

**Fall 2018**

# **ITLS 6515: Evaluation and Assessment**

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Office: EDUC 227

Office Hours: Tuesdays 9:30-1:30 or by appointment

## **Description**

This course examines theories and implementation of both formative and summative evaluation of instruction. It includes expert and learner feedback, assessment, rapid prototyping, and cost analysis.

## **Overview**

Welcome to ITLS 6515. This course is designed to provide you with a conceptual and practical understanding of assessment and evaluation methods relevant for classroom teachers, school administrators, and other education professionals. We will cover the basics of assessment models, data collection, validation, and interpretation. Students will leave the course with the ability to design an assessment study and to evaluate and interpret existing assessment studies.

## **Objectives**

At the end of this course, students will be able to:

- Articulate the importance of assessment and evaluation
- Select an appropriate assessment method and design an assessment/evaluation plan for a given program or educational initiative
- Interpret and critique assessment studies and findings
- Understand and employ ethical approaches to assessment and evaluation studies

## **Respect for Diversity**

Our educational activities and everyday interactions are enriched by our support of one another, and the goals for this course can only be achieved in a safe and inclusive

environment. Every student brings unique expertise to our course community, and our course environment should empower every member of the class to participate and shape the course.

If anything happens in this class that ever makes you feel uncomfortable or disrespected, please reach out to me. I recognize that it can be hard to reach out to an instructor, but please know that I will always be grateful for your feedback.

More information about the university policies are included at the end of this syllabus.

## Communication and Email

My preferred method of communication is email ([Jennifer.blaney@usu.edu](mailto:Jennifer.blaney@usu.edu)). Please do not hesitate to email me with any questions or concerns that arise throughout the course. You can expect a response within 24 hours on weekdays (Monday-Friday). Responses may be slightly delayed over the weekends, but I will do my best to get back to you as soon as I'm able.

During office hours, I will be available both online and in my office (EDUC 227). If you are on the Logan campus, I encourage you to stop by my office during office hours or by appointment.

## Course Format

This course will be delivered online via the Canvas learning management system. The course is designed to encourage your continued weekly engagement, and students will be expected to complete weekly assignments. Each week will consist of a module that will contain the following:

1. A text or video introduction to the learning objectives and plan for that week. Students should read/watch the introduction prior to completing the assigned readings as it will help students to identify key concepts in the reading.
2. Course readings from the two primary texts for this course. Occasionally, supplemental readings will also be required. PDFs of supplemental readings will be included on Canvas so that students can access the content for free.
3. A discussion forum where students are required to post weekly (typically by 5pm on Friday). This is where students can discuss the reading, share insights, and ask questions.
4. Some weeks will also include a reflection prompt or another assignment as outlined in the course schedule. When reflection essays are due, students will respond to the reflection prompt and submit the assignment by 11:59 on Sunday evening, prior to the start of the next week.

Please watch the introduction video on Canvas for a summary of how to navigate the course website.

## Required Course Readings

1. Astin, A. & Antonio, A. *Assessment for excellence: The philosophy and practice of assessment and evaluation in higher education* (2nd Ed.). Lanham, MD: Rowman & Littlefield Publishers, Inc. (ISBN-13: 978-1442213623)
2. "Classroom Assessment: What teachers need to know" by W. James Popham (ISBN: 0-13-489463-4)
3. PDFs of all supplemental readings will be provided on Canvas

## Grading and Assignments

Grades will be assigned based on students' completion of the assignments described below. These assignments are meant to encourage students' engagement with each other, the instructor, and the course materials.

- **Discussion forum engagement (30 points):** After completing the weekly readings, students must post a short (minimum of 3-5 sentences) to the weekly discussion forum by the deadlines specified on the course schedule. Additionally, students are expected to reply to the comments posted by their classmates on a regular basis; at a minimum, students must reply to their classmates' comments 12 times. This is a self-directed assignment and posts can pose a question about the material, summarize reactions to the reading, or offer some insights/applications based on the readings. The discussion forum should be a place where students can interact freely with each other to discuss course concepts; I will also reply to the discussion forum to offer clarification and additional examples as necessary. The following questions can guide your approach to this assignment:
  - What parts of the reading for this week did you find surprising? Why?
  - Were there parts of the reading that you found challenging? If yes, explain.
  - How do the concepts from the reading apply to your work experiences? How do your experiences confirm, extend, and/or contradict the concepts from the reading?
- **Reflection essays (30 points):** Approximately every other week (see course schedule), I will post a prompt to the course website. Students are required to submit a short (2-3) page reflection paper in response to the prompt. Reflection essays will be submitted through the course website. While the discussion forums provide a space for students to interact with each other, the reflection essays will provide a space for students to get detailed feedback from the instructor. Specific deadlines for the reflection essays are included in the course schedule below.

- **Assessment plan (30 points):** Students will design an assessment plan for a program or initiative of their choice (this could be an existing program or a program of your own design). Your final project will include a detailed description of your program and its goals as well as a detailed description of the assessment plan along with a justification for why that assessment plan is appropriate. You should be working on this project throughout the second half of the semester. A detailed rubric will be provided in Week 5, and the project will have several deadlines throughout the second half of the semester:
  - A rough draft will be due on **November 16**
  - You will provide peer feedback to a partner by **November 21**
  - The final project will be due on **December 12**.
- **Individual meetings with the instructor (10 points):** You are required to have an individual meeting with me twice throughout the semester. Meetings will be held online or in person. While I encourage you to attend office hours, this will not count toward these meetings. The purpose of these one-on-one meetings is for us to discuss feedback on your reflection essays and your plans for the final project. This will also provide time for me to learn about your interests and tailor the content and course examples around your needs.

## Course Schedule

### Unit 1: Conceptualizing Assessment Studies

#### Week 1: Introduction

- Popham Ch 1: Why do Teachers Need to Know About Assessment
- Astin & Antonio Ch 1: The Philosophy and Logic of Assessment
- *DUE: Post short bio to online forum by Friday, August 31 at 5pm*

#### Week 2: Evaluation Models

- Astin & Antonio Ch 2: A Conceptual Model for Assessment
- Kirkpatrick (Supplemental Reading)
- Watch Logic Modeling Video
- *DUE: Post to discussion forum by Friday, September 7 at 5pm*
- *DUE: Submit reflection essay by Sunday, September 9 at 11:59pm*

#### Week 3: What to Assess

- Astin & Antonio Ch 3: Assessing Outcomes
- Popham Ch 2: Deciding What to Assess
- *DUE: Post to discussion forum by Friday, September 14 at 5pm*

#### **Week 4: Measures, Reliability, and Validity**

- Astin & Antonio Ch 4: Assessing Student Inputs
- Astin & Antonio Ch 5: Assessing the Environment
- Popham Ch 3: Reliability of Assessments (p 72-76 only)
- *DUE: Post to discussion forum by Friday, September 21 at 5pm*
- *DUE: Submit reflection essay by Sunday, September 23 at 11:59pm*

#### **Week 5 – Fairness and Equity**

- Popham Ch 5: Fairness
- Astin & Antonio Ch 10: Assessment and Equity
- *DUE: Post to discussion forum by Friday, September 28 at 5pm*

#### **Unit 2: Methodological Approaches and Data Collection**

#### **Week 6 - Selecting an Assessment Approach**

- Creswell, Ch 1 (Supplemental Reading)
- *DUE: Post to discussion forum by Friday, October 5 at 5pm*
- *DUE: Submit reflection essay by Sunday, October 7 at 11:59pm*

#### **Week 7 – Constructing items**

- Popham Ch 6: Selected-Response Tests
- Popham Ch 7: Constructed-Response Tests
- *DUE: Post to discussion forum by Friday, October 12 at 5pm*

#### **Week 8 – Performative and Portfolio Assessment**

- Popham Ch 8: Performance Assessment
- Popham Ch 9: Portfolio Assessment
- *DUE: Post to discussion forum by THURSDAY, October 18 at 5pm*
- *No reflection essay due this week*

#### **Week 9 – Affective Assessment**

- Popham Ch 10: Affective Assessment
- Supplemental readings TBD based on student interests
- *DUE: Post to discussion forum by Friday, October 26 at 5pm*

#### **Week 10 – Formative Assessment**

- Astin Ch 9: Assessment as Direct Feedback to the Learner
- Popham Ch 12: Formative Assessment
- *DUE: Post to discussion forum by Friday, November 2 at 5pm*
- *DUE: Submit reflection essay by Sunday, November 4 at 11:59pm*

### **Week 11 – Analyzing Assessment Data: Quantitative Approaches**

- Astin & Antonio Ch 6: Analyzing Assessment Data
- Astin & Antonio Ch 7: Use of Assessment Results
- *DUE: Post to discussion forum by Friday, November 9 at 5pm*

### **Week 12 – Analyzing Assessment Data: Qualitative Approaches**

- Creswell Ch 9: Qualitative Procedures
- *DUE: Post to discussion forum by Friday, November 16 at 5pm*
- *DUE: First draft of final project due to your partner for peer edit by November 16*

### **Week 13 – Review and Work on Final Project**

- No additional readings for this week
- *Due: Peer feedback due by November 21*

### **Unit 3: Policy and the Future of Assessment**

### **Week 14 – Standardized Testing and Ethics**

- Popham Ch 13: Making Sense out of Standardized Test Scores
- Popham Ch 14: Appropriate and Inappropriate Test-Preparation Practices
- Astin & Antonio Ch 11: Assessment and Public Policy
- *DUE: Post to discussion forum by Friday, November 30*
- *DUE: Submit final reflection essay by Sunday, December 2*

### **Week 15 – The Future of Assessment**

- Astin Chapter 12: The Future of Assessment
- O’Neil Introduction (Supplemental Reading)
- *DUE: Post to discussion forum by Friday, December 7 at 5pm*

### **Finals week**

- *DUE: Submit final project by December 12 at 5pm*

# University Policies & Procedures

## University Diversity Statement

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Division of Student Affairs: <https://studentaffairs.usu.edu> (Links to an external site.)Links to an external site. (Links to an external site.)Links to an external site., (435) 797-1712, [studentservices@usu.edu](mailto:studentservices@usu.edu), TSC 220
- Student Legal Services: <https://ususa.usu.edu/student-association/student-advocacy/legal-services>(Links to an external site.)Links to an external site. (Links to an external site.)Links to an external site., (435) 797-2912, TSC 326,
- Access and Diversity: <http://accesscenter.usu.edu>(Links to an external site.)Links to an external site. (Links to an external site.)Links to an external site., (435) 797-1728, [access@usu.edu](mailto:access@usu.edu); TSC 315
- Multicultural Programs: <http://accesscenter.usu.edu/multiculture>(Links to an external site.)Links to an external site. (Links to an external site.)Links to an external site., (435) 797-1728, TSC 315
- LGBTQA Programs: <http://accesscenter.usu.edu/lgbtqa>(Links to an external site.)Links to an external site. (Links to an external site.)Links to an external site., (435) 797-1728, TSC 3145
- Provost's Office Diversity Resources: <https://www.usu.edu/provost/diversity>(Links to an external site.)Links to an external site. (Links to an external site.)Links to an external site., (435) 797-8176

You can learn about your student rights by visiting:

The Code of Policies and Procedures for Students at Utah State

University: <https://studentconduct.usu.edu/studentcode> (Links to an external site.)Links to an external site. (Links to an external site.)Links to an external site.

## Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: [Article VII](#) (Links to an external site.)Links to an external site. (Links to an external site.)Links to an external site..

## Students with Disabilities

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the [Disability Resource Center \(DRC\) \(Links to an external site.\)Links to an external site. \(Links to an external site.\)Links to an external site.](#) as early in the semester as possible (University Inn # 101, (435) 797-2444, [drc@usu.edu](mailto:drc@usu.edu)). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

### Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

*"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."*

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

### Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating:** using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
  - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
  - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
  - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full



and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

For additional information go to: [ARTICLE VI. University Regulations Regarding Academic Integrity \(Links to an external site.\)Links to an external site. \(Links to an external site.\)Links to an external site.](#)

### **Sexual Harassment/Title IX**

Utah State University is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination and to fostering respect and dignity for all members of the USU community. Title IX and USU Policy 339 ([https://www.usu.edu/policies/339/ \(Links to an external site.\)Links to an external site. \(Links to an external site.\)Links to an external site.](https://www.usu.edu/policies/339/)) address sexual harassment in the workplace and academic setting.

The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU's Affirmative Action/Equal Opportunity (AA/EO) Office for available options and resources or clarification, leading to an informal resolution of the matter. Further information and forms for reporting an incident to USU can be found here:[http://aaeo.usu.edu \(Links to an external site.\)Links to an external site. \(Links to an external site.\)Links to an external site.](http://aaeo.usu.edu (Links to an external site.)Links to an external site. (Links to an external site.)Links to an external site.)

### **Withdrawal Policy and "I" Grade Policy**

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

**Full details for USU Academic Policies and Procedures can be found at:**

- [Student Conduct\(Links to an external site.\)Links to an external site. \(Links to an external site.\)Links to an external site.](#)
- [Student Code\(Links to an external site.\)Links to an external site. \(Links to an external site.\)Links to an external site.](#)
- [Academic Integrity\(Links to an external site.\)Links to an external site. \(Links to an external site.\)Links to an external site.](#)
- [USU Selected Academic Policies and Procedures\(Links to an external site.\)Links to an external site. \(Links to an external site.\)Links to an external site.](#)

- [USU Academic Policies and Procedures](#)(Links to an external site.)Links to an external site. (Links to an external site.)Links to an external site.
- [Academic Freedom and Professional Responsibility Policy](#)(Links to an external site.)Links to an external site. (Links to an external site.)Links to an external site.

## Grade Scheme

The following grading standards will be used in this class:

<b>Grade</b>	<b>Range</b>
A	100 % to 93.0%
A-	< 93.0 % to 90.0%
B+	< 90.0 % to 87.0%
B	< 87.0 % to 83.0%
B-	< 83.0 % to 80.0%
C+	< 80.0 % to 77.0%
C	< 77.0 % to 73.0%
C-	< 73.0 % to 70.0%
D+	< 70.0 % to 67.0%
D	< 67.0 % to 60.0%
F	< 59.0 % to 0.0%