Professor of Record: Dr. Karen R. Juneau  
Associate Professor & Chair  
Career and Technical Education  

Office: William Carey University  
Tradition Campus  
Administration Building A335  
19640 Hwy 67  
Biloxi, MS 39532  
Office Phone (228) 702-1865  
Cell Phone (228) 282-0470  

Meeting Location and Time:  
This is a fully online course  

Contact Information:  
Preferred Contact Method: E-mail or cell phone is the best method of reaching me since I work at a variety of locations and campus sites.  

Office hours:  
Monday: 1:00 until 6:00  
at the Tradition campus  

Tuesday: 10:00 until 12:00  
1:00 until 5:00  
at the Tradition campus  
(night class 5:55 -9:46 Keesler AFB )  

Wednesday: 10:00 until 12:00  
1:00 until 5:00  
at Keesler AFB  
(night class 5:55 -9:46 Keesler AFB)  

Thursday: 10:00 until 12:00  
at Tradition
**Course Prerequisites:** None

**Course Web Site:** Course materials, handouts, assignments, exams, and due date reminders, will be posted on D2L.

**Number of Hours for Course:** 3 hrs

**Nature of Course:** Required Non-required

**Nature of Students:** Graduate Undergraduate

**Format of Course:** This is a fully online course

**Catalog description:** Development and utilization of various testing, student assessment tools and survey instruments: an introduction to the statistical treatment of data, and evaluative reports. (3 hrs.)

**Course Generally Scheduled:** Course is part of an 18 month rotation.

**Relationship of this course to the curriculum/program sequence:** The course is a required course for career and technical licensure in Mississippi. It is a required course for students seeking a degree in career and technical education.

**Required Text:**


Beyond readings from the text, additional reading assignments may be given to you during the class session. Usually, these additional reading assignments are summaries or outlines of materials related to the topic covered in class that session. You are expected to read these assignments before the beginning of the next class week.

**Conceptual Framework Addressed in Course:** The course is designed to prepare future educators and trainers to effectively evaluate student performance in secondary and post secondary vocational technical programs. Emphasis is placed on development of assessment materials that support the skill based competency frameworks of Mississippi Department of Education. Furthermore, this course provides a foundation of knowledge about national standards and professional development standards and diversity issues affecting career and technical education. CTE 446 intends to expand the students’ understanding of (a) evaluation as a tool to enhance student performance and (b) evaluation as a tool to improve instructional quality to meet the needs of diverse populations.

**Course Aim:** Students will develop skill in the development and assessment of student evaluation methods.
**Course Goals**: These goals support the conceptual framework of the School of Education and the National Association of Industrial and Technical Teacher Educators Standards of Quality for the Preparation and Certification of Trade and Industrial Teacher Educators and the Common Core for CTE Standards.

This course supports the following NAITTE standards:

*The Instructional Standard*

Qualified T&I teachers should be able to help all students become thinking, active worker-citizens by providing them with opportunities to observe, actively encounter and engage in, create, and experience meaningful learning.

3. design, implement, manipulate and assess learning experiences to promote student gains in the cognitive, psychomotor, and affective domains (IS3)

*The Curriculum Standard*

Qualified T&I teachers should be able to develop a course of study that helps them prepare students for active participation as citizens and workers in a postindustrial society.

4. integrate curriculum materials and experiences that help students to master concepts in applied academics, problem-solving, decision-making and other higher-order thinking skills. (CS4)

5. plan and prepare a systematically sequenced course of study that includes goals, objectives, daily lesson plans, classroom materials, teaching strategies, safety considerations, and assessment plans (all of which are coordinated and consistent with each other). (CS5)

6. develop a curriculum that consistently provides the impetus for discovery, reflection, and self-direction so as to raise student consciousness of the need for lifelong learning, and of the importance of the value of work, a positive attitude, and accepting responsibility. (CS6)

*Related Common Core Standards for CTE (CCSCTE)*

1. **Act as a responsible and contributing citizen and employee (CCSCTE 1).**

- Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others.
- They are conscientious of the impacts of their decisions on others and the environment around them.
- They think about the near-term and long term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace.
- They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
2. Apply appropriate academic and technical skills (CCSCTE-2)

- Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive.
- They make connections between abstract concepts with real-world applications and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

4. Communicate clearly, effectively and with reason (CCSCTE-4).

- Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.
- They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time.
- They are excellent writers; they master conventions, word choice and organization and use effective tone and presentation skills to articulate ideas.
- They are skilled at interacting with others; they are active listeners and speak clearly and with purpose.
- Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

8. Utilize critical thinking to make sense of problems and persevere in solving them (CCSCTE-8).

- Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.
- They are aware of problems when they occur and take action quickly to address the problem.
- They thoughtfully investigate the root cause of the problem prior to introducing solutions.
- They carefully consider the options to solve the problem.
- Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

10. Plan education and career path aligned to personal goals (CCSCTE-10).

- Career-ready individuals take personal ownership of their own educational and career goals, and they regularly act on a plan to attain these goals.
- They understand their own career interests, preferences, goals and requirements.
- They have a perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship.
- They recognize the value of each step in the educational and experiential process, and they recognize that nearly all career paths require ongoing education and experience.
- They seek counselors, mentors and other experts to assist in the planning and execution of career and personal goals.
**Course Objectives:** It is the intent of this course to focus upon selected objectives while accommodating the interests and needs of individual students to support the NAITTE Standards and Common Core Standards for CTE as listed above. Upon completion of the course, students will be able to:

1. Define evaluative terminology
2. Write effective objective assessments
3. Develop performance assessments
4. Apply qualitative methods of evaluating student performance
5. Select appropriate methods of evaluation for specific course objectives
6. Discuss current trends and issues in student assessment
7. Apply assessment techniques to improve the quality of their instruction
8. Apply simple statistical techniques in revising student assessments
9. Evaluate assessment reports

**Course Assignments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Course Objective Addressed</th>
<th>NAITTE Standards Addressed</th>
<th>Common Core Standard for CTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plagiarism Tutorial Post-Test</td>
<td>6</td>
<td>CS6</td>
<td>CCSCTE 1,</td>
</tr>
<tr>
<td>Introductory discussion board information</td>
<td>N/A</td>
<td>N/A</td>
<td>CCSCTE 2</td>
</tr>
<tr>
<td>Assignment 1 Writing Effective Objectives</td>
<td>1</td>
<td>IS3</td>
<td>CCSCTE 4, CCSCTE 8</td>
</tr>
<tr>
<td>Assignment 2 Writing Matching, and True False Items</td>
<td>2</td>
<td>IS3</td>
<td>CCSCTE 4</td>
</tr>
<tr>
<td>Assignment 3 Writing Multiple Choice Items</td>
<td>2</td>
<td>IS3</td>
<td>CCSCTE 8</td>
</tr>
<tr>
<td>Assignment 4 Essay, Short Answer and &amp; Completion Items</td>
<td>4</td>
<td>CS4, CS6</td>
<td>CCSCTE 8, CCSCTE 10</td>
</tr>
</tbody>
</table>
**Technology Competencies:** All assignments in the course will be completed through the use of technology, software and hardware and technology-associated resources (e.g., Web sites, technology-related articles).

**Teaching Techniques/Methods Used in Course:** Media presentations, discussion boards, required readings and group and individual assignments will be the instructional methods employed in the course.

All class requirements and activities are set upon an individual basis. The student is responsible for budgeting his/her own time and completing class work progressively throughout the term.

**Field Experience Requirements:** N/A

**Course Requirements/Grading Scale:**

<table>
<thead>
<tr>
<th>Requirement(s)</th>
<th>Weight</th>
<th>Specifics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>70%</td>
<td>Seven graded assignments</td>
</tr>
<tr>
<td>Final exam</td>
<td>10%</td>
<td>Objective Assessment</td>
</tr>
<tr>
<td>Online discussion board participation &amp; plagiarism</td>
<td>10%</td>
<td>Participation in discussion board &amp; completion of plagiarism tutorial post test</td>
</tr>
<tr>
<td>Final Revisions &amp; Course Portfolio</td>
<td>10%</td>
<td>Course Portfolio</td>
</tr>
</tbody>
</table>

Grades are calculated using a weighted average. The grading scale for this course is

- A = 90 - 100 points
- B = 80 - 89.9 points
- C = 70 - 79.9 points
D = 60 - 69.9 points
F =  0 - 59.9 points

Please note that you must earn the full point to make the cutoff score; 89.9 is a B in this course.

**Attendance (from The RedBook)**

Students are expected to attend class. Excessive absences may seriously affect the work of the whole class as well as that of the individual students who are absent. Undergraduate students must attend 75% of the class meetings in order to receive credit for the course. Graduate students must attend 80% of their class meetings in order to receive credit for the course. The total number of absences is reported for each class by each faculty member at the time of filing trimester grade reports.

**Professor Attendance Policy:**

For online and hybrid courses, it is expected that you will log onto the course web site at least once every eight (8) days (this number was selected to excluded Sundays). Failure to log into the course for more than (8) days will be considered a course absence. Failure to log into the course for more than sixteen (16) days consecutively or for two separate periods of more than eight (8) days will counted as two sessions you were absent. *If you miss more than two sessions, you will fail this course.*

**Assignment Due Dates and Late Policy:**

For this course, assignments are due one week from date the assignment is given unless otherwise noted. Assignments should be submitted before Midnight Central Time each week; assignments submitted after Midnight Central Time are considered late. Late assignments will accepted for one week following the original deadline and will be penalized 10 percent. No assignments will be accepted for credit more than one week after the original due date. No late assignments will be accepted after completion of the final exam.

All assignments are to be typed and should be submitted in electronic format in D2L. Several assignments will also be submitted in TK20. Please save copies of all your work.

**Weekly Sequence for Assignments and Readings:**

Every week you are provided resources and assignments. The sequence for working with these resources is:

1. If provided for the week, watch the Media Presentation.
2. If provided for the week, read the text reading.
3. If provided for the week, read and study the Study Outlines and Reviews.
4. If a required outside reading is provided, read that reading.
5. If optional readings are provided, you may want to read these next. Remember that these are not required reading assignments. They are helpful in reinforcing any areas in which you may want additional explanation.

6. If a discussion board question is provided, post your initial comment to the discussion board question. (Note: you are to complete the required readings, PRIOR to posting your initial comments.)

7. If provided for the week, work on the assignment for the week.

8. Respond to any postings on that week’s discussion question.

9. Submit that week’s completed assignment prior to Friday at midnight Central Time.

Class Participation:

Students in CTE 446 are expected to participate in a class discussion board. There are four required initial postings for each student and a minimal of four required responses from each student. Postings will be evaluated based on the following criteria:

- Response to required readings
- Evidence of reflection on the posted topic
- Consideration of the ideas posted by others
- Number of postings (must met minimal requirements)

Once a new topic has been posted, you are not required to review any new postings to the old or add to a previous thread but you are welcome to do so. Weekly participation is assessed on posts to the current topic; continuation of older topics is not required or assessed.

Inappropriate postings such as sales solicitations, hostile materials, and inappropriate social exchanges will be blocked and the student will be contacted to allow an opportunity to correct this behavior pattern. If this behavior pattern persists, the offending student will be barred from the both discussion boards and will receive a 0 on the class participation portion of the course grade.

Tentative Course Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Course Objective Addressed</th>
<th>NAITTE Standards Addressed</th>
<th>Due date</th>
<th>Points</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plagiarism Tutorial Post-Test</td>
<td>6</td>
<td>CS6</td>
<td>End of Week 1</td>
<td>10 of 10</td>
<td>Online Tutorial</td>
</tr>
<tr>
<td>Introductory discussion board info</td>
<td>N/A</td>
<td>N/A</td>
<td>End of Week 2</td>
<td>N/A</td>
<td>Test message and introduction to discussion boards Not graded</td>
</tr>
<tr>
<td>Assignment 1 Writing Effective Objectives</td>
<td>1</td>
<td>IS3</td>
<td>End of Week 3</td>
<td>10 out of 10</td>
<td>Exercise on writing and evaluation of</td>
</tr>
<tr>
<td>Assignment</td>
<td>Course</td>
<td>End of Week</td>
<td>Points Out of 10</td>
<td>Objectives</td>
<td></td>
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<td>------------</td>
<td></td>
</tr>
<tr>
<td>Assignment 2 Writing Matching, and True False Items</td>
<td>2 IS3</td>
<td>End of Week 4</td>
<td>10</td>
<td>Writing Matching, Sentence completion and True/False items</td>
<td></td>
</tr>
<tr>
<td>Assignment 3 Writing Multiple Choice Items</td>
<td>2 IS3</td>
<td>End of Week 5</td>
<td>10</td>
<td>Writing Multiple Choice Items</td>
<td></td>
</tr>
<tr>
<td>Assignment 4 Essay, Short Answer and Completion Items</td>
<td>4 CS4, CS6</td>
<td>End of Week 6</td>
<td>10</td>
<td>Writing Short Answer and Completion and Essay Exams &amp; Scoring exercise on essay exams</td>
<td></td>
</tr>
<tr>
<td>Assignment 5 Manipulative-performance and object testing</td>
<td>3, 4 CS4, CS6</td>
<td>End of Week 7</td>
<td>10</td>
<td>Develop a Manipulative-Performance testing and an object test</td>
<td></td>
</tr>
<tr>
<td>Assignment 6 Introduction to Statistics</td>
<td>8 CS5, CS6</td>
<td>End of Week 8</td>
<td>10</td>
<td>Calculate basic descriptive statistics, weight averages, normalize scores, percentile ranks</td>
<td></td>
</tr>
<tr>
<td>Assignment 7 Modifying and Improving Exams</td>
<td>1, 6 IS3</td>
<td>End of Week 8</td>
<td>10</td>
<td>Reliability, validity and item analysis Modifying assessments for specific training and special needs environment</td>
<td></td>
</tr>
<tr>
<td>Discussion board participation</td>
<td>6 IS3, CS6</td>
<td>Question postings due at the end of week 2, week 3, week 6, week 6</td>
<td>10</td>
<td>Discussion board participation</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>1, 2, 3, 4, 5, 6, 7 &amp; 8 IS3, CS4, CS5, CS6</td>
<td>Final class week</td>
<td>100</td>
<td>Objective / Essay assessment</td>
<td></td>
</tr>
</tbody>
</table>
Product to Verify Technology Application Competency:

<table>
<thead>
<tr>
<th>Course Objective Addressed</th>
<th>NAITTE Standard Addressed</th>
<th>Common Core Standards for CTE</th>
<th>Description of the Nature of the Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,2,3,4,5,6,7,8 and 9</td>
<td>IS3, CS4, CS5, CS6</td>
<td>CCSCTE -1,2,4,5,6,10</td>
<td>Collection of assessment materials developed and revised during the course.</td>
</tr>
</tbody>
</table>

Bibliography/additional readings/reading lists:

Mager, R.F. (1984). *Preparing instructional objectives.* (2nd ed.). Belmont, CA: David S. Lake. Note: There are several editions of this work; the content has not significantly changed since this edition and this edition is the least expensive. It is a seminal work.

Web site resources:

Plagiarism tutorial  
[http://www.lib.usm.edu/research/plag/plagiarismtutorial.php](http://www.lib.usm.edu/research/plag/plagiarismtutorial.php)

Types of Assessment  

Classroom planning  

Mager's Tips on Instructional Objectives  
[http://www2.gsu.edu/~mstmbs/CrsTools/Magerobj.html](http://www2.gsu.edu/~mstmbs/CrsTools/Magerobj.html)

An Introduction to Quality Test Construction  

North Carolina Testing Code of Ethics  
[http://www.dpi.state.nc.us/docs/accountability/testing/policies/testcode080100.pdf](http://www.dpi.state.nc.us/docs/accountability/testing/policies/testcode080100.pdf)

Test Construction: Some Practical Ideas  
[http://www.utexas.edu/academic/cte/sourcebook/tests.pdf](http://www.utexas.edu/academic/cte/sourcebook/tests.pdf)

Rules for Constructing Essay Questions  
[http://www.personal.psu.edu/faculty/s/r/sra113/602/essayexams.htm](http://www.personal.psu.edu/faculty/s/r/sra113/602/essayexams.htm)
Creating Rubrics: Inspire your students and foster critical thinking
http://www.teachervision.fen.com/teaching-methods/rubrics/4521.html

Statement on academic integrity

William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University’s academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense sanctions could include failure of the assignment, failure of the course, and could lead to suspension or dismissal from the University. A full explanation of the procedures for responding to instances of academic dishonesty is contained in the University’s Policies and Procedures manual and in the student handbook, The Redbook.

ADA statement

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact one the following offices depending on your location:

At the Hattiesburg campus: Ms. Brenda Waldrip, 601-318-6188, Student Services Office in Lawrence Hall.

At the Tradition campus: Mr. Jerry Bracey, 228-702-1802.

At Keesler Center: Ms. Amanda Knesal, 228-376-8480.

Disaster Plan Statement

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website http://wmcarey.edu, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university’s course management system at https://elearning.wmcarey.edu. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through Sader Watch, the WCU emergency text message service. Sign up instructions can be found under current students on the WCU homepage.

TK20 Subscription Information for All Undergraduate and Graduate Students in Education
All education students (Education and CTE majors) are required to purchase a TK20 account by going to http://TK20.wmcarey.edu and clicking on "click here to purchase a student account", then follow the prompts. After purchasing your TK20 account, TK20 will email your log in information and further instructions.

Your TK20 Account should be activated (purchased) by the end of the second week of classes. You will then begin exploring the system and its portfolio features. Make sure to get oriented to the system and complete the assignment your instructor will use for your key assessment.

This is required for all students in the College of Education at William Carey University. In this course, you will be required to submit your final portfolio to TK-20.
<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture/Topic</th>
<th>Assignment/Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Topics:</td>
<td>Online resources:</td>
</tr>
<tr>
<td></td>
<td>*Course Introduction</td>
<td>In D2L:</td>
</tr>
<tr>
<td></td>
<td>*History of measurement</td>
<td>Media Presentation for Week 1</td>
</tr>
<tr>
<td></td>
<td>*Professional Standards</td>
<td>Study Outline 1. History of Measurement</td>
</tr>
<tr>
<td></td>
<td>Posts of introductory information on Homework and Water Cooler Boards are due by the end of this week.</td>
<td>Required Text Reading:</td>
</tr>
<tr>
<td></td>
<td>Complete the Plagiarism Tutorial and e-mail the post-test results by the end of the week. E-mail to <a href="mailto:kjuneau@wmcarey.edu">kjuneau@wmcarey.edu</a></td>
<td>Chapter 1: Concepts of testing and measurements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 2: Principles of Measurement and Learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignments:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Complete the Plagiarism Tutorial and e-mail the post-test results by the end of this week</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Post introductory information on the discussion board by the end of the week</td>
</tr>
<tr>
<td>Week 2</td>
<td>Topics:</td>
<td>Online resources:</td>
</tr>
<tr>
<td></td>
<td>*Types of Evaluation Instruments</td>
<td>In D2L:</td>
</tr>
<tr>
<td></td>
<td>*Objectives</td>
<td>Media Presentation for Week 2</td>
</tr>
<tr>
<td></td>
<td>*Learning Domains</td>
<td>Study Outline 3. Test Construction</td>
</tr>
<tr>
<td></td>
<td>Discussion board question 1 and reply is due end of this week.</td>
<td>On the World Wide Web:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mager's Tips on Instructional Objectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www2.gsu.edu/~mstmbs/CrsTools/Mageobj.html">http://www2.gsu.edu/~mstmbs/CrsTools/Mageobj.html</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Required Text Reading:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 3: The Purpose of Testing in Schools</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment 1: Writing Effective Objectives due end of week 3.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discussion board question 1 - post one comment and one reply by the end of this week.</td>
</tr>
</tbody>
</table>
### Week 3

**Topics:**
* What is a good test?
* Measurement concepts
* Ethics and Fairness
* True-false item Construction

**Assignment 1:** Writing Effective Objectives
Assignment is due end of this week.

**Discussion board question 2 is due end of this week.**

**Assignment 2:** Writing True false is assigned – due end of Week 4

**Online resources:**

**In D2L:**

* Media Presentation for Week 3
* Study Outline 4: True/False and Completion Items

**On the World Wide Web:**

* Optional reading: An Introduction to Quality Test Construction

* North Carolina Testing Code of Ethics
  [http://www.dpi.state.nc.us/docs/accountability/testing/policies/testcode080100.pdf](http://www.dpi.state.nc.us/docs/accountability/testing/policies/testcode080100.pdf)

* Required Text Reading: Chapter 4: Qualities of a Good Test.

* Required Text Reading: Chapter 6. Constructing True-false items.

**Assignment 2:** Writing True false is assigned – due end of Week 4

**Discussion board question 2: Post a minimum of one comment and one reply by the end of this week**

### Week 4

**Topics:**
* Multiple choice items
* Matching items

**Assignment 2:** Writing True false Items is due.

**Online resources:**

**In D2L:**

* Media Presentation for Week 4
* Study Outline 5: Multiple Choice Test Items

**On the World Wide Web:**

* Optional reading: Test Construction: Some Practical Ideas
  [http://www.utexas.edu/academic/cte/sourcebook/tests.pdf](http://www.utexas.edu/academic/cte/sourcebook/tests.pdf)

**Assignment 2:** Writing multiple choice questions is assigned – due end of Week 5
| Week 5 | **Topics:**  
|--------------|--------------------------------------------------|--------------------------------------------------|
|            | *Essay items  
|            | *Short answer and completion items.  
|            | *Designing rubrics  
|            | *Introduction to online testing  
|            | **Discussion board question 3:** Post a minimum of one comment and one reply by the end of this week.  
|            | **Assignment 3:** Writing multiple choice items  
|            | is due  
| Week 6 | **Topics:**  
|--------------|--------------------------------------------------|--------------------------------------------------|
|            | *Performance tests  
|            | *Object tests  
|            | *Rubrics and Checklists  
|            | **Discussion board question 4:** Post a minimum of one comment and one reply by due by the end of this week.  
|            | **Assignment 4:** Scoring Essay Items due end of this week  

**Required Text Reading:**  
Chapter 7: Constructing Multiple Choice Tests

**Online resources:**  
*In D2L:*  
Media Presentation for Week 3  
Study Outline 6: Essay Exams

*On the World Wide Web:*  
Rules for Constructing Essay Questions  
http://www.personal.psu.edu/faculty/s/r/sra113/602/essayexams.htm

**Required Text Reading:**  
Chapter 8: Constructing completion items.  
Chapter 10. Constructing Essay Items

**Assignment 4:** Scoring Essay Items due end of week 6  
**Discussion board question 3:** Post a minimum of one comment and one reply by the end of this week

**Required Text Reading:**  

**Assignment 5:** Developing object and manipulative performance tests due end of
| Week 7 | **Topics:**
|*Testing environment  
*Construction issues  
*Basic Rubrics  
*Grading  
*Interpreting results  
*Introduction to Statistics **Assignment 6:** Part 1: Practice statistics worksheets due end of this week in D2L. Work the practice assignments first and submit for review by Friday of this week | **Online resources:**
**In D2L:**
*Media Presentation for Week 5  
*Study Outline 8: Types of Rubrics  
*Media Presentation for Week 6  
*Study Outline 9: Basic Statistics  
**Required Text Reading:** Chapter 12: Test construction, administration and scoring  
**Required Text Reading:** Chapter 14: Assigning grades  
**Assignment 6:** Part II Graded Statistics worksheets due end of Week 8. |
| Week 8 | **Topic:** Introduction to Statistics  
**Assignment 5:** Developing object and manipulative performance tests due end of this week  
**Assignment 6:** Part II Graded Statistics worksheets due end of this week | **Online resources:**
**In D2L:**
*Media Presentation for Week 6  
*Study Outline 9: Basic Statistics  
**Assignment 6:** Part II Graded Statistics worksheets due end of Week 9. |
| Week 9 | **Topic:**  
Evaluating and modifying assessments  
Exam review  
Upload to TK20 | **Online resources:**
**In D2L:**
*Study Outline 10: Modifying Assessments  
**Final Exam Study Guide** |
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