



EDP 358
Psychological Measurements in Education
Fall 2019
Online 8/26/19-12/12/19

Description of Course

Psychological Measurement in Education. Psychometric methods as applied to assessment including the ethical implications of testing, test design, traditional and performance-based tests, diagnostics, automation in testing, standardized testing, and grading processes.

Course Prerequisites or Co-requisites

None.

Instructors and Contact Information

INSTRUCTOR: Elizabeth Pope, Ph.D.

EMAIL: ejpope@email.arizona.edu

OFFICE HOURS: Tuesdays 12:30-2 & by appointment

*Virtual office hours will be scheduled periodically throughout the semester for students who are unable to attend office hours on campus.

OFFICE: UA Education building, room 617

EMAIL HOURS: Tuesdays 12:30-2pm, Wednesday 10am-2pm, Thursdays 12:30-2pm

Contact: Email is the preferred method of contact for your instructor. When contacting the instructor, please include your full name. Due to privacy concerns, your instructor will not answer questions by email or phone that require revealing individually-identifying grade information, *such as grades earned on assignments or exams.*

Course Web Site: d2l.arizona.edu

Lecture notes, readings, assignments, course-related information, and changes in the schedule will be posted to the course D2L web site as soon as the instructors can get to it. It is advised that you check the web site at least weekly and within a few days of missed classes. Every effort to keep the web site updated will be made.

Course Format and Teaching Methods

Although this course is entirely online there are interactive and group components that students are required to participate in. Course materials (lecture videos, notes, handouts, assignment sheets, etc.) will be made available through the course website on d2L. Students are expected to manage their own time and complete various assignments, quizzes, readings, etc. before the given deadlines.

Technical Requirements

In order to view course content students will need regular access to a computer with the latest version of Adobe Flash. Students will need to adjust their internet settings to allow pop-ups in order to view content. Students who use Google Chrome as their browser will also need to adjust their settings to allow them to view Flash content. If you experience technical issues viewing any course content refer to the help links on d2L to locate the correct office for technical assistance. Your instructor is not able to provide technical support for individual computer setting issues.

Course Objectives and Expected Learning Outcomes

Course Objectives: In this course we will cover:

- Discuss ethical implications of testing (standardized and non standardized) and assessment
INTASC 6, 7, 8, 9 NETS-T 2, 4
- Introduce design skills of both performance and traditional tests
INTASC 1, 2, 3, 4, 5, 6, 7, 8 NETS-T 1, 2, 3
- Learn to collect and interpret assessment data (formative and summative) to support decision making
INTASC 6, 7, 8, 9, 10 NETS-T 2, 3, 5

Expected Outcomes: The purpose of this course is to introduce you to general concepts of testing and measurement and prepare you to:

- align assessments with instructional objectives
- develop and evaluate tests
- develop and implement performance assessments
- interpret standardized data
- use assessment data to drive decisions
- understand basic statistical properties of tests and measurements, such as reliability and validity
- apply your own understanding of course content to your profession

UA Inclusive Excellence:

UA Inclusive Excellence is a fundamental part of the University of Arizona’s strategic plan and culture. As part of this initiative, the institution embraces and practices diversity and inclusiveness. These values are expected, respected and welcomed in this course.”

Department of Educational Psychology Diversity Statement

The Department of Educational Psychology supports and values the variety of social, ethnic, religious, cultural, global, intellectual, and experiential backgrounds and identities individuals bring to our community, curriculum, pedagogy, and scholarship. We encourage individuals to share their unique knowledge of the world throughout coursework and research. It is the shared view of EDP that when taken collectively, each individual’s perspective enriches our understanding of current issues in Educational Psychology. We work to provide opportunities for collaboration among all students, faculty, and staff as a means to expand our knowledge and understanding as well as further inform research. The diverse makeup of our department allows for meaningful, impactful advances in education that can be applied across many settings and contexts.

Alignment to InTASC Standards:

The Learner and Learning

InTASC Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

InTASC Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

InTASC Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Content

InTASC Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

InTASC Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

InTASC Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

InTASC Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

InTASC Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

InTASC Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

InTASC Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Alignment to NETS-T Standards:

NETS-T Standard #1: Facilitate and Inspire Student Learning. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

NETS-T Standard #2: Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills and attitudes identified in the NETS*S.

NETS-T Standard #3: Model Digital Age Work and Learning. Teachers exhibit knowledge, skills and work processes representative of a innovative professional in a global and digital society.

NETS-T Standard #4: Promote and Model Digital Citizenship and Responsibility. Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

NETS-T Standard #5: Engage in Professional Growth and Leadership. Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

Absence and Class Participation Policy

Participating in the course and attending lectures and other course events are vital to the learning process. As such, attendance is required at all meetings. Students who miss class due to illness or emergency are required to bring documentation from their health-care provider or other relevant, professional third parties. Failure to submit third-party documentation will result in unexcused absences. In accordance with university policy absences due to religious holidays and those pre-approved by the Dean of Students will be excused. Specific information about UA's absence policies can be found by following the links below:

- The UA's policy concerning Class Attendance, Participation, and Administrative Drops is available at: <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>
- The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, <http://policy.arizona.edu/human-resources/religious-accommodation-policy>.
- Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See: <https://deanofstudents.arizona.edu/absences>

Makeup Policy for Students Who Register Late

Students who register after the first class meeting need to contact the instructor to determine a schedule for making up missed assignments/quizzes. Make up work should be completed on or before the end of the second week of class.

Required Texts or Readings

A text is NOT REQUIRED for this course. Weekly selected readings will be posted to d2L.

Assignments and Examinations: Schedule/Due Dates

Date	Assignment/Exam	Points Possible
8/28/2019	VoiceThread Introduction	5 pts.
9/1/2019	Syllabus and Plagiarism Policy Quiz	10 pts.
9/22/2019	Homework 1	25 pts.
10/20/2019	Midterm Exam	25 pts.
11/10/2019	Homework 2	50 pts.
12/1/2019	Homework 3	25 pts.
12/8/2019	Final Reflection Paper	50 pts.
12/13/2018	Final Exam	50 pts.

*In addition to the major assignments above, students will also be responsible for 12 weekly responses to either VoiceThread or Discussion posts throughout the semester each worth 10 points (120 points total).

Policy on revision and resubmission of assigned papers Students are not permitted to revise and resubmit assignments. Students are encouraged to use the corresponding Discussion Boards to get formative, peer feedback on their assignments before submitting them. Students wishing to dispute a grade may follow the “Dispute of Grade Policy” below.

Final Examination

The Final Exam will be given **online** and will be **due before 11:30pm on Friday December 13**.

University Final Exam Regulations and the Final Exam Schedule can be found using the following link, <https://www.registrar.arizona.edu/courses/final-examination-regulations-and-information>, and Final Exam Schedule, <http://www.registrar.arizona.edu/schedules/finals.htm>

Grading Scale and Policies

VoiceThread Introduction	5 points	1% of total
Syllabus and Plagiarism Policy Quiz	10 points	3% of total
Interactive Activities	120 points (10 points each)	33% of total
3 Homework Assignments	75 points (25 points each)	21% of total
Final Reflection Paper	50 points	14% of total
2 Exams	100 points (50 points each)	28% of total
	360 points possible	

Grading:

A = 324 or more points (at least 90% of possible)

B = 288 - 323 points (80-89% of possible)

C = 252 - 287 points (70-79% of possible)

D = 216 – 251 points (60-69% of possible)

E = less than 216 points

Each week students are expected to read associated material posted to d2L as well as watch the content presentation. In addition to content and readings students are expected to complete the required course actives described below.

Homework Assignments: Throughout the semester students are required to complete 3 homework assignments. Assignments are designed to allow students to apply course content to a relevant context. Assignment guidelines will be posted to d2L. Students are expected to follow all guidelines. Files should be named with the students' last name and should be a .doc or .docx format. Papers will be evaluated based upon content as well as other formatting requirements, which will be outlined in the assignment guidelines.

The instructor does not "preview" assignments prior to submission. Students may ask specific questions about wording, format, or placement of assignment content under construction, but may not ask the instructor to generally "look it over" before grading. Students will have an opportunity to post drafts of portions of their assignments to class discussion boards for peer feedback and in partial satisfaction of the 12 interactive activity requirement explained below. Students are encouraged to do so as these discussion boards will provide students with formative feedback on their homework.

All assignments are due before 11:30pm on corresponding due dates and should be submitted through the d2L dropbox. Assignments late *for any reason* will receive half of earned credit for up to one week past their due dates. No credit will be given to assignments after one week.

Please understand that electronic issues are not excuses for delay or failure to submit any or all parts of any assignment. Do NOT wait until the last minute! **Early submission of the assignments is encouraged.**

Final Reflection Paper: Towards the end of the semester students will complete a final reflection paper synthesizing and reflecting upon the learning from their interactive activities, homework assignments, and other course content. Guidelines for the final reflection paper will be posted to d2L. As with other papers completed for this class students should submit their final papers to the d2L dropbox before 11:30pm on the due date. Files should be named with the students' last name and should be a .doc or .docx format. Papers will be evaluated based upon content as well as other formatting requirements, which will be outlined in the assignment guidelines.

Exams: The two exams given during the semester may include multiple choice, matching, true/false, short answer, and/or essay item formats. Material on the exams will come from lectures, the text, and supplemental readings -- information from one may not be covered in the others. The final exam is not cumulative.

Make up exams will **only** be given in cases of documented illness or emergency. Contact the instructor immediately if a make-up exam is needed. Make-up exams *must* be taken prior to the review of the exam in class (usually the next class period).

Weekly Interactive Requirements: Throughout the semester each student is responsible for participating in **at least 12** interactive exchanges (VoiceThread Responses & Reflections and/or Discussion Postings). Students have the option of choosing which 12 interactive activities they wish to engage in and are welcome to engage in more than 12. Each interactive activity is worth 10 points. The highest 12 scores will be counted towards the final grade for students who choose to engage in more than 12 interactive activities. Throughout the semester there will be a total of 11 VoiceThread prompts and 5 Discussion Board prompts. Students may choose any combination of VoiceThread and Discussion Board postings in order to satisfy the 12 interactive activities requirement. **Note that the VoiceThread Introduction and exam review discussion boards are not included as an option for the interactive activity requirement. The exam review discussion boards are intended for students to use as a way to communicate with students and the instructor about topics about which they would like further information/clarification.* Below are the specific requirements for the VoiceThread and Discussion Board interactive activities.

VoiceThread (VT) Responses & Reflections: Each week students are required to watch the VoiceThread video, which will include weekly announcements and **a prompt for discussion.**

For students who choose to use the VT prompt that week as one of their interactive activities they will answer the discussion questions in approximately 90 seconds through VT. It is a good idea to write out what you are going to say in order to keep your response within the time limit and also because you will be submitting your original response as part of your VT Reflection assignment. Each week's response should be posted each **Thursday by**

11:30 pm.

After submitting your own VT response you will be asked to listen to at least 2 of your classmates VT responses. Then, using the information you learned from or heard in your classmates revise your original thoughts. Using the template provided, submit your VT Reflection assignment each **Sunday by 11:30 pm** (note that there is NOT a VT Reflection assignment the last week of class). Students can choose which weeks' VTs they would like to comment on in order to satisfy their 12 interactive activity requirement. A rubric for VT Reflections will be available on d2L.

Discussion Posts: During some weeks (see schedule below) students will have an opportunity to share their work or work in groups using the discussion forums on d2L. Students need to post their own work or responses before **Thursday night at 11:30pm**. Beginning Friday you will need to respond to two of your classmates' posts before each **Sunday night at 11:30pm**. Your original post will be worth 5 points and your response will be worth 5 points.

Extra Credit/Bonus Points: There will be 2 opportunities for 5 points worth of extra credit. During the week before the midterm and final exams students may elect to respond to a classmate's "Muddiest Point" question on the Discussion Forum. The instructor will award points based on completeness and accuracy of responses. If there are not any Muddiest Point posts to respond to the extra credit opportunity will be lost. More than one student may respond to a post but content must be substantive and original from other responses. **Students will not be allowed to make up extra credit assignments. Individual opportunities for extra credit will not be allowed. Do NOT contact your instructor to request additional extra credit.**

Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policies, which are available at <http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete> and <http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal> respectively.

Dispute of Grade Policy If you disagree with the scoring of an assignment or exam item, you may write/email an appeal (of no more than one double-spaced page) explaining why you think your answer is correct and, in the case of selected-response exam items, why the keyed response and other responses are less correct. Appeals will be accepted **up to two days** after the graded material is made available to students. The instructor will review your appeal and give credit when deemed appropriate. An appeal does not guarantee a grade change.

Scheduled Topics/Activities

Week	Topic	Reading	Deadlines by 11:30pm
Week 1: (8/26-9/1)	Introduction to the course	Course Syllabus EdP Plagiarism Policy Student Services, Netiquette, Tech Requirements, and Course Technology	WED: VoiceThread Introduction SUN: Syllabus and Plagiarism Policy Quiz
Week 2: (9/2-9/8)	Introduction to Assessment	Types and Purposes of Assessment	THURS: VT Response SUN: VT Reflection
Week 3: (9/9-9/15)	Objectives	Objectives & Bloom's Taxonomy Homework 1 Guidelines	THURS: VT Response, Post Objectives to Discussion Forum SUN: VT Reflection, Respond to 2 Discussion Posts
Week 4: (9/16-9/22)	Qualitative and Quantitative Data	Types of Data	THURS: VT Response SUN: VT Reflection, Submit HW 1
Week 5: (9/23-9/29)	Collecting Data- Formative Assessment Methods	Formative Assessment	THURS: VT Response SUN: VT Reflection
Week 6:	Collecting Data-	Quality Feedback	THURS: VT Response

(9/30-10/6)	Feedback		SUN: VT Reflection
Week 7: (10/7-10/13)	Collecting Data- Summative Assessment Methods	Summative Assessment Midterm Exam Study Guide	THURS: VT Response Post Midterm “Muddiest Point” to Discussion Forum SUN: VT Reflection Respond to Discussion Post- 5pts extra credit
Week 8: (10/14-10/20)	Midterm Exam- due 10/20 before 11:30pm		Exam Available 8am 10/14- 11:30pm 10/20
Week 9: (10/21-10/27)	Collecting Data- Test and Survey Questions (Selection Items)	Selection Items Homework 2 Guidelines	THURS: Post Items to Discussion Forum SUN: Respond to 2 Discussion Posts
Week 10: (10/28-11/3)	Collecting Data- Test and Survey Questions (Supply Items)	Supply Items Homework 2 Guidelines	THURS: Post Items to Discussion Forum SUN: Respond to 2 Discussion Posts
Week 11: (11/4-11/10)	Evaluating Items- Item Analysis	Item Analysis	THURS: Post to group discussion SUN: Submit Group Recommendations Submit HW 2
Week 12: (11/11-11/17)	Collecting Data- Performance Assessments	Performance Assessments	THURS: VT Response SUN: VT Reflection
Week 13: (11/18-11/24)	Evaluating Performance Assessments	Performance Assessment Scoring Tools	THURS: VT Response, Post PA/Scoring Tool to Discussion Forum SUN: VT Reflection, Respond to 2 Discussion Posts
Week 14: (11/25-12/1)	Standardized Data Final Paper	Standardized Scores & Data	THURS: VT Response SUN: VT Reflection Submit HW 3
Week 15: (12/2-12/8)	Interpreting Standardized Data	Interpreting Standardized Data	THURS: VT Response SUN: VT Reflection, Submit Final Paper
Week 16: (12/9-12/11)	Using Data to Inform Decisions	Data Driven Decisions Final Exam Study Guide	WED: VT Response, Post Midterm “Muddiest Point” to Discussion Forum SUN: Respond to Discussion Post- 5pts extra credit
Week 17: 12/13	Final Exam- Due 12/13 before 11:30 pm		Exam Available 8am 12/9- 11:30pm 12/13

Classroom Behavior Policy

To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. Intellectual investment is expected in all aspects of this class. It will not be enough to simply read the text and memorize facts; you are expected to actively engage with the text and course content. Active engagement requires you to ask questions of the readings and to ask questions during class. You are responsible for understanding and applying concepts from the assigned readings, presented in class, and detailed in lecture. If you have questions at any time, please come and see the instructor and teaching assistant during office hours. **To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, reading a newspaper, making phone calls, web surfing, etc.). Students observed**

engaging in disruptive activity will be asked to cease this behavior. Those who continue to disrupt the class will be asked to leave lecture or discussion and may be reported to the Dean of Students.

Threatening Behavior Policy

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

Disruptive Behavior Policy

“Disruptive behavior” means conduct that materially and substantially interferes with or obstructs the teaching or learning process in the context of a classroom or educational setting. Disruptive behavior includes conduct that distracts or intimidates others in a manner that interferes with instructional activities, fails to adhere to an instructor’s appropriate classroom rules or instructions, or interferes with the normal operations of the University.

- **According to the University Policy, disruptive behavior includes:**
 - **The student who is persistently tardy or leaves early.**
 - **The student who talks incessantly during a lecture**
 - The student who loudly and frequently interrupts the flow of class with questions or interjections
 - The student who becomes belligerent when confronted about his or her inappropriate behavior in class
 - **Cell phones ringing in a classroom, text messaging, chatting online**
 - Persistent and unreasonable demands for time and attention both in and out of the classroom
- For the complete University Disruptive Behavior Policy, visit:
 - <http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting>
 - <https://deanofstudents.arizona.edu/accountability/disruptive-student-behavior>

Accessibility and Accommodations

Our goal in this classroom is that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact the Disability Resource Center (520-621-3268) to establish reasonable accommodations. For additional information on the Disability Resource Center and reasonable accommodations, please visit <http://drc.arizona.edu>.

If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

Code of Academic Integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

Additionally, the University Libraries have some excellent tips for avoiding plagiarism, available at <http://www.library.arizona.edu/help/tutorials/plagiarism/index.html>.

Specific information and examples of plagiarism and proper citation can be found in the EDP Departmental Plagiarism Policy. Students in this class are responsible for reviewing and adhering to the University and the Departmental rules regarding plagiarism.

Selling class notes and/or other course materials to other students or to a third party for resale is not permitted

without the instructor's express written consent. Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA e-mail to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student e-mail addresses. This conduct may also constitute copyright infringement.

UA Nondiscrimination and Anti-harassment Policy

Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

The University is committed to creating and maintaining an environment free of discrimination for more specific information; see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

Additional Resources for Students

UA Academic policies and procedures are available at <http://catalog.arizona.edu/policies>

Student Assistance and Advocacy information is available at <http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

Confidentiality of Student Records

<http://www.registrar.arizona.edu/personal-information/family-educational-rights-and-privacy-act-1974-ferpa?topic=ferpa>

Subject to Change Statement

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.