignment will include an article critique. For additional instructions, see Appendix A, "Guidelines for Writing Critiques,"

V. COURSE SCHEDULE AND ASSIGNMENTS

This course is divided into three assignments, each culminating in short-essay questions and one article critique. A comprehensive final examination will provide the student with an opportunity to demonstrate attainment of the course goals.

The course may be completed in a time sequence as follows:

Weeks 1-2 Assignment I: Lessons 1-7 and article critique.

eMail in the completed assignment.

Proceed to the next assignment.

Weeks 3-4 Assignment II: Lessons 8-13 and article critique.

eMail in the completed assignment.

Proceed to the next assignment.

Weeks 5-6 Assignment III: Lessons 14-18 and article critique.

eMail in the completed assignment.

Review for the Final Examination.

Weeks 7 Final Examination is emailed to the Proctor.

Proctor emails in the completed exam.

Receive final course grade.

VI. COURSE GRADE

The course grade will be based on the individual assignments and the final examination as follows:

Assignment I

Short-essay questions and one article critique 20 points

Assignment II

Short-essay questions and one article critique 20 points

Assignment III

Short-essay questions and one article critique 20 points

Final Examination 40 points

Total 100 points