

**Instructor:** Dr. Mollie Aschenbrener  
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**Office Hours:** On-line as needed

**Schedule:** Online

**Course Description:**

This graduate level course is designed to develop an understanding and application of assessment relevant to agricultural education. Students will develop, administer and analyze formal, informal and performance assessment techniques to monitor and evaluate student learning and guide modification.

**Course Objectives:**

**Assessment:**

1. Identify assessment components of learning theories, including types and purposes of specific assessments.
2. Describe the difference between evaluation and assessment and how these apply to agricultural education.
3. Identify and analyze the backward design method in the curriculum-planning process.
4. Apply knowledge of effective assessment theories to develop formal, informal and performance assessments relevant to agricultural education environments.
5. Analyze assessment data for informed decision making, including pragmatic needs in an agricultural education department.
6. Utilize assessment data to modify instruction within an agricultural program.

**Students should be prepared to accomplish the following:**

- **Knowledge** (e.g., describe goals and forms of assessment)
- **Comprehension** (e.g., distinguish appropriate items for measuring learning outcomes)
- **Application** (e.g., compare assessment choices to desired outcomes)
- **Analysis** (e.g., select learning objectives appropriate for agricultural education)
- **Synthesis** (e.g., construct examinations relevant to agricultural education)
- **Evaluation** (e.g., interpret test scores to enhance agricultural programs).

**Course Materials:**

All readings will be available on Black Board Learn. It is your responsibility to complete all posted reading assignments.

**Policies:**

1. ADA Policy – If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need assistance, please notify the Disability Support Services, 172 Student Services Building, 898-5959 or your course instructor immediately. Reasonable efforts will be made to accommodate your special needs.

2. Academic Honesty – Academic honesty is fundamental to the activities and principles of any university. All members of the academic community must be confident that each person’s work has been responsibly and honorably acquired, developed, and presented. Any effort to gain advantage not given to all students is dishonest whether or not the gain is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult the instructor.
3. Attendance and Participation – Regular attendance and participation is expected. Please contact the instructor by either phone or e-mail if you need assistance. **All assignments must be submitted online through Black Board Learn by the due date specified in the syllabus.**
4. Communication  
All communication for this course will be conducted via Black Board Learn. This includes email communications and course announcements. It is the student’s responsibility to check Black Board Learn for any announcements regarding the course.

#### **Assignments:**

1. Introductory Video (20 points): During the first week of class, students will post a 2-3 minute introductory video explaining the following: current teaching/professional position; personal experiences with assessment; professional experience with assessments; personal goals for this course; and assessment needs in your profession. Additional details, including a scoring rubric, will be provided online.
2. Online Wiki Assignments (150 points) – Students are expected to actively participate in a Wiki topic. Students will provide input on the topics as posted to the Wiki assignments throughout the class.
3. Assessment Report (50 points) – Chose an assessment used in agricultural education. Identify the assessment objectives, type of assessment (placement, formative, diagnostic, summative), and standards for interpreting test scores (criterion-referenced and norm-referenced). This assessment may be content specific, FFA or SAE related. Additional details, including a scoring rubric, will be provided online.
4. Assessment Data (50 points) - Review a class assessment and a FFA assessment (exam used for any contest) for reliability and validity. Include content, construct, and criterion validity as well as the method of reporting reliability used to evaluate the assessment. Additional details, including a scoring rubric, will be provided online. Additional details, including a scoring rubric, will be provided online.
5. Alternative Assessment (50 points) - Design a performance-based assessment, including scoring criteria (rubric).
6. Portfolios (50 points): Identify a content area in agricultural course which would benefit from a portfolio assignment. Identify the purposes, strengths and weaknesses, guidelines

for portfolio entries, evaluation criteria, and portfolio construction. Additional details, including a scoring rubric, will be provided online.

7. Unit Exam Packet (100 points): Students will create a unit exam which must be developed from at least five individual lessons plans or a unit lesson plan in agricultural contexts which include at least two formative assessments. The exam must include a variety of assessment questions (multiple choice, true/false, short answer and matching) and at least one alternative assessment rubric relevant to agricultural education curriculum. Finally, include one rubric (from any unit plan from any agriculture course) designed specifically for experience based courses such as mechanics or floral design. Additional details, including a scoring rubric, will be provided online.
  
8. Assessment Evaluation (50 points): Prepare a 2 page written report evaluating the data collected through your unit exam. Identify how the information will be used to modify instructional objectives, inform practice, evaluate course objectives, and provide feedback to your agricultural education program. Additional details, including a scoring rubric, will be provided online.

**Final Exam:** A final exam will be provided and completed online (100 points).

**Grading Scale:**

A	= 93% - 97.99%	B-	= 80% - 82.99%		
A-	= 90% - 92.99%	C+	= 78% - 79.99%		
B+	= 88% - 89.99%	C	= 73% - 79.99%	F	= less than 60%
B	= 83% - 87.99%	C-	= 70% - 72.99%		

**Tentative Schedule:**

<b>Week:</b>	<b>Topic</b>	<b>Assignments</b>
1.	<p><b><u>Week 1: Introduction</u></b>            Students will introduce themselves to fellow learners in the discussion forum and set goals for the course.</p> <p>Unit Goals:</p> <ul style="list-style-type: none"> <li>• Define professional goals and expectations for this course.</li> <li>• Explain previous knowledge about assessment and evaluation.</li> </ul>	<p><u>Week One Assignments:</u></p> <p>.</p> <p><b>Introductory Video (25 points) (Assignment one)</b></p> <ul style="list-style-type: none"> <li>• Introduce yourself to other learners  <b>*Post 2 minute video clip. Due: Sunday, January 27, 2013</b></li> <li>• Discuss how assessment and evaluation results influence teaching practices.</li> </ul> <p><b>Enroll in Wiki (sign up)</b></p>
2.	<p><b><u>Week 2: Assessment vs. Evaluation</u></b>            Students will develop an understanding for</p>	<p><u>Week Two Assignments:</u></p>

	<p>the difference between assessment and evaluation and the various types of assessment and evaluation.</p> <ul style="list-style-type: none"> <li>• Reflect on the value of self-assessment.</li> <li>• Describe how standards have impacted evaluation and assessment classroom practice.</li> <li>• Analyze and reflect on student-questioning techniques.</li> </ul>	<p><b>Contribute to your Wiki?</b></p>
3.	<p><b><u>Week 3: Assessment Goals</u></b>  This week students will identify the functions of assessment, standards for interpreting test scores, and different types of tests. Students will continue to tie assessment to learning objectives and select the most relevant assessment to meet the desired objective.</p> <ul style="list-style-type: none"> <li>• Identify types of assessment (placement, formative, diagnostic, summative)</li> <li>• Identify standards for interpreting test scores (criterion-referenced and norm-referenced)</li> <li>• Identify different types of assessments (criterion-referenced and norm-referenced) used in agricultural education</li> </ul>	<p><u>Week Three Assignments:</u></p> <p><b>Contribute to your Wiki?</b></p> <p><b>Assessment Report (Assignment 3)</b>  <b>Due March 10, 2013</b></p>
4.	<p><b><u>Week 4: Validity and Reliability of Assessment</u></b>  This week students will discuss the meaning of validity and reliability as they pertain to creating meaningful assessment. Students will develop strategies of assessing validity and reliability as well as determining appropriate methods for determining reliability.</p> <ul style="list-style-type: none"> <li>• Reflect upon types of assessments used in agricultural content areas.</li> <li>• Discuss validity and strategies for assessing validity, including content, construct, and criterion validity.</li> <li>• Identify factors influencing validity</li> </ul>	<p><u>Week Four Assignments:</u></p> <p><b>Contribute to your Wiki?</b></p> <p><b>Assessment Data (Assignment 4)</b>  <b>Due: Sunday, March 17, 2013</b></p>

	<ul style="list-style-type: none"> <li>• Describe correlations</li> <li>• Determine methods of reliability, including test-retest, etc.</li> <li>• Identify methods used to express reliability (reliability coefficient and standard error of measurement)</li> <li>• Determine factors influencing reliability and inter-rater consistency</li> </ul>	
5./ 6.	<p><b><u>Weeks 5 and 6: The Assessment Matrix</u></b>  Students will identify ways to include assessment and evaluation-driven designs into their teaching. Students will identify lessons and learning activities that prepare their students for assessment; and investigate the integration of Bloom's taxonomy into assessment and evaluation plans.</p> <ul style="list-style-type: none"> <li>• Discuss planning of learning activities and instruction aligned with appropriate learning objectives and skills.</li> <li>• Identify appropriate assessment method for each skill and activity in a lesson.</li> </ul>	<p><u>Week Five and Six Assignments:</u>  <b>Contribute to your Wiki?</b></p>
7.	<p><b><u>Week 7: Tailoring assessments to informational needs:</u></b> determining general type of information needed, specifying learning outcomes to be assessed, decide which item types are most appropriate (objective items vs. performance tasks), general principles for constructing relevant and fair test items, constructing assessments that improve learning and instruction.</p> <ul style="list-style-type: none"> <li>• Discuss objectives for students, ways to effectively assess skills or knowledge, and the learning activities that will help demonstrate mastery.</li> <li>• Discuss appropriate tasks for agricultural education, including FFA and SAE.</li> <li>• Determine criteria for quality test questions, including avoid double barrel, etc.</li> </ul>	<p><u>Week Seven Assignments:</u>  <b>Contribute to your Wiki?</b></p>
	<i>SPRING BREAK</i>	

8./ 9.	<p><b>Weeks 8 and 9:</b></p> <p><b>Short-answer, true-false, and matching items:</b> characteristics of three simple forms (short-answer, true-false, and matching items), advantages and limitations of each, suggestions for constructing items of each type, evaluating and improving items.</p> <p><b>Multiple-choice items:</b> characteristics of multiple-choice items, advantages and limitations, evaluating stems of multiple-choice items, evaluating alternative answers, avoiding poor questions.</p> <p><b>Interpretive exercises:</b> Uses of interpretive exercises in measuring complex achievement, advantages and limitations of interpretive exercises, suggestions for constructing them.</p> <ul style="list-style-type: none"> <li>• Discuss challenges associated with developing relevant assessments using different types of questions.</li> <li>• Discuss types of questions and the type of learners they benefit, especially in agricultural education.</li> <li>• Determine appropriate selection and limitations of assessment questions.</li> <li>• Identify interpretive exercises appropriate for agricultural education, including the non-formal laboratory environment.</li> <li>• Discuss FFA or SAE contest examinations for appropriate question development.</li> </ul>	<p><u>Week Eight and Nine Assignments:</u></p> <p><b>Contribute to your Wiki?</b></p>
10.	<p><b>Week 10: Performance-based assessments:</b> characteristics of performance-based assessment tasks, constructing restricted-response performance-based tasks, constructing extended-response performance-based tasks, developing scoring criteria (rating scales and checklists).</p> <ul style="list-style-type: none"> <li>• Discuss characteristics of performance based assessments.</li> </ul> <p>Discuss one example of a performance-</p>	<p><u>Week 10 Assignments:</u></p> <p><b>Contribute to your Wiki?</b></p> <p><b>Alternative Assessment (Assignment 5) Due: Sunday, April 14, 2013</b></p>

	<p>based assessment of an application exercise used in a non-typical lab environment, such as a horticulture lab, ongoing feeding trial, etc.</p> <ul style="list-style-type: none"> <li>• Discuss types of performance based assessments especially relevant for agricultural education, including use of FFA and SAE activities as performance assessments.</li> <li>• Discuss scoring criteria for performance based assessments, including use of FFA and SAE activities.</li> </ul>	
11.	<p><b>Week 11: Portfolios:</b> purposes, strengths and weaknesses, guidelines for portfolio entries, evaluation criteria, portfolio construction</p> <ul style="list-style-type: none"> <li>• Discuss areas where portfolios will benefit evaluation in agricultural content areas and components necessary for portfolio construction.</li> </ul>	<p><u>Week Eleven Assignments:</u>  <b>Contribute to your Wiki?</b></p> <p><b>Portfolio rubric (Assignment 6) Due April 21, 2013</b></p>
12	<p><b>Week 12: Essay questions:</b> characteristics of essay questions, evaluating and improving essay questions, constructing restricted-response essay questions, constructing extended-response essay questions, developing scoring criteria (holistic vs. analytic), suggestions for scoring essay questions</p> <ul style="list-style-type: none"> <li>• Identify and post two essay questions relevant to agricultural education students in 2 core content areas.</li> </ul>	<p><u>Week Twelve Assignments:</u>  <b>Contribute to your Wiki?</b></p> <p><b>Unit Exam (Assignment 7) Due April 28, 2013</b></p>
13.	<p><b>Week 13: Assembling, administering, and appraising classroom tests:</b> reviewing and arranging items and tasks in the test, preparing test directions, principles for administering and scoring tests, item analysis procedures for norm-referenced classroom tests, applying item analysis principles to performance-based assessment tasks, developing item banks</p> <p><b>Some helpful statistics:</b> rank, central tendency, variability, correlation</p> <ul style="list-style-type: none"> <li>• Reflect on types of assessments used in</li> </ul>	<p><u>Week Thirteen Assignments:</u>  <b>Contribute to your Wiki?</b></p>

	<p>agricultural content areas.</p> <ul style="list-style-type: none"> <li>• Discuss challenges associated using examinations created by professionally developed curriculum.</li> </ul>	
14.	<p><b>Week 14: Selecting and using standardized tests:</b> sources of information on published tests, selecting and evaluating published tests, administering published tests, uses and misuses of published tests</p> <p><b>Interpreting test scores and norms for published tests:</b> proper interpretation of criterion-referenced and norm-referenced scores, characteristics of different types of derived scores (percentile ranks, grade equivalents, standard scores), appropriate and inappropriate interpretations of grade equivalent scores, relationships among different scoring systems, guides and cautions in interpreting scores on published tests</p> <ul style="list-style-type: none"> <li>• Reflect on types of assessments used in agricultural content areas.</li> <li>• Discuss challenges associated with standardized testing the how the information could be used by agricultural departments.</li> </ul>	<p><u>Week Fourteen Assignments:</u> <b>Contribute to your Wiki?</b></p>
15.	<p><b>Grading and reporting:</b> types of grading and reporting systems, assigning relative letter grades, assigning absolute grades, parent-teacher conference, reporting results.</p> <p><b>SAE and FFA “grade” reporting:</b> Identify requirements for grading SAE and FFA activities based upon funding resources.</p> <ul style="list-style-type: none"> <li>• Share current grade reporting systems and advantages and disadvantages.</li> <li>• Share current practices for including grading of FFA and SAE.</li> </ul>	<p><b>Finalize your Wiki</b></p> <p><b>Assessment Evaluation (Assignment 8) due: Sunday, May 19, 2013</b></p>



\* *Note:* Points may vary depending upon additional quizzes and assignments given.

**Evaluations:**

<i>Assignment</i>	<i>Due Date</i>	<i>Points Possible</i>	<i>Points Earned</i>
Introductory Video	1/27/13	20	
Assessment Report	3/10/13	50	
Assessment Data	3/17/13	50	
Alternative Assessment	4/14/13	50	
Portfolios	4/21/13	50	
Unit Exam Packet	4/28/13	100	
Assessment Evaluation	5/19/13	50	
Online Wiki Assignments	5/19/13	150	
<b>TOTAL</b>		<b>*570s</b>	

\* *Note:* Points may vary depending upon additional quizzes and assignments given.