Instructor: Achilles N. Bardos, Ph.D.
Office: McKee 289
Office Hours: By appointment through skype (you must send me an invitation to connect at Achilles.Bardos)
Office Phone: N/A – connecting through Skype
Cell Phone: N/A – (970) 405-6694 till July 1st then through Skype
Email: abardos@comcast.net (preferred) OR Achilles.Bardos@unco.edu
Website: www.achillesbardos.com
Meeting times: June 9th to August 1st.
Prerequisite(s): N/A

COURSE DESCRIPTION:
The course will provide educators with the skills needed to evaluate, explain, and apply assessment and testing data to inform classroom instruction and education decisions.

COURSE SPECIFIC OBJECTIVES:
- Discuss and explain the role of testing and assessment in various fields of education and psychology.
- Review basic statistical and measurement concepts used in the construction of standardized and classroom based tests and their importance when evaluating student learning, outcomes in other applied settings and research.
- Identify and distinguish various models and types of assessment (normative, criterion referenced, CBM, ).
- Understand the process and the role of theory(ies) in classroom test construction.
- Utilize the principles of item analysis when constructing and editing/revising a test or survey.
- Discuss the concepts and importance of reliability and validity.
- Evaluate professional published and non-published instruments in terms of their psychometric properties (i.e., norms, reliability, and validity).
- Appreciate and critically evaluate the role of technology in testing and assessment along with their potential of test bias and other ethical and legal considerations.
- Discuss rules and principles applicable in the review, selection and use of tests, addressing issues of bias, legal/ethical requirements and uses of tests with clinical populations or individuals with disabilities.
- Describe basic federal and state laws relevant to educational assessment

ATTENDANCE/CONTRIBUTIONS:
Attendance and contribution to class discussions is required, will be monitored and will adversely affect your grade (i.e., one letter grade per three absences). If the format of the course is on line or hybrid, your participation in the discussion boards (Bb) will be monitored and evaluated.
REQUIRED TEXTBOOK and READINGS

Textbook:


An e-textbook version can be found at the following link.
http://www.coursesmart.com/IR/1458140/9780132869461?__hdv=6.8

Readings:
Actual PDFs or links to reading sources will be provided in Bb. Unless requested as a required reading use these readings for your own benefit and/or to engage your classmates in discussions (see discussion Board requirement later on)

The course is organized in eight instructional units. Each unit requires you to read a chapter (or chapters) in the textbook along with other materials (video clips, narrated lectures, extra readings). All of these will be posted on Blackboard. In addition you will be asked to participate in online discussions, complete some assignments and take some quizzes

<table>
<thead>
<tr>
<th>Type</th>
<th>Description (Exam will be delivered thru Blackboard)</th>
<th>Weight (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>Exam 1 (based on Units 1 &amp; 2)</td>
<td>10</td>
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<tr>
<td>Exam 2</td>
<td>Exam 2 (Based on Units 3 &amp; 4 )</td>
<td>10</td>
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<tr>
<td>Exam 3</td>
<td>Exam 3 (Based on Units 5 &amp; 6 )</td>
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<tr>
<td>Assignment # 1</td>
<td><strong>Review of a published test. (this could be a group a group project, max of 3 members).</strong></td>
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In this course requirement, you are asked to become educated consumers and evaluate the quality of a published test. The criteria we use to evaluate a tool are similar, whether a test is a nationally standardized test or a local one, even one developed in our own classrooms. Every time we use a test, a tool to make a decision about an individual, we need to think of all of these aspects.

By the time you consider completing this assignment we will have completed the units on reliability, validity, and Unit 5. Although all remaining units are important to consider
when conducting an evaluation, the above are necessary and perhaps sufficient for you in order to begin the evaluation.

I have included a number of PDF files in Bb, including guidelines and the actual technical manual from an older edition of a nationally standardized test and an evaluation form of your teammates’ contribution to the review (see Bb).

**E-MAIL ASSIGNMENT # 1 DIRECTLY TO ME AT:**

ABARDOS@COMCAST.NET and Achilles.Bardos@unco.edu

Make sure you Request a “read and delivery” and make sure you receive a confirmation that I have received it. Your review cover should include all of your teammates’ names as they appear in URSA.

**Assignment # 2**

**Develop a test (group project with a max of 3 membership).**

You are asked to identify a unit of instruction in Reading or Math, or any subject of your choice and develop an assessment for it. Your final product will consist of two parts. **Part A** will consist of the test specification matrix (see Bb for details and examples). **Part B** will be the actual test item templates and should consists of a variety of test items (i.e multiple choice questions, short answers, etc. (more details and examples on the assignment will be provided in Bb).

**Assignment # 3**

**Class participation and discussions**

See Bb for the different levels of contribution, and points earned form your participation in the Discussion Board.

**OPTIONAL**

Replace your performance in any combination of two of the Exams (1, 2, or 3) above with the writing of a paper on an assessment related topic (15 pages max –including references, using APA format).

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Note: Exams will be mostly multiple choice with some short answers. Points on quizzes contributing to your grade will be calculated using the overall performance (multiple choice and short answers. All exams will be delivered through Blackboard.

**GRADING SYSTEM:**

<table>
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<tr>
<th>Performance in % points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93% to 100%</td>
<td>A</td>
</tr>
<tr>
<td>90% to 92%</td>
<td>A-</td>
</tr>
<tr>
<td>87% to 89%</td>
<td>B+</td>
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<tr>
<td>83% to 86%</td>
<td>B</td>
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<tr>
<td>80% to 82%</td>
<td>B-</td>
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</tbody>
</table>
### OTHER UNIVERSITY, COLLEGE, SCHOOL AND POLICIES

<table>
<thead>
<tr>
<th><strong>Academic Conduct</strong></th>
<th>Cheating on examination, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an “F” on an assignment to expulsion from the University.</th>
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</thead>
<tbody>
<tr>
<td><strong>Professional Conduct</strong></td>
<td>Students are expected to adhere to the appropriate code of ethics for their particular program. Any behavior which is deemed unethical will be grounds for dismissal from the program.</td>
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<tr>
<td><strong>Students with disabilities</strong></td>
<td>Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.</td>
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<tr>
<td><strong>Plagiarism Policy</strong></td>
<td>Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one's own mind. Plagiarism includes not only the exact duplication of another's work but also the lifting of a substantial or essential portion thereof. With regard to written work, statements that paraphrase or summarize the work of another, along with other information that is not considered common knowledge, must be properly cited in the text of a document, and the source included in the reference list at the end. If a direct quotation, the citation in the text must include the exact page numbers from the original source. The original source must also be listed at the end of work. Quotation marks or a proper form of indentation shall be used to indicate all direct quotes. All referencing is done, of course, according to APA Style. Regarding class projects, you are not to use as the bulk of your presentation the completed works of faculty members, imported documents from other authors, or works from websites, or any other body of work in which you are not the author. Of course, with proper referencing, you can import portions of such works and websites to enhance and illustrate your presentation, and you can provide references to these other works for students who have an interest in pursuing a topic further. Students who have engaged in the act of plagiarism will be given in an “F” in that course and will be referred to the Department for further action.</td>
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<td><strong>Diversity Statement</strong></td>
<td>The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated and recognized as a source of strength. We expect that students, faculty and staff within CEBS will be accepting of differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and world views may be different from their own. Furthermore, as stated by UNC, “The University will not engage in unlawful discrimination in...educational services against any person because of race, religion, gender, age, national origin, disability, or veteran status. It is the University’s policy to prohibit discrimination in...educational services on the basis of sexual orientation or political affiliation.” (See <a href="http://www.unco.edu/hr/AAEO_TitleIX.htm">http://www.unco.edu/hr/AAEO_TitleIX.htm</a>, <a href="http://www.unco.edu/hr/AAEO_TitleIX.htm">http://www.unco.edu/hr/AAEO_TitleIX.htm</a> ). Please visit the CEBS Diversity and Equity Committee website for more information on our commitment to diversity (<a href="http://www.unco.edu/cebs/diversity">http://www.unco.edu/cebs/diversity</a>).</td>
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