

THE UNIVERSITY OF LETHBRIDGE
FACULTY OF EDUCATION
Summer II 2014

Education 5410
Graduate Seminar in Educational Research:
Assessment as Research

MTWRF 1-3:50, TH 373

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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 tool;
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:

Readings will be assigned to students individually based on the assessment projects they 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 Design Project	July 16-18	30%
2. Process Journal	Ongoing	50%
3. Personal Assessment Theory Paper	July 22	20%

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.	1, 3	• Ongoing

Assessment Design Project: For this assignment you will identify an information need within your classroom, school, or district that could be addressed with a well-developed assessment tool. Using the *assessment as research* design frameworks provided in class, you will then develop an assessment tool that provides you with the information you require.

Assessment criteria: Your assignment will be assessed based both on the technical strengths of your assessment design 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 (any format that suits you—written, video, multimodal, visual, aural) that tracks your progress as you work through the *assessment as research* frameworks when designing your assessment tool. Your journal should keep a record of 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), and 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.

Personal Assessment Theory Paper: In the final week of the course, you will present assignment 1 to the class. Accompanying that presentation you will complete a 10-page paper that draws on both assignments 1 and 2 to articulate what you learned this semester about *Assessment as Research*. The focus question for this paper will be "How has your theory of assessment evolved through both your assessment as research project and your study of research this semester?"

Assessment Criteria:

- Argument:** Your theory of assessment is clearly articulated and well supported.
- Theoretical Assumptions:** Your paper defines theoretical assumptions in a clear and focused manner.
- Theory into practice:** Your paper draws concrete links between the theory you articulated and the design choices you made in assignment 1.
- Polish:** Your paper is well organized, highly polished, and utilizes APA style effectively.

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