


EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures -CrsRvs-2019-09-16

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: **ONLY** change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- If DUAL LISTED list BOTH courses in the page title***

Second Step: Click “SAVE” on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- Please be sure to remove the Brackets while renaming the page***

Third Step: Make sure the word ***DRAFT*** is in yellow at the top of the proposal

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When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

**Indicates a required field*

Proposer*	Jenna Hennessey	Proposer Email*	jhennes@iup.edu
Contact Person*	Jenna Hennessey	Contact Email*	jhennes@iup.edu
Proposing Department/Unit*	Educational and School Psychology	Contact Phone*	724-357-4757

Course Level*	undergraduate-level
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Course Revisions

(Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only complete Category A)

Category A:	Category B:
catalog_desc_change	<p>course_revision</p> <p><i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i></p> <p><i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i></p> <p><i>* Distance Education: Please complete the Distance Education section of this form (below) - Please check the APPROVED DE Course List - ON DOCUMENTS PAGE before completing this section</i> <i>If already approved - you DO NOT need to do a DE proposal</i></p>

Rationale for Proposed Changes (All Categories)

<p>(A) Why is the course being revised /deleted:*</p> <p><i>Please be specific - this should be more detail than the Summary for the Senate.</i></p>	<p>EDSP 477 <i>Assessment of Student Learning: Design and Interpretation of Educational Measures</i> is being revised to reflect up to date content in the field, as well as place more of an emphasis on how to interpret a variety of assessments. The current approved curriculum proposal for this course includes a broad array of course objectives related to measurement and assessment, primary creating assessments, in the field of education. Based on current policies and guidelines in the field of education, i.e., Pennsylvania's Every Student Succeeds Act (ESSA) Consolidated State Plan (2018), more focus is being placed on creating and/or selecting assessments that yield useful information to inform instructional decisions as well interpreting an array of assessments. Therefore, this course is being revised to create a more streamlined focus that aligns with current educational practices.</p>
<p>(B) University Senate Summary of Rationale*</p>	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>EDSP 477 <i>Assessment of Student Learning: Design and Interpretation of Educational Measures</i> is being revised to reflect up to date content in the field, as well as place more of an emphasis on how to interpret a variety of assessments. The current approved curriculum proposal for this course includes a broad array of course objectives related to measurement and assessment, primary creating assessments, in the field of education. Based on current policies and guidelines in the field of education, i.e., Pennsylvania's Every Student Succeeds Act (ESSA) Consolidated State Plan (2018), more focus is being placed on creating and/or selecting assessments that yield useful information to inform instructional decisions as well interpreting an array of assessments. Therefore, this course is being revised to create a more streamlined focus that aligns with current educational practices.</p>
<p>(C) Implications of the change on the program, other programs and the Students:*</p>	<p>The current EDSP 477 <i>Assessment of Student Learning: Design and Interpretation of Educational Measures</i> course is part of the Educational Psychology Minor. Therefore, revisions to this course are intended to have a positive impact on students enrolled in the Education Psychology Minor as this course is being updated to bring more focus to the interpretation of assessments, which will better prepare students for future employment. Revising this course will also benefit students in all education preparation programs, as this course is required in their course sequence.</p>

Current Course Information*	
Category A	
(D) Current Prefix*	EDSP
Proposed Prefix	EDSP
(E) Current Number*	477
Proposed Number	477
(F) Current Course Title*	Assessment of Student Learning: Design and Interpretation of Educational Measures
Proposed Course Title	Assessment of Student Learning: Design and Interpretation of Educational Measures
(G) Prerequisite(s)	PSYC 101 or permission; admission to teacher certification
Proposed Prerequisite(s)	PSYC 101 or EDSP 102 or permission; admission to Teacher Certification
(H) Current Catalog Description	Acquaints students with major methods and techniques of evaluation used to assess and report growth, development, and academic achievement of learners in elementary and secondary schools, including interpretation of standardized test information.
Proposed Catalog Description	Describes major methods and techniques of evaluation used to assess and report the growth, development, and academic achievement of learners in preschool, elementary, and secondary schools, including interpretation of standardized test information.
<i>If changing Category A, no further action required.</i>	
Category B (if no change, leave blank)	

<p>(I) Repeatable Course</p> <p>This is for a course that can be repeated</p> <p>Multiple times e.g. Internship</p>	<p>NO</p> <p>If YES, please complete the following:</p> <p>Number of Credits that May be Repeated:</p> <p>Maximum Number of Credits Allowed to be Repeated:</p>																					
<p>Proposed Repeatable Course</p>	<p>NO</p> <p>If YES, please complete the following:</p> <p>Number of Credits that May be Repeated:</p> <p>Maximum Number of Credits Allowed to be Repeated:</p>																					
<p>(J) Number of Credits</p>	<p>Class Hours per week:3</p> <p>Lab Hours:0</p> <p>Credits:3</p>																					
<p>Proposed Number of Credits</p>	<p>Class Hours:3Lab Hours:0Credits:3</p>																					
<p>(K) Current Course Student Learning Outcomes (SLOs)</p>	<p>General student learning outcomes expected:</p> <ol style="list-style-type: none"> 1. An understanding of the role of measurement and assessment in the instructional process. 2. The ability to define instructional goals and objectives in ways that facilitate the construction of appropriate tests and assessments. 3. An understanding of the concepts of validity and reliability and their role in the construction, selection, and interpretation, and use of tests and assessments. 4. The ability to construct classroom tests and assessments that measure a variety of learning outcomes, from simple to complex. 5. The ability to obtain assessment information from classroom observations, peer appraisals, and self-reports. 6. The ability to administer tests and assessments properly and interpret results, with due regard to the necessary precautions. 7. The ability to interpret test and assessment results properly, with full awareness of their meaning and the ever-present error of measurement. 8. An understanding of both the potentialities and limitations of the various test and assessment procedures used in schools. 9. An understanding of how tests and assessment can contribute to effective marking and reporting systems and improve instructional decisions. 10. The ability to use technology and the Internet to obtain and communicate information about tests and assessments. 																					
<p>(L) Proposed Course Student Learning Outcomes (SLOs)</p> <p>For each outcome, describe how the outcome will be achieved</p>	<p>Note that the text box in the table expands</p> <table border="1" data-bbox="347 1150 1484 1728"> <thead> <tr> <th data-bbox="347 1150 435 1224">SLO #</th> <th data-bbox="435 1150 1052 1224">Outcome</th> <th data-bbox="1052 1150 1484 1224">How the outcome is assessed</th> </tr> </thead> <tbody> <tr> <td data-bbox="347 1224 435 1287">1</td> <td data-bbox="435 1224 1052 1287">Demonstrate the ability to accurately align assessments with instructional goals and objectives.</td> <td data-bbox="1052 1224 1484 1287">In-class activities, quizzes, and examinations</td> </tr> <tr> <td data-bbox="347 1287 435 1350">2</td> <td data-bbox="435 1287 1052 1350">Describe the concepts of validity and reliability as well as their role in the construction, selection, and interpretation of assessments.</td> <td data-bbox="1052 1287 1484 1350">In-class activities, quizzes, and examinations</td> </tr> <tr> <td data-bbox="347 1350 435 1497">3</td> <td data-bbox="435 1350 1052 1497">Analyze both the potentialities and limitations of various types of assessments used in the school setting.</td> <td data-bbox="1052 1350 1484 1497">In-class activities, quizzes, examinations, and critique of a test</td> </tr> <tr> <td data-bbox="347 1497 435 1581">4</td> <td data-bbox="435 1497 1052 1581">Construct classroom assessments that measure a variety of learning outcomes.</td> <td data-bbox="1052 1497 1484 1581">In-class activities, quizzes, examinations, and test construction project</td> </tr> <tr> <td data-bbox="347 1581 435 1665">5</td> <td data-bbox="435 1581 1052 1665">Demonstrate the ability to interpret assessment results accurately to inform instructional decisions.</td> <td data-bbox="1052 1581 1484 1665">In-class activities, quizzes, examinations, and case study: interpreting assessment findings</td> </tr> <tr> <td data-bbox="347 1665 435 1728">6</td> <td data-bbox="435 1665 1052 1728">Identify ways to utilize technology to create assessments as well as report assessment findings.</td> <td data-bbox="1052 1665 1484 1728">In-class activities and quizzes</td> </tr> </tbody> </table>	SLO #	Outcome	How the outcome is assessed	1	Demonstrate the ability to accurately align assessments with instructional goals and objectives.	In-class activities, quizzes, and examinations	2	Describe the concepts of validity and reliability as well as their role in the construction, selection, and interpretation of assessments.	In-class activities, quizzes, and examinations	3	Analyze both the potentialities and limitations of various types of assessments used in the school setting.	In-class activities, quizzes, examinations, and critique of a test	4	Construct classroom assessments that measure a variety of learning outcomes.	In-class activities, quizzes, examinations, and test construction project	5	Demonstrate the ability to interpret assessment results accurately to inform instructional decisions.	In-class activities, quizzes, examinations, and case study: interpreting assessment findings	6	Identify ways to utilize technology to create assessments as well as report assessment findings.	In-class activities and quizzes
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(M) Previous Brief Course Outline

(It is acceptable to copy

from old syllabus)

As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.

Week of	Topic	Assigned Reading(s)	Assignment Due/Given
1	Course Overview / Role of Assessment in Education	Miller et al. Chapter 1	
2	Role of Assessment in Education	Miller et al. Chapter 2	Who Are You? Assignment
3	Validity / Reliability	Miller et al. Chapters 4 & 5	
4	Ethical Assessment in Education	NCME (1995)	
5	Instructional Objectives	Miller et al. Chapter 3	Quiz 1
6	Planning Classroom Assessments	Miller et al. Chapter 6	Content Area Review
7	Simple Test Forms	Miller et al. Chapters 7 & 8	
8	Complex Test Forms: Essays	Miller et al. Chapters 9 & 10	Mid-Term Exam
9	Complex Test Forms: Performance-Based and Portfolios	Miller et al. Chapters 11 & 12	
10	Assembling and Administering Assessments	Miller et al. Chapter 14	Critique of One Test
11	Accommodations on Tests Special Populations	PDE (2012)	
12	Grading Project Time	Miller et al. Chapter 15 Reeves (2008)	Quiz 2
13	Achievement and Aptitude Tests	Miller et al. Chapters 16 & 17	Test Construction Project
14	Achievement and Aptitude Tests; Scoring and Interpretation of Tests	Miller et al. Chapters 18 & 19	
15			Final Exam

(N) Brief Course Outline

(Give sufficient detail to communicate the

content to faculty across campus.

It is not necessary to include specific

readings, calendar or assignments)

As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.

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6	Planning Classroom Assessments	Miller et al. Chapter 6	
7	Simple Test Forms	Miller et al. Chapters 7 & 8	Mid-Term Exam
8	Complex Test Forms: Essays, Portfolios & Performance-Based	Miller et al. Chapters 9, 10, 11 & 12	
9	Creating Assessments to Align with Instructional Objectives; Administering Assessments	Miller et al. Chapter 14	Critique of A Test
10	Scoring and Interpretation: Criterion Based Tests	Miller et al. Chapter 15 Reeves (2008)	Quiz 2
11	Achievement and Aptitude Tests	Miller et al. Chapters 16 & 17	
12	Scoring and Interpretation: Achievement and Aptitude Tests	Miller et al. Chapters 18 & 19	Test Construction Project
13	Linking Interventions and Accommodations to Assessment Findings	Harrison & Thomas (2014) Chapter 10	
14	Interventions and Accommodations: Special Populations	PDE (2019)	Interpreting Assessment Findings: Case Study
15			Final Exam

- Complete this section only if adding Distance Education to a New or Existing Course

If Completing this Section, Check the Box to the Right:	NOTE: you must check this box if the Course has previously been approved for Distance Education
Course Prefix/Number	
Course Title	
Type of Proposal	<i>See CBA, Art. 42.D.1 for Definition</i>
Brief Course Outline	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p>
Rationale for Proposal (Required Questions from CBA)	
How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?	
For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.	
How will the instructor-student and student-student interaction take place? (if applicable)	
How will student achievement be evaluated?	
How will academic honesty for tests and assignments be addressed?	

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

If Completing this Section, Check the Box to the Right:	NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies
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Liberal Studies Course Designations (Check all that apply)																															
Learning Skills:																															
Knowledge Area:																															
Liberal Studies Elective	Please mark the designation(s) that apply - must meet at least one																														
Expected Undergraduate Student Learning Outcomes (EUSLOs)	Map each course outcome to the appropriate EUSLOs that apply. Fill in the course outcome number See https://www.iup.edu/liberal/faculty-and-staff/euslos/ for additional information regarding mapping EUSLOs																														
Map the Course Outcome to the EUSLO's	<table border="1"> <thead> <tr> <th>Informed Learners demonstrate:</th> <th>Course SLO #</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> The aesthetic facets of human experience </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> the past and present from historical, philosophical and social perspectives </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> the human imagination, expression and traditions of many cultures </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> the interrelationships within and across cultures & global communities </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> the interrelationships within and across disciplines </td> <td></td> </tr> <tr> <th>Empowered Learners demonstrate:</th> <th>Course SLO #</th> </tr> <tr> <td> <ul style="list-style-type: none"> effective oral and written communication abilities </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> ease with textual, visual and electronically-mediated literacies </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> problem solving skills using a variety of methods and tools </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> the ability to transform information into knowledge and knowledge into judgement and action </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> the ability to work within complex systems and with diverse groups </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> critical thinking skills including analysis, application and evaluation </td> <td></td> </tr> </tbody> </table>	Informed Learners demonstrate:	Course SLO #	<ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds 		<ul style="list-style-type: none"> The aesthetic facets of human experience 		<ul style="list-style-type: none"> the past and present from historical, philosophical and social perspectives 		<ul style="list-style-type: none"> the human imagination, expression and traditions of many cultures 		<ul style="list-style-type: none"> the interrelationships within and across cultures & global communities 		<ul style="list-style-type: none"> the interrelationships within and across disciplines 		Empowered Learners demonstrate:	Course SLO #	<ul style="list-style-type: none"> effective oral and written communication abilities 		<ul style="list-style-type: none"> ease with textual, visual and electronically-mediated literacies 		<ul style="list-style-type: none"> problem solving skills using a variety of methods and tools 		<ul style="list-style-type: none"> information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources 		<ul style="list-style-type: none"> the ability to transform information into knowledge and knowledge into judgement and action 		<ul style="list-style-type: none"> the ability to work within complex systems and with diverse groups 		<ul style="list-style-type: none"> critical thinking skills including analysis, application and evaluation 	
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	Responsible Learners demonstrate:	Course SLO #
	<ul style="list-style-type: none"> intellectual honesty 	
	<ul style="list-style-type: none"> concern for social justice 	
	<ul style="list-style-type: none"> civic engagement 	
	<ul style="list-style-type: none"> an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world 	
	<ul style="list-style-type: none"> an understanding of themselves and a respect for the identities, histories and cultures of others 	


<p>How will each outcome be measured (note should mirror (L) Student Learning Outcomes* (SLO) from the course proposal</p>	<i>Narrative on how the course will address the Selected Category Content</i>								
	<table border="1"> <thead> <tr> <th>Course SLO #</th> <th>Assessment Tool to be used to measure the outcome</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>2</td> <td></td> </tr> <tr> <td>3</td> <td></td> </tr> </tbody> </table>	Course SLO #	Assessment Tool to be used to measure the outcome	1		2		3	
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**All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.
Please answer the following questions.**

<p>Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.</p>	
<p>Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.</p>	

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

<p>If Completing this Section,</p> <p>Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</p> <p>teacher-education</p>										
<p>Course Designations:</p>	<p>This course is a professional education sequence course</p>										
<p>Key Assessments</p>	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric <table border="1" data-bbox="358 512 1490 814"> <thead> <tr> <th data-bbox="358 512 1170 558">File</th> <th data-bbox="1170 512 1490 558">Modified</th> </tr> </thead> <tbody> <tr> <td data-bbox="358 558 1170 625">Microsoft Word Document EDSP 477 - Key Assessment Matrix.docx</td> <td data-bbox="1170 558 1490 625">Apr 25, 2019 by Jenna M. Hennessey</td> </tr> <tr> <td data-bbox="358 625 1170 688">Microsoft Word 97 Document EDSP 477 - Critique of a Test Rubric .doc</td> <td data-bbox="1170 625 1490 688">Apr 25, 2019 by Jenna M. Hennessey</td> </tr> <tr> <td data-bbox="358 688 1170 751">Microsoft Word 97 Document EDSP 477 - Test Construction Project Rubric .doc</td> <td data-bbox="1170 688 1490 751">Apr 25, 2019 by Jenna M. Hennessey</td> </tr> <tr> <td data-bbox="358 751 1170 814">Microsoft Word 97 Document EDSP 477 - Case Study - Interpreting Assessment Findings.doc</td> <td data-bbox="1170 751 1490 814">Sep 16, 2019 by Jenna M. Hennessey</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files  <p>Download All</p>	File	Modified	Microsoft Word Document EDSP 477 - Key Assessment Matrix.docx	Apr 25, 2019 by Jenna M. Hennessey	Microsoft Word 97 Document EDSP 477 - Critique of a Test Rubric .doc	Apr 25, 2019 by Jenna M. Hennessey	Microsoft Word 97 Document EDSP 477 - Test Construction Project Rubric .doc	Apr 25, 2019 by Jenna M. Hennessey	Microsoft Word 97 Document EDSP 477 - Case Study - Interpreting Assessment Findings.doc	Sep 16, 2019 by Jenna M. Hennessey
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<p>Narrative Description of the Required Content</p>	<p><i>How the proposal relates to the Education Major</i></p>										

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions <http://ihelp.iup.edu>