

EDPS 6035: Instructional Assessment: Design, Implementation, and Analysis (3 credit hours)
Department of Educational Psychology

Fall 2024

Online: Weekly Participation Required

Instructor	<p>Rose Kjesbo, M.Ed. Graduate Research Assistant (she, her, hers) rose.kjesbo@utah.edu Office location: SAEC 3220</p>
Help and Consultation	<p>Office Hours:</p> <ul style="list-style-type: none"> • Monday & Wednesday 10 am- 3 pm • I can meet in SAEC 3220, in the Marriot Library, on Zoom, or on Microsoft Teams
Required Materials	<ul style="list-style-type: none"> • <i>Educational Assessment of Students</i>, 8th edition, by Bookhart and Nitko (2019) (This is provided via the campus store's <i>Inclusive Access</i> program). • Canvas Course link: https://utah.instructure.com/courses/1009710 <ul style="list-style-type: none"> ○ Announcements and syllabus updates (if necessary) available via Canvas. ○ All readings, assignments, and materials will be provided via Canvas.

Course Description

The goal of this course is to give future and continuing education students background in the use of assessment for instructional purposes, both in traditional classroom and more applied educational contexts. Course topics include; formative and summative assessment, matching assessments to learning objectives, design of different types of assessments, analysis and communication of assessment results, implementation of learner feedback mechanisms, and the importance of assessment in curriculum revision. The use of educational technology for different aspects of assessment will be integrated throughout the course.

Course Objectives

At the end of the course, you should be able to:

- 1) Apply and revise concepts related to assessment in curriculum design and analysis
- 2) Compose learning objectives and link them to course assessments (formative and summative)
- 3) Design different types of educational assessments

4) Utilize different types of educational technology tools to create assessments

5) Critically analyze how research is used to generate knowledge in the field of assessment, design, and analysis, and be able to evaluate research studies critically.

Teaching and Learning Methods

Students will work through a specific topic relating to the course objectives each week. Each module is designed to engage students in learning through weekly readings and assignments. These assignments include quizzes and a semester-long project that both require student reflection and application of the new material they are learning. Instructor feedback will be prompt, and the instructor will be available via email or during office hours to address any issues or questions that arise.

Attendance

This is a fully online course. There is no requirement to meet in person nor are you required to log in to the website at any particular time. However, to be successful in this course, it is important to participate weekly at a minimum and at times more than once per week.

If you need to seek an ADA accommodation to request an exception to this attendance policy due to a disability, please contact the Center for Disability and Access (CDA). CDA will work with us to determine what, if any, ADA accommodations are reasonable and appropriate.

In compliance with ADA requirements, some students may need to record course content. Any recordings of course content are for personal use only, should not be shared, and should not be made publicly available. In addition, recordings should be destroyed at the conclusion of the course.

Evaluation Methods/Grades

You will earn points for each of the assignments and projects. Final grades will be based on the percentage of total points possible in each category, weighted in the following ways:

Canvas Discussions & Quizzes	60%
Assessment Design Project Parts 1, 2, & 3	40%

Canvas Discussions and Quizzes (60%):

The Class Discussion Board is a place where you can interact as a class and share ideas with each other. This will be an area for you to connect with the rest of the class, ask questions, and convene about class content. If you have specific questions or feedback concerning your work, don't hesitate to email me at rose.kjesbo@utah.edu.

Quizzes will be based on the weekly topic. It is advised that you read the assigned weekly materials before starting the quizzes; however, you will have unlimited attempts on all quizzes.

Due Dates and Late Policy

Due dates will fall on Fridays at 11:59 pm **with the exception of parts 1, 2, and 3 of the Assessment Design Project. These will be due on Sunday at 11:59 pm.** All assignments will be due via Canvas. If you experience trouble submitting assignments, contact me via email rose.kjesbo@utah.edu.

Your ability to be successful in this course depends on your attention, preparation, and participation. To ensure success, completing the weekly readings, reviewing the class materials, and submitting any weekly module assignments in a timely fashion is highly encouraged.

If you anticipate missing a due date, please reach out to me so we can work things out on a case-by-case basis.

Course Grades

Letter grades will be assigned according to the following schedule:

Percent of Total Points	Letter Grade
93 – 100%	A
90 – 92%	A-
87 – 89%	B+
83 – 86%	B
80 – 82%	B-
77 – 79%	C+
73 – 76%	C
70 – 72%	C-
67 – 69%	D+
63 – 66%	D
60 – 62%	D-
Below 60%	E

Coursework Expectations

The University of Utah ([Policy 6-100](#)) expects that you will spend an average of three “clock hours” of work per credit hour, broken down into one hour of class work and two hours of work outside class for *each credit*.

For a three-credit class, this expectation means 3 hours of in-class time plus 6 hours of work outside of class per week. It is expected that your weekly time demands for this course will fluctuate around this **nine-hour average**. Some weeks will demand much less time, some weeks will demand a bit more (particularly when project deadlines loom). Please make an appointment with your instructor if you are experiencing a heavier work load on a consistent basis and need assistance in finding manageable processes.

Email Correspondence

You are welcome to email me with questions or comments about class. I will answer your emails in a timely manner and I also expect that students also will respond to my emails in a timely fashion. I strive to respond to emails within 24 hours, but no later than 48 hours Monday through Friday and by Tuesday following a weekend/ holiday email. Please do not be shy about resending your email if you do not receive a response in this time frame. On the flip side, please also be patient if I cannot respond to you within a very short time frame.

Student Technology Support

The University of Utah seeks to ensure that all students have access to the technology that they need to succeed in classes, research, and scholarship.

The College of Education’s Office of Technology Services and Support (OTSS) offers laptops, multimedia resources (e.g., microphones), and other technology equipment (e.g., adaptors) for checkout to students in the college. See the [OTSS website](#) for available equipment and checkout instructions.

Marriott Library also has a wide range of technology equipment (cables, tablets, cameras, game controllers, etc.) available for student checkout ([see online list](#)). Consult the [Student Checkout Equipment FAQ online](#) for policies and procedures.

If you are experiencing challenges in off-campus online access that makes it difficult to complete your coursework, Marriott Library has mobile hotspots available for checkout to students for 7 days. You also may want to check out access to free public wifi spots from [Xfinity](#) and [Utopia Fiber](#).

Online Communications & the Student Code

Discussion threads, e-mails, and chat rooms are all considered to be equivalent to classrooms, and student behavior within all instructional contexts (in-person and digital) shall conform to the [University of Utah](#)

[Student Code](#). Off-color language or photos are never appropriate. Abusive language is not acceptable and will be dealt with according to the Student Code. Students are expected to adhere to standards of behavior outlined in the Student Code.

Course emails and other online course communications are part of the classroom and, as such, are University property and subject to the Student Code. Privacy regarding these communications between correspondents must not be assumed.

Course Schedule

Week 1: Monday, August 19. Introduction to Assessment.

Online. Complete Module 1. Canvas Course: https://utah.instructure.com/courses/1009710		<i>Due Date</i>
<i>Assignments</i>		
Read	<ul style="list-style-type: none"> Brookhart & Nitko (2019), Chapter 1 St. Onge et al. (2021) 	Friday, August 23
Assignments	Canvas Discussion: Introduction Post	Friday, August 23

Week 2: Monday, August 26. Matching Assessment to Instructional Goals.

Online. Complete Module 2. Canvas Course: https://utah.instructure.com/courses/1009710		<i>Due Date</i>
<i>Assignments</i>		
Read	<ul style="list-style-type: none"> Brookhart & Nitko (2019), Chapter 2 Fursenko et al. (2005) 	Friday, August 30
Assignments	Quiz 1	Friday, August 30

Week 3: Tuesday, September 3. Formative vs. Summative Assessments.

Online. Complete Module 3. Canvas Course: https://utah.instructure.com/courses/1009710		<i>Due Date</i>
<i>Assignments</i>		
Read	<ul style="list-style-type: none"> Harlen & James (1997) Dixon & Worrell (2016) 	Friday, Sept. 6
Assignments	Quiz 2	Friday, Sept. 6

Week 4: Monday, September 9. Matching Assessment to Instructional Goals.

Online. Complete Module 4. Canvas Course: https://utah.instructure.com/courses/1009710		<i>Due Date</i>
<i>Assignments</i>		
Read	<ul style="list-style-type: none"> Dikli (2003) 	Friday, Sept. 13
Assignments	Quiz 3	Friday, Sept. 13

Week 5: Monday, September 16. Assessment Design Clinic 1.

Online. Complete Module 5. Canvas Course: https://utah.instructure.com/courses/1009710		
<i>Assignments</i>		<i>Due Date</i>
Join	<ul style="list-style-type: none"> OPTIONAL Assessment Design Clinic held via Zoom Zoom Link will be provided on Monday, September 16 	Thursday, Sept. 19 5:30-7 pm
Assignments	Assessment Design Project Part 1	Sunday, Sept. 22

Week 6: Monday, September 23. Analyzing Assessment Data: Basic Statistics.

Online. Complete Module 6. Canvas Course: https://utah.instructure.com/courses/1009710		
<i>Assignments</i>		<i>Due Date</i>
Read	<ul style="list-style-type: none"> Online Resources 	Friday, Sept. 27
Assignments	Quiz 4	Friday, Sept. 27

Week 7: Monday, September 30. Analyzing Assessment Data: Validity and Reliability.

Online. Complete Module 7. Canvas Course: https://utah.instructure.com/courses/1009710		
<i>Assignments</i>		<i>Due Date</i>
Read	<ul style="list-style-type: none"> Downing (2003; 2004) 	Friday, Oct. 4
Assignments	Quiz 5	Friday, Oct. 4

FALL BREAK: October 7-11

Week 8: Monday, October 14. Assessment Feedback.

Online. Complete Module 8. Canvas Course: https://utah.instructure.com/courses/1009710		
<i>Assignments</i>		<i>Due Date</i>
Read	<ul style="list-style-type: none"> Brookhart & Nitko (2019), Chapter 14 Blum (2020) 	Friday, Oct. 18
Assignments	Quiz 6	Friday, Oct. 18

Week 9: Monday, October 21. Assessment Design Clinic 2.

Online. Complete Module 9. Canvas Course: https://utah.instructure.com/courses/1009710		
<i>Assignments</i>		<i>Due Date</i>
Join	<ul style="list-style-type: none"> OPTIONAL Assessment Design Clinic held via Zoom Zoom Link will be provided on Monday, October 21 	Thursday, Oct. 24 5:30-7 pm
Assignments	Assessment Design Project Parts 1 (revised) and 2	Sunday, Oct. 27

Week 10: Monday, October 28. Critical Issues in the Assessment of Learners.

Online. Complete Module 10. Canvas Course: https://utah.instructure.com/courses/1009710		
<i>Assignments</i>		<i>Due Date</i>
Read	<ul style="list-style-type: none"> Online Resources 	Friday, Nov. 1
Assignments	Quiz 7	Friday, Nov. 1

Week 11: Monday, November 4. Communicating Assessment Results to Stakeholders.

Online. Complete Module 11. Canvas Course: https://utah.instructure.com/courses/1009710		
<i>Assignments</i>		<i>Due Date</i>
Read	<ul style="list-style-type: none"> Online Resources 	Friday, Nov. 8
Assignments	Quiz 8	Friday, Nov. 8

Week 12: Monday, November 11. Assessment's Role in Instructional Revision

Online. Complete Module 12. Canvas Course: https://utah.instructure.com/courses/1009710		
<i>Assignments</i>		<i>Due Date</i>
Read	<ul style="list-style-type: none"> Kalu & Dyjur (2018) 	Friday, Nov. 15
Assignments	Quiz 9	Friday, Nov. 15

Week 13: Monday, November 18. Assessment Design Clinic 3.

Online. Complete Module 13. Canvas Course: https://utah.instructure.com/courses/1009710		
<i>Assignments</i>		<i>Due Date</i>
Join	<ul style="list-style-type: none"> • OPTIONAL Assessment Design Clinic held via Zoom • Zoom Link will be provided on Monday, November 18 	Thursday, Nov. 21 5:30-7 pm

THANKSGIVING November 28-December 1

Week 14: Monday, December 2. Wrapping Up.

Online. Canvas Course: https://utah.instructure.com/courses/1009710		
<i>Assignments</i>		<i>Due Date</i>
Assignments	Assessment Design Project Parts 1, 2, & 3	Friday, Dec. 13

Note: This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced in class and posted on Canvas under Announcements.

Additional Resources, Policies/Rules, Statements, and Procedures

Academic Misconduct and Student Code: It is expected that students adhere to University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah's Student Code: <https://regulations.utah.edu/academics/6-410.php> Please note: The University of Utah Student Code articulates the rights and responsibilities of students at the University of Utah. You are responsible for reading and following the [Student Code](#).

The Americans with Disabilities Act: The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the [Center for Disability Services](#), Student Services Building, Room 65 (basement level)—this is a temporary office while CDS moves into a permanent location in the Student Services Building in Fall 2024. Please visit the CDS website online for its current location: <https://disability.utah.edu/>

CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services. In compliance with ADA requirements, some students may need to record course content. Any recordings of course content are for personal use only, should not be shared, and should not be made publicly available. In addition, recordings should be destroyed at the conclusion of the course.

Addressing Sexual Misconduct: Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the [Office of Equal Opportunity and Affirmative Action](#), 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the [Center for Student Wellness](#), 426 SSB, 801-581-7776. To report to the police, contact the [Department of Public Safety](#), 801-585-2677(COPS).

Lauren's Promise: Lauren's Promise is a vow that anyone – faculty, staff, students, parents, and community members – can take to indicate to others that they represent a safe haven for sharing incidents of sexual assault, domestic violence, or stalking. Anyone who makes Lauren's Promise vows to: 1) listen to and believe those individuals who are being threatened or experiencing sexual assault, dating violence or stalking; 2) represent a safe haven for sharing incidents of sexual assault, domestic violence, or stalking; and 3) change campus culture that responds poorly to dating violence and stalking. By making Lauren's Promise, individuals are helping to change campus cultures that respond poorly to dating violence and stalking throughout the nation.

College of Education – Educational Dispositions Policy: The College of Education at the University of Utah, in coordination with the Urban Institute for Teacher Education (UITE), expects all candidates for licensure to exhibit behaviors consistent with an education professional. The Utah State Board of Education (as well as national standards for teaching) provide a list of behaviors—called “educational dispositions”—that are critical for working in the education profession. It is your responsibility to familiarize yourself with the [CoE Educational Dispositions Policy](#) and to conduct yourself in accordance with these educational dispositions.

College of Education - Fitness to Teach Policy: The College of Education at the University of Utah, in coordination with the Urban Institute for Teacher Education (UITE), offers a nationally accredited curriculum designed to prepare individuals for the teaching profession. However, satisfying the curriculum, field-based, and testing requirements alone does not ensure recommendation to the state of Utah for a teaching license.

Prospective licensure candidates must also demonstrate professional dispositions for teaching in accordance with program, university, state, and national requirements for professional licensure. Dispositions for teaching are defined as the behavioral and social abilities expected of an educational professional. The College of Education maintains a Fitness to Teach Policy that outlines the process for reporting student actions that violate standards for education professionals. For students who will seek licensure in education, it is your responsibility to familiarize yourself with [CoE Fitness to Teach Policy](#).

Drop/Withdrawal Policies: Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A “W” grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade “W” is not used in calculating the student’s GPA. For deadlines to withdraw from full-term, first, and second session classes, see the U’s [Academic Calendar](#).

Support for Students: Your success at the University of Utah is important to all of us here! If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, the U is here for you. Please refer to the [Student Support Services page](#) for the U for updated information.

Student Basic Needs: Success at The University of Utah includes learning about and using available resources. The [Basic Needs Collective](#) (BNC) is a coordinated resource referral hub. They educate about and connect students to campus and community resources to help them meet their basic needs. As a central location for resource referrals related to food, housing, health insurance, managing finances, legal services, mental health, etc., any student experiencing difficulty with basic needs is encouraged to contact them. Drop into their office located in the Union basement or schedule with them online for an in-person or virtual visit through their webpage: <https://basicneeds.utah.edu/index.php>.

University Safety Statement: The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu. IF YOU ARE IN DANGER, DIAL 911.

Wellness: Your personal health and wellness are essential to your success as a student. Personal concerns like stress, anxiety, relationship difficulties, depression, or cross-cultural differences can interfere with a student’s ability to succeed and thrive in this course and at the University of Utah. Please feel welcome to reach out to your instructor or TAs to handle issues regarding your coursework. For helpful resources to manage your personal wellness and counseling options, contact:

Center for Student Wellness: 801-581-7776, wellness.utah.edu
2100 Eccles Student Life Center, 1836 Student Life Way, Salt Lake City, UT 84112