EPSY 8224: Performance Assessment Design & Analysis

Spring Semester, 2019

Mondays 9:05 – 11:55 am

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| Instructor: Michael C. Rodriguez | Classroom: 215 Peik Hall |
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| Email: mcrdz@umn.edu | Office Hours: Tuesdays 1:00-3:00  and by appointment |
| Web: http://www.edmeasurement.net |

**The Course:**

Performance assessment is a tool that has been in use for centuries. Evidence suggests that as early as 2200 BC, Chinese emperors set up civil service exams that were performance based trials. It wasn’t until the development of multiple-choice items during WWI and the use of the SAT in the 1920s that objective assessments became the standard for use in large-scale settings in the USA. However, classroom teachers have continued to employ performance-based assessments in both formative and summative evaluation of students. In the last decade or so, performance activities have resurfaced in large-scale settings, particularly in statewide testing programs. The psychometric (technical) qualities of the results have not met current professional standards for making high-stakes decisions about individuals. There has been limited success in the use of performance assessments in some large-scale programs, but the evidence has not been overwhelming in support of these activities over objective measures (e.g., multiple choice tests).

There are many potential uses for performance assessment and we have learned a great deal about their benefits and costs. The literature is rich in this area and the skills needed to develop quality assessments have been demonstrated.

The course will present the issues related to the conceptualization, design, implementation, and analysis of performance assessments as employed in both small-scale (e.g., classrooms) and large-scale (e.g., statewide and national testing programs) settings. The design stage alone is wide-ranging in terms of building test specifications, training task developers, designing tasks and scoring criteria, reviewing tasks for sensitivity and bias, piloting tasks, analyzing pilot results, and finally selecting tasks. We will examine several existing performance assessment systems, including the Advanced Placement assessments, the NBPTS teacher certification portfolio system and school leaders certification assessments, performance based assessment systems for students with severe cognitive/physical impairments, and others.

***Primary Course Objectives:***

This course will provide students with the background, lessons learned, and practical exposure to techniques for the development and implementation of performance assessments at various levels for various purposes, with the skills to critique such uses. Students will engage in sophisticated readings, complete small projects designing performance assessment tasks and rubrics under a typical set of guidelines, and critique real applications of performance assessments.

During the data analyses sessions, GENOVA software will be used for demonstration and the free downloadable software will be provided online at the course website. The course will also employ several interactive web sites designed to provide students with the opportunity to build their familiarity with every aspect of performance assessment at several levels, including early elementary education, K-12, higher education, and professional assessments.

Specific objectives for each session will be presented at each session. Generally, the student will be able to

* Develop tasks and rubrics for measuring academic and professional skills;
* Evaluate performance assessment tasks, rubrics, and related materials;
* Interpret performance assessment results from a variety of sources; and
* Apply principles of measurement for responsible test use.

***Requirements:***

Students will be expected to read the assigned materials prior to class to engage in class discussions. Assignments are provided for reflection and to gain experience in the design and evaluation of performance assessments in a variety of settings.

1. Complete performance assessment/portfolio blueprint
   * Due week 4 (10% of grade)
2. Critique existing assessment
   * Due week 9 (20%)
3. Data-based assignment
   * Due week 12 (20%)
4. Final project
   * Due finals week, by May 13 (50%)

There will be one multi-part project. This project will include several stages of the development of a performance assessment in the setting of the student’s choice, including specification of:

(a) assessment purpose,

(b) domain description,

(c) identification of the aspects of performance that are relevant and applicable to assessment,

(d) detailed specifications for task development or sample tasks,

(e) sample rubrics, and

(f) initial analysis and evaluation plans.

This project will equal 50% of the total grade. Each phase of this project is brief and in whole will constitute a complete assessment plan. Details will be provided in class.

We will take as much time as is necessary to complete understanding of the material before we move on. There is time during each session to allow for extended time on a topic. The material is cumulative to a certain extent so it is imperative that you keep up with the workload. You are encouraged to work with a partner, as long as this works for you, and to utilize office hours to complete your understanding of the material from the moment you begin to feel uncertain. It is during these moments of uncertainty that a great deal of learning can occur.

**2019** **Performance Assessment** **Schedule**

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| **Jan 28** | History of Performance Assessment |  |
|  | Current uses of Performance Assessment | SBP92 |
|  | * + Classroom & Large-Scale Uses | KM96 (Ch.1-2) |
| **Feb 4** | Conceptualizing the Assessment |  |
|  | * Purpose and politics | D-HA10, A99 |
|  | * Assessment framework and blueprint | HAW92 (Ch.3) |
| **11** | Design of Performance Assessment |  |
|  | * Developing tasks, prompts, scoring criteria | KM96 (Ch.4), S87 |
|  | **(a,b)** | HAW92 (Ch4) |
| **18** | Performance Task Development Workshop **[1]** | L10 (3-24) P96 (Ch.1), B93 |
| **25** | Scoring & Rubric Development Workshop  **(c)** | L10(25-41) HAW92 (Ch.5-6) |
| **Mar 4** | Portfolio Development Workshop **(d)** | WR13, AS92 |
| **11** | Implementation of Performance Assessment |  |
|  | * Pilot procedures, standardizing administration | KM96 (Ch.6-8) |
|  | **(e)** | P96 (Ch.5) |
| **18** | *SPRING BREAK* |  |
| **25** | Optimizing Measurement Procedures Psychometrically | KCC99, ACT97 |
|  | * Evaluating psychometric quality | L10(42-58) HAW92 (Ch.6) |
|  | * Generalizability & Dependability of Measurements | P96 (Ch.2) |
| **Apr 1** | Quantitative Analysis of Performance Scores **[2]** |  |
| **8** | *AERA & NCME – No Class* |  |
| **15** | Data Analysis Options in Practice | KM96 (Ch.10) |
| **22** | Student Presentations **[3]** |  |
| **29** | Student Presentations **(f)** |  |
| **May 6** | Student Presentations **[4]** |  |
| **10** | Final work due for grading |  |

***Reading List***

AERA, APA, NCME (2014). [*Standards for educational and psychological testing*](https://www.apa.org/science/programs/testing/standards.aspx). Washington DC: American Educational Research Association.

American College Testing Program (1997). [*Reliability issues with performance assessment: A collection of papers*](http://www.act.org/content/dam/act/unsecured/documents/ACT_RR97-03.pdf). Iowa City, IA: Author.

Arter, J. (1999). [Teaching about performance assessment](https://primo.lib.umn.edu/primo-explore/fulldisplay?docid=TN_wj10.1111/j.1745-3992.1999.tb00012.x&context=PC&vid=TWINCITIES&search_scope=mncat_discovery&tab=article_discovery&lang=en_US). Educational Measurement: Issues and Practice, 18(2), 30-44.

Arter, J.A., & Spandel, V (1992). [Using portfolios of student work in instruction and assessment](https://primo.lib.umn.edu/primo-explore/fulldisplay?docid=TN_wj10.1111/j.1745-3992.1992.tb00230.x&context=PC&vid=TWINCITIES&search_scope=mncat_discovery&tab=article_discovery&lang=en_US). *Educational Measurement: Issues & Practice, 11*(1), 36-44.

Brookhart, S. (1993). [Assessing student achievement with term papers and written reports](https://primo.lib.umn.edu/primo-explore/fulldisplay?docid=TN_wj10.1111/j.1745-3992.1993.tb00525.x&context=PC&vid=TWINCITIES&search_scope=mncat_discovery&tab=article_discovery&lang=en_US). *Educational Measurement: Issues & Practice, 12*(1), 40-47.

Darling-Hammond, L., & Adamson, F. (2010).[*Beyond basic skills: The role of performance assessment in achieving 21st century standards of learning*](https://scale.stanford.edu/system/files/beyond-basic-skills-role-performance-assessment-achieving-21st-century-standards-learning.pdf). Stanford, CA: Stanford University, Stanford Center for Opportunity Policy in Education.

Herman, J.L., Aschbacher, P.R., & Winters, L. (1992). [*A practical guide to alternative assessment*](http://www.edmeasurement.net/8224/Herman1992.pdf). Alexandria, VA: ASCD.

Kane, M.B., Crooks, T., & Cohen, A. (1999).[Validating measures of performance](https://primo.lib.umn.edu/primo-explore/fulldisplay?docid=TN_wj10.1111/j.1745-3992.1999.tb00010.x&context=PC&vid=TWINCITIES&search_scope=mncat_discovery&tab=article_discovery&lang=en_US). Educational Measurement: Issues and Practice, 18(2), 5-17.

Kane, M. B., & Mitchell, R. (1996). [*Implementing performance assessment: Promises, problems, and challenges*](https://files.eric.ed.gov/fulltext/ED433344.pdf). Mahwah, NJ: Lawrence Erlbaum Associates.

Lane, S. (2010). [*Performance assessment: The state of the art*](https://scale.stanford.edu/system/files/performance-assessment-state-art.pdf). Stanford, CA: Stanford University, Stanford Center for Opportunity Policy in Education.

Phillips, G.W. (1996). [*Technical issues in large-scale performance assessment*](https://nces.ed.gov/pubs/96802.pdf). Washington, DC: National Center for Education Statistics.

Shavelson, R.J., Baxter, G.P., & Pine, J. (1992). [Performance assessments: Political rhetoric and measurement reality](https://primo.lib.umn.edu/primo-explore/fulldisplay?docid=TN_ericEJ448067&context=PC&vid=TWINCITIES&search_scope=mncat_discovery&tab=article_discovery&lang=en_US). Educational Researcher, 21(4), 22-27.

Stiggens, R.J. (1987). [Designs and development of performance assessments](https://onlinelibrary-wiley-com.ezp2.lib.umn.edu/doi/abs/10.1111/j.1745-3992.1987.tb00507.x). Educational Measurement: Issues and Practice, 6(3), 33-42.

Wills, K.V., & Rice, R. (Eds.). (2013). [*ePortfolio performance support systems: Constructing, presenting, and assessing portfolios*](https://wac.colostate.edu/books/eportfolios/willsrice.pdf). Anderson, SC: Parlor Press.

*Additional online readings and resources will be available at the course website.*

***Attendance.*** The course is intended to be very interactive. Attendance in every session is expected, but there are no grade-based consequences for missing class. However, out of professional courtesy, please notify the instructors of you plan to be absent for one or more sessions.

***Prerequisites***. This course is intended to be an advanced measurement course. As such, students who have completed an introductory measurement course (e.g., EPSY 5221) and a year-long graduate statistics sequence (e.g., EPSY 8261/8262) would be well prepared. Ideally, students will also have completed an advanced measurement course (e.g., EPSY 8221 or EPSY 8222). However, students with appropriate backgrounds and experience might consider taking the course and should consult with the instructors prior to enrolling. There are no strictly-enforced prerequisites for this course.

### Late Work and Incompletes

Late work will be accepted only if I am previously notified – no points will be deducted for late work that was previously agreed upon. It is up to you to stay on track. An incomplete (I) will be assigned only if agreed to prior to the last week of class. If at the end of the semester course work is incomplete and no prior notification has been given, the grade based on points obtained at that time will be awarded. No options will be given at that point to submit incomplete work.

**Makeup Work for Legitimate Absences:**

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: <http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

### Returning Papers, Exams, and Projects

Given the size of the class and the extensiveness of student projects, I will try to return work within one week of the due date. If necessary, you may pick up work prior to the following class period if agreed upon. If, at the end of the semester, you would like to receive remaining work through U.S. mail, submit a self-addressed stamped envelope. Otherwise, you may pick up final projects once grades are submitted in the Psychological Foundations’ office in 250 Education Sciences Building with a student ID. Papers will be available there until February 1. Uncollected papers will be destroyed just prior to fall semester the following year.

**University Senate Grading Policy**

<http://www.fpd.finop.umn.edu/groups/senate/documents/policy/gradingpolicy.html>

For additional information, please refer to <http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>.

A - achievement that is outstanding relative to the level necessary to meet course requirements.

B - achievement that is significantly above the level necessary to meet course requirements.

C - achievement that meets the course requirements in every respect.

D - achievement that is worthy of credit even though it fails to meet fully the course requirements.

I – (Incomplete) assigned at the discretion of the instructor when, due to extraordinary circumstances, e.g., hospitalization, a student is prevented from completing the work of the course on time. Requires a written agreement between instructor and student prior to the last day of class.

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| **Letter Grade** | **Percentage** |
| A | 95-100% |
| A- | 90-94.9% |
| B+ | 85-89.9% |
| B | 80-84.9% |
| B- | 75-79.9% |
| C+ | 70-74.9% |
| C | 65-69.9% |
| C- | 60-64.9% |

**Academic Dishonesty**

Academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F or N for the entire course.

### *How to Access Your Grades*

Go to OneStop for Students (<http://onestop.umn.edu/onestop/>), click on Grades & Transcripts; on the right side under Quick Links, click on Grades/Unofficial transcript.

The Senate affirms the standard (first adopted by the University Senate on February 16, 1922, and reaffirmed 1993) that one semester credit is to represent, for the average University of Minnesota undergraduate student, three hours of academic work per week (including lectures, laboratories, recitations, discussion groups, field work, study, and so on), or approximately 45 hours of work over the course of an enrollment period. Expectations of faculty and students will be made clear. It is expected that the academic work required of graduate and professional students will exceed three hours per credit per week or 45 hours per semester.

**Scholastic Dishonesty**

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student\_Conduct\_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

**University Policies**

See <http://onestop.umn.edu/onestop/faculty/Teaching/Policies.html> for a list of policies related to teaching with links to those policies.

Also see <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html> for University policies related to Teaching and Learning – Student Responsibilities.

**Student Conduct Code**

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student\_Conduct\_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

**Use of Personal Electronic Devices in the Classroom**

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

**Appropriate Student Use of Class Notes and Course Materials**

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

**Sexual Harassment**

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: <http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

**Equity, Diversity, Equal Opportunity, and Affirmative Action**

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: <http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf>.

**Disability Accommodations**

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations. If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course. For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

**Mental Health Services**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

**Academic Freedom and Responsibility: for courses that do not involve students in research**

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

**Diversity**

The College of Education and Human Development is committed to have every course contribute to our understanding of diversity, including but not limited to: age, creed, disability, ethnicity, gender, global perspectives, international background, language background, learning differences, marital status, multicultural perspectives, national origin, public assistance status, race, religion, sex, sexual orientation, and veteran status. Each of these characteristics plays a role in educational and psychological measurement. They are factors that contribute to individual differences -- they (may) affect the constructs we set out to measure and the way we interpret and report test results. These issues will be addressed throughout the course and will be used as topics of debate and considerations in cases of responsible test use.

It is the University Policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact me when possible to discuss their individual needs for accommodations.

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| College of Education & Human Development Mission Statement The mission of the University of Minnesota College of Education and Human Development is to contribute to a just and sustainable future through engagement with the local and global communities to enhance human learning and development at all stages of the life span. Department of Educational Psychology Mission Statement Educational psychology involves the study of cognitive, emotional, and social learning processes that underlie education and human development across the lifespan. Research in educational psychology advances scientific knowledge of those processes and their application in diverse educational and community settings. The department provides training in the psychological foundations of education, research methods, and the practice and science of counseling psychology, school psychology, and special education. Faculty and students provide leadership and consultation to the state, the nation, and the international community in each area of educational psychology. The department’s scholarship and teaching enhance professional practice in schools and universities, community mental health agencies, business and industrial organizations, early childhood programs, and government agencies. Quantitative Methods in Education Mission Statement To prepare students to become cutting-edge professionals in educational measurement, evaluation, statistics, and statistics education, through excellence in teaching, research, and service; and through investigating and developing research methodology in education. |

**Six Intellectual Principles of Ph.D./Ed.D./Master’s Research Education**

(Currently under review)

1. *Scholarly Formation*
2. *Communication*
3. *Leadership and Collaborative Skills*
4. *Global Context*
5. *Professional Responsibility*
6. *Personal and Professional Management Skills*

*We affirm the contributions of all people in our community. Diversity and equity are at the core of our mission in the College of Education and Human Development.*

*We explicitly reject bias, discrimination, and exclusion on the basis of race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.*

*We all are responsible for recognizing, confronting, and addressing bias and discrimination and diligently working for positive change in support of equity and diversity.*