

THE UNIVERSITY OF LETHBRIDGE
FACULTY OF EDUCATION
Summer II 2019

Education 5410: Assessment as Research

MTWRF 9:00-11:50, L1170G

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Course Objectives:

Upon successful completion of this course, students will be able to:

1. Define a range of frameworks for thinking about assessment practice through the lens of research.
2. Apply assessment as research frameworks to their development of an assessment or research plan;
3. Critically interrogate their own and their colleagues' assessment design work;
4. Apply these insights to relevant assessment issues in their professional context.

Required Resource:

Slomp, D. (2016). An integrated design and appraisal framework for ethical writing assessment. *The Journal of Writing Assessment*, 9(1), 1-14.

Slomp, D. H., Corrigan, J. A., & Sugimoto, T. (2014). A Framework for Using Consequential Validity Evidence in Evaluating Large-Scale Writing Assessments: A Canadian Study. *Research in the Teaching of English*, 48(3), 276.

Additional readings will be assigned individually based on the assessment/research projects you are pursuing.

Statement of Purpose:

In previous courses within this program you have studied key concepts and issues in assessment and you have explored both traditional and contemporary approaches to assessment design work. This course extends your prior learning by introducing you to the concept of assessment as research. Traditional approaches to assessment are oriented around a technocentric framework, one that privileges existing technologies of assessment (traditional definitions of reliability, validity,

and fairness and traditional assessment formats). This orientation tends to narrow the range of information one can gather through assessment data while simultaneously limiting the manner in which this data can be collected. Assessment as research, on the other hand, begins with the information needs at hand, then draws on a research design framework to develop an assessment tool that will gather the required information. Grounded in a range of research traditions, this approach to assessment provides a much broader set of design possibilities than has traditionally been possible.

Evaluation:

The course evaluation will consist of:

| | Due Dates | Weights |
|--|------------------|----------------|
| 1. Assessment/Research Design Project | July 24 | 40% |
| 2. Process Journal | Ongoing | 30% |
| 3. Assessment/Research Design Presentation | July 24-26 | 30% |

Course Alignment Plan

| Outcome | Summative Assessment | Learning Focus |
|---|----------------------|----------------|
| Define a range of frameworks for thinking about assessment practice through the lens of research. | 1, 2, 3 | • Ongoing |
| Apply assessment as research frameworks to their development of an assessment tool; | 1, 2, 3 | • Ongoing |
| Critically interrogate their own and their colleagues' assessment design work; | 2, 3 | • Ongoing |
| Apply these insights to relevant assessment issues in their professional context. | 2 | • Ongoing |

Assessment/Research Design Project: For this assignment you will identify an area of research interest that will inform your final capstone paper, project, or thesis. Within that area of interest you will identify a core construct that you will explore and map. Using the *Integrated Design and Appraisal Framework (IDAF)* provided in class, you will then develop an assessment tool designed to provide you with the information you require.

Your assessment design project should include the following elements:

1. A table that links the construct facets you uncovered in your research to the readings in which those facets are discussed.
2. A construct map that provides the rationale for your assessment/research design decisions.

3. An assessment blueprint/research plan that links assessment/research items with construct elements.
4. Assessment/research items and scoring/coding criteria/guides.

Assessment criteria: Your assignment will be assessed based both on the technical strengths of your assessment design, on the rigor of your construct and content mapping, and on the extent to which you followed the assessment as research design frameworks.

Process Journal: For this assignment you will keep a process journal that tracks your progress as you work through the *IDAF* when designing your assessment tool. Your journal should keep a record of:

- The database/literature searches you completed: include search terms, databases or journals queried, search results, review process and inclusion criteria,
- A list of every scholarly text you examined as part of this process,
- The questions that arose as you worked through the process,
- The answers you found to those questions,
- The design choices you made at each step of the process (and the rationale for those choices),
- The insights into assessment you gained through this process.

Assessment criteria: You will receive formative feedback on your process journal during each individual conference with your instructor. Your process journal will be assessed based on how comprehensively and explicitly it discusses design questions, answers, and issues. It will also be assessed on the strengths of the theoretical insights you articulate.

Assessment Design Presentation: You will present your assessment project to the class on July 24-26th. Each presentation should be no longer than 10 minutes.

Presentations should provide your colleagues with the following:

1. An overview of your construct and content domain maps.
2. An overview of your assessment tool and scoring guides.
3. A discussion of issues related to construct irrelevant variance and underrepresentation you confronted during your design work.
4. A discussion of key insights into assessment/research design work that emerged from this project.

Assessment criteria: Your assignment will be assessed based both on the technical strengths of your assessment design, on the rigor of your construct and content mapping, and on the extent to which you followed the assessment as research design frameworks.

Student Conduct

I am obliged to remind you that students at the University of Lethbridge are subject to the Student Discipline Policy for Academic and Non-Academic Offenses in accordance with the University Calendar for Graduate Students (<https://www.uleth.ca/ross/academic-calendar/2016-17>). Additionally, in the Faculty of Education graduate programs, students are expected to adhere to the conduct expectations as stipulated in Standards of Professional Conduct for Master of Education Students (<http://www.uleth.ca/graduate-studies/master-education/resources/beginning-your-program/professional-conduct>), and the Alberta Teachers' Association Code of Professional Conduct (<http://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Teachers-as-Professionals/IM-4E%20Code%20of%20Professional%20Conduct.pdf>).

Final Letter Grades:

The Faculty of Education has a standardized grading schedule for graduate courses. This schedule will be used for determining final grades for graduate students in this course.

| Numeric Value | Letter Grade | Grade Point |
|---|---------------------|--------------------|
| 97 - 100 | A+ | 4.00 |
| 93 - 96 | A | 4.00 |
| 90 - 92 | A- | 3.70 |
| 87 - 89 | B+ | 3.30 |
| 83 - 86 | B | 3.00 |
| 80 - 82 | B- | 2.70 |
| Note: Any course with a grade of less than B- cannot be considered for credit in the M.Ed. Program. | | |
| 77 - 79 | C+ | 2.30 |
| 73 - 76 | C | 2.00 |
| 70 - 72 | C- | 1.70 |
| 67 - 69 | D+ | 1.30 |
| 63 - 66 | D | 1.00 |
| <63 | F | 0.00 |

Students with Disabilities Policy:

If you have a disability, special learning needs, or a recent injury that requires academic accommodation to complete the required activities and/or assignments, please follow the procedures outlined in the University Calendar.

You are encouraged to contact the Accommodated Learning Centre (<http://www.uleth.ca/ross/accommodated-learning-centre/>) for guidance and assistance. Counselling Services (<http://www.uleth.ca/counselling/>) is another resource available to all students.

Privacy and Confidentiality:

Although we place a heavy emphasis in this course on your own school settings, practices, and data, it is imperative that we refrain from using personal identifying information in our dialogue.

The personal information your classmates and course instructors disclose to you should not be discussed with anyone outside the course, now or in the future, unless the author of the personal narrative has stated otherwise. Unless you have the person's specific permission, please do not mention identifying information about the person's story (e.g., no names, no agency) and keep the disclosure broad rather than specific.

Recording lectures or class discussions is not permitted unless the instructor and all audience members have granted permission in advance.

If you are aware of any situations where individuals are not honoring the expectation of privacy/confidentiality, you are encouraged to intervene by discussing the matter with that individual. If you are not comfortable doing so, or if a resolution is not forthcoming, please contact your instructor as soon as possible.

While faculty/staff and students are expected to take all possible precautions to safeguard the personal information that is exchanged in each course, whether it be in discussion forms, web conferencing, recordings, assignments, etc., there is no guarantee of confidentiality.