

## EDU 51706 KA All About Assessment- Part II: Designing Teacher-Made Formal Tests with Curricular Alignment

### **Description:**

This course focuses on the decision-making skills required in developing tests and curriculum connected assessments for all students considering aspects of differing learning styles. The strengths and weaknesses of classroom evaluation procedures, both formal and informal, are examined. A brief review of basic statistical concepts, including validity and reliability, will provide the background for analyzing and interpreting the results of standardized tests. Criterion referenced tests will be contrasted to norm referenced tests. Principles of test item-analysis will be considered and practiced. Participants will create and analyze sample test questions with particular attention will be directed toward questions that require higher-level thinking, ultimately creating a unit exam. RESULTS

**Class Meeting Day: Saturday, September 26**

**Times 8 a.m. to 4 p.m.**

**Ending Date:** October 17

**Attendance:** Attendance for entire class time is required. Due to the condensed class time allotment, students who do not attend class all day will not be able to pass this course.

**Contact Information:** Carolyn Doolittle, Ed.D.; carolyndoolittle63@gmail.com

**Instructor Bio-** Dr. Carolyn Doolittle is currently a reading specialist in the Gardner-Edgerton School District, and has also taught in the elementary and secondary ELA classroom. After spending more than twenty years in teacher education programs as adviser, professor, and program director, she felt it was time to return to the world of K-12 teaching, to gain a sense of what the realities of teaching are for the 21st Century teacher. Dr. Doolittle holds an Ed.D. in Curriculum and Instruction, specializing in reading and language arts. She serves on her district's ELA curriculum committee and as an instructional coach. In order to stay connected to the higher ed. classroom, she continues to adjunct, and present at various conferences and workshops.

**Course Prerequisites:** none

**Course Materials:** none

### **Course Objectives:**

*Students will be able to:*

1. Utilize measurements and evaluation accurately and systematically to monitor and promote learning.
2. Explain and identify various cognitive levels according to Bloom's Taxonomy by identifying and creating test questions.
3. Identify evidence of inherent bias in testing.
4. Explain basic statistical processes and educational measurement concepts by interpreting standardized tests.
5. Demonstrate an understanding of the advantages and disadvantages of various types of formal and informal tests.

6. Design formal assessments for all students considering aspects of different learning styles.

### Professional Education Program

**Kansas Education Systems Accreditation Framework: The Five R's Classification for this course is RESULTS.**

**Course Methods and Procedures:** The method of instruction in this course will consist of, but not limited to short lecture; demonstrations, independent and small group inquiry, Internet searches, viewing and critiquing of audio-visual materials, active in-class discussion, sharing of reflective experiences, presentations by students, reading assignments and integration of course materials in authentic action planning.

### Course Outline:

**Saturday, September 26th, 2020, 8 am-4pm**

#### Part I:

- Formal and Informal Assessments
- Reviewing Basic Statistical Concepts; Validity and Reliability
- Analyzing and Interpreting Standardized Tests Results
- Bias in Standardized Tests
- Problems with Tests

#### Part II:

- Blooming Tests!
- Type of Test Questions
- Tips for Creating Good Questions
- Analyzing Test Questions
- Creating Teacher-Made Tests
- V & L Test

### Bibliography:

Readings/Videos available in Google Drive

### Evaluation:

#### Assignments At-A-Glance

Assignment/Activity	Due Date	Qty.	Points	Total Points
Class Attendance and Participation	9/26	1	50	50
<b>Assignment 1:</b> Forum Response – Issues in Testing 3-2-1	10/2	1	10	10
<b>Assignment 2:</b> Creating a Unit Exam	10/17	1	100	100
<b>TOTAL POINTS</b>				<b>110</b>

### Grading Scale

Grade	Percentage	Points
A	90 to 100%	
B	80 to 89%	
C	70 to 79%	
D	60 to 69%	
F	< 60%	

# 3-2-1 Summarizer

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## All About Testing - Video Response/ Analysis Rubric

3 Things I Learned About Testing from this Video: (up to 3 pts.) \_\_\_\_\_

2 Things I Want to Know More About: (up to 2 pts.) \_\_\_\_\_

1 Thing I Will Definitely Take From this Video and Use (1 pt.) \_\_\_\_\_

	<b>Distinguished 4 pts.</b>	<b>Proficient 3 pts.</b>	<b>Basic 1-2 pt.</b>	<b>Unsatisfactory 0 pt.</b>
<b>Quality of Oral and Written Work;</b> <i>Statement of what was learned with detailed and accurate information; Statement of what you'd like to know more</i>	Thorough Understanding with appropriate	General Knowledge is Evidenced;	Attempted; poorly communicate	Not Attempted

	<b>Distinguished 4 pts.</b>	<b>Proficient 3 pts.</b>	<b>Basic 1-2 pt.</b>	<b>Unsatisfactory 0 pt.</b>
<i>about; Explanation and relevance to linguistics in the classroom and how you plan to use this information.</i>	example(s) Communicated well orally and in writing.	Communicated well orally or in writing.	d or not shared orally.	

## Unit Test Assessment Rubric

	<b>Outstanding (10)</b>	<b>Proficient (8-9)</b>	<b>Basic (6-7)</b>	<b>Unsatisfactory (0-5)</b>	<b>Score/Level</b>
<b>Quality of Directions (X 2)</b>	Clear and thorough directions are included for each type of question. Directions are well written and do not need any editing.	Clear and thorough directions are included for four types of questions. Minor editing is needed for two sets of directions.	Clear and thorough directions are included for three types of questions. Minor editing is needed on three sets of directions.	The directions that are included are unclear and awkwardly written. Much editing is needed before these directions can be used.	
<b>Quality of Questions (X2)</b>	Questions are well-written, clear and address important concepts from the state standards.	Questions will need minor editing. All questions address important concepts from the state standards.	Questions will need minor editing. All questions address the same topic.	The questions included are unclear, ambiguous, and/or awkwardly worded.	
<b>Quality of Answers (X2)</b>	Answers are thorough and include clear guidelines for determining partial credit. It would be possible for anyone to grade answers using the information provided.	Answers are thorough and include guidelines for determining partial credit. Minor editing is needed.	Answers are fairly clear, with directions for determining partial credit. Moderate editing is needed to clarify the grading guidelines.	Sample answers are not included for each type of question. Guidelines are not included for determining partial credit.	
<b>Identification of Bloom's Taxonomy Levels (X 2)</b>	One question at each level of Bloom's Taxonomy is correctly identified and explained.	One question at each level of Bloom's Taxonomy is identified and explained. Two of the questions are not correctly labeled according to Bloom's Taxonomy guidelines.	One question at each level of Bloom's Taxonomy is identified and explained. More than two of them are not correctly labeled according to Bloom's Taxonomy guidelines.	Not all levels of Bloom's Taxonomy are identified and explained. Most of the questions are incorrectly labeled according to Bloom's Taxonomy guidelines.	
<b>Quantity of Examples</b>	At least 3 of each type of question is included; a total of at least 25 questions for the overall exam.	At least one of each type of question is included; a total of 15 to 20 questions for the test overall.	At least one of 4 types of questions is included.	The required number of questions are not met.	
<b>General Assignment Guidelines</b>	Point values listed for each type of question. The overall formatting of the test is neat and well-	Point values listed for each type of question. The overall formatting needs minor changes.	Point values listed for each type of question. The overall formatting needs moderate changes.	Point values are not listed for each type of question. The test is not neat or well-organized.	

	Outstanding (10)	Proficient (8-9)	Basic (6-7)	Unsatisfactory (0-5)	Score/Level
	organized.				

## University Policies and Procedures

**University Policies and Procedures:** Students are to review the Student Handbook for all policies and procedures. Student Handbooks can be found on the Ottawa University website ([www.ottawa.edu](http://www.ottawa.edu)) and on the flash drive you received at orientation.

**Academic Dishonesty and Plagiarism:** Academic dishonesty will result in failure on a particular assignment or possible failure in the course. Dishonesty includes such actions as cheating on examinations or assignments, turning someone else's work in as if it were your own, and plagiarism. Plagiarism includes failing to adequately cite sources of information, using someone's ideas, information, and/or words as if they were your own, etc.

The Ottawa University Student Handbook states, "The penalty for plagiarism or any other form of academic dishonesty will be failure in the course in which the academic dishonesty occurred."

**Instructional Variance:** Course content and schedule may vary from outline to meet the needs of a particular group of students. The instructor will explain the rationale for any variance as it occurs.

**Homework requirement information:** Homework for accelerated courses requires 4-8 hours of independent work each week (outside of class). Some students may conclude homework study in fewer hours and some students may require additional hours beyond this estimate. Careful consideration should be given to this estimate when planning your personal schedule for this course. Online students should also follow this expectation beyond the time he/she spends interacting within the online course .

**Information Literacy:** Ottawa University supports the information literacy of its faculty and students. Faculty and students will receive ongoing training in the use of academic resources through its library personnel. Faculty members are advised to utilize the Myers' Library online databases for class preparation and student assignments. Students are encouraged to incorporate research materials from the Myers' Library online databases in fulfilling course assignments. Each database in the Myers' Library collection offers a tutorial for its use. Additionally, an online tutorial regarding research for all academic disciplines will be available.

**Special Accommodations:** If you are a student with a disability that may affect your learning, please contact the campus ADA Coordinator, Denise Haushahn, [denise.haushahn@ottawa.edu](mailto:denise.haushahn@ottawa.edu) or 913/266-8805), immediately to evaluate your request and implement any special accommodations required. The following is the procedure for requesting accommodation:

1. Students must declare their disabilities and request related classroom accommodations by: (a) completing an Accommodations Request Form, and (b) submitting recent documentation of a disability.
2. Requests for accommodation, along with documentation, must be received for evaluation at least one to two weeks prior to implementation of accommodations (that is, 1 – 2 weeks prior to the term start).
3. Additional information is available in the "General Policies" section of the Student Handbook at [www.ottawa.edu](http://www.ottawa.edu) under "General Policies."

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## Mission Statement

The mission of Ottawa University

Building on its foundation as a Christ-inspired community of grace and open inquiry, Ottawa University prepares professional and liberal arts graduates for lifetimes of personal significance, vocational fulfillment, and service to God and humanity.