

**ERM 605**  
**Educational Measurement and Evaluation**

Wednesday 4:00-6:50  
Fall 2006

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Office Hours: following class and by appointment

**Required Textbook**

Popham, W. J. (2002). Classroom Assessment: What Teachers Need to Know (Fourth Edition). Boston: Allyn & Bacon.

**Class Objectives**

Students will be able to:

- Discuss the importance and applications of educational assessment
- Identify how the 3 main types of reliability are applicable to assessment situations
- Describe how the standard error of measurement impacts score interpretation
- Describe the major aspects of validity and its centrality to assessment
- Explain the relationship between reliability and validity
- Identify instances of assessment bias
- Distinguish between disparate impact and assessment bias
- Construct well formulated instructional objectives
- Develop classroom assessments based on instructional objectives
- Categorize assessments as affective, psychomotor, or by low/high cognitive level
- Distinguish between criterion referenced and norm referenced measures
- Develop selected response items, constructed response items, performance assessments, and portfolio assessments
- Apply basic concepts of item analysis
- Describe important features of standardized assessment
- Develop classroom assessments that help improve classroom instruction
- Distinguish between appropriate and inappropriate test preparation practices

**Assignments**

Short homework assignments will be assigned most weeks, as well as one larger project assigned for the end of the semester. All assignments must be completed on time. Homework turned in one week late will be reduced a full letter grade. Homework that is more than one week late **will not be accepted**. Evaluation criteria, the points toward your final grade, and due dates will be provided with each assignment.

In addition to homework, reading will be assigned for each class meeting. Please complete the reading **before** the class covering that topic. You are responsible for all material covered by the readings, whether or not it has been covered in class.

## Exams

There will be one exam. This mid-term (actually 2/3-term) will be given **in class**.

## Grading

Your final grade will be determined as follows:

mid-term	30%
homework	30%
final project	40%

Letter grades will be assigned based on a 10-point scale. For instance, an A would be between 90%-100% of possible points. Class attendance and participation will be considered in the computation of your grade. More than 2 absences from class will result in a 5% loss in your course grade. Each absence thereafter will result in a further 5% reduction in your grade.

## Tentative Schedule of Class Topics

Date	Topic	Chapter
8/16	Introduction to classroom assessment	1
8/23	Reliability	2
8/30	Validity	3
9/6	Bias in assessment	4
9/13	What to assess and how to assess it	5
9/20	Selected response	6
9/27	Constructed response & Performance assessment	7&8
10/4	Portfolio assessment & Affective Assessment	9&10
10/11	Item analysis	11
10/18	Instructionally oriented assessment	12
<b>10/25</b>	<b>Midterm Exam</b>	
11/1	Standardized assessment	13
11/8	Preparing students for assessment	14
11/15	Evaluating Teaching and Grading Students	15
<b>11/22</b>	<b>Thanksgiving Break</b>	
11/29	Peer evaluation of Item Writing Project	
	<b>Bring a full copy of project to class</b>	
12/7	Final Item Writing Project Due	

\*Additional readings may be assigned throughout the semester.