WARNING: This version of the COS was created in error. Please leave as "Unpublished" until such time as a version is truly needed, then copy over this one.

Introduction

Welcome to Testing! This is your fifth of the five subdomains in Foundations of Teaching, and it will be an exciting time as you continue your studies in education.

Overview

How do assessments demonstrate students' mastery of material? How do assessments evaluate the effectiveness of teacher instruction? What can you learn from analyzing assessment results, and how does that inform instructional planning and presentation? How must test design be sensitive to diversity issues?

With these things in mind, what do you expect to learn in Testing, and why is it important? Testing as a function of learning, instruction, and accountability is a critical component of professional education. Prospective teachers must understand why assessment is an integral component of the educational process. They must grapple with issues related to assessment in a standards-based environment and evaluate the appropriateness and effectiveness of various assessment strategies. Finally, prospective teachers must be able to design, select, and implement assessment procedures that effectively measure student learning and provide insight about instruction.

Competencies

There are several academic competencies associated with this course of study that will be addressed sequentially over the next several weeks. The list is a good overview of precisely what you will know and be able to do at the conclusion of this course of study and what you will demonstrate through assessment.

**Competency: Assessment Concepts**
The graduate describes the importance, reasons, and methods for assessing students.

**Competency: Measurement Knowledge**
The graduate understands measurement and testing issues relevant to classroom instruction.

**Competency: Test Instrument Characteristics**
The graduate identifies the characteristics, uses, advantages/disadvantages, and methods for using different types of assessment appropriate for evaluating how students learn.

**Competency: Assessment Selection and Development**
The graduate selects, designs, and develops assessments including tests, performance measures, observation schedules, and other formal or informal assessment procedures that are valid and reliable and provide appropriate information about students and instruction.
Additional Requirements

All students who enrolled in a Teachers College licensure program on or after November 1, 2005, must take and pass a basic skills exam as part of their WGU program, whether such an exam is required for certification or not. Students should refer to the "TC Licensure and Certification" folder in the WGU Student Handbook to see whether they should take the Praxis 1 or a basic skills exam specific to their state in order to satisfy this requirement. Students need to take the basic skills test during the first six months of Foundations of Teaching.

Students who enrolled in a Teachers College licensure program before November 1, 2005, need to take a basic skills exam if the exam is a certification requirement of the state in which they intend to certify. Students need to check the "TC Licensure and Certification" folder in the WGU Student Handbook to see if their state has a basic skills requirement.

Required Learning Resources

Pearson E-Textbook:


Additional Learning Resources:

- MyLabSchool: An online learning resource from Pearson available in CourseCompass
- *Designing Assessment to Promote Learning*: A DVD and workbook mailed from Laureate Learning (Canter and Associates)
- WGU Library E-Reserve

Teaching Dispositions Statement

Please review the [WGU Statement of Teaching Dispositions](#).

Preparing for Success

To successfully complete Foundations of Teaching: Testing Course of Study, you need the appropriate resources to help with your learning. You should also prepare a calendar to schedule times devoted to your studies. Share your calendar with family and friends so they are aware of your obligations.

Acquire Learning Resources

Arrange to obtain the learning resources listed below so there will be no delays in your studies. These items are essential for you, as this document will guide you week by week in the use of these materials. Be sure to save your learning resources and your notes, as there are five subdomains in Foundations of Teaching on which you will be assessed by an objective exam (FTC4/5). Some of these items must be shipped to you, so be sure that your mailing address information is current. If you click your name on your Degree Plan, you can check your contact
information.

Note: The resources you are using to master the competencies for this assessment will also be valuable as you as you prepare for future assessments and as you develop lesson plans to use in your classroom in the future. Therefore, it is highly recommended that you obtain these resources and complete each activity contained in this document.

Course E-Textbook

There is a custom e-textbook comprised of the required chapters for the Pearson/Allyn and Bacon texts for this course, listed below.

The Pearson E-Textbook includes selected chapters from the following texts:


*Note: If you choose to purchase the full textbooks, you are free to do so at your own expense, but be sure to order early and use the correct ISBN to get the correct edition.*

Subscribe to or Renew MyLabSchool

**URL:** [http://www.coursecompass.com](http://www.coursecompass.com)

Check your subscription for CourseCompass-MyLabSchool. Follow these instructions to subscribe to or renew your subscription to MyLabSchool:

1. Open your Degree Plan.
2. Click on "FCA4" or "FCA5" under the "Course of Study" column.
3. Click on the "Learning Resources" tab.
4. "CourseCompass-MyLabSchool Renewal" should appear as a learning resource.
5. Click on the "Show Sections" link under the "Action" column.
6. Click the "Enroll Now" link.
7. Once your mentor approves the enrollment, you will receive your registration e-mail within 30 minutes of the approval. This e-mail will contain a personal access code and instructions on how to create and access your account. A regular MyLabSchool enrollment will last one year. A renewal will last six months.

Enroll in Designing Assessment to Promote Learning

To enroll in *Designing Assessment to Promote Learning*, follow these steps:

1. Before you enroll in this resource, be sure you have a valid shipping address in place. Canter and Associates will not be able to ship your materials if you have a post office box listed.
2. Open your Degree Plan
3. Click "View" on "FTA4" or "FTA5" under the "Course of Study" column.
4. Click on the "Learning Resources" tab.
5. "Designing Assessment to Promote Learning" should appear as a learning resource.
6. Click on the "Show Sections" link under the "Action" column.
7. Click the "Enroll Now" link.

Download WGU Library E-Reserve Readings

The WGU Library has an electronic reserve, or e-reserve, of selected articles available for this course of study.


Follow these directions for accessing the WGU Library E-Reserves.

Take Study Notes

As you engage with this course of study, you will be answering questions, completing exercises, and sketching out concepts. You have the ability to take these notes online through the web-enabled course of study. A notebook or study journal (either paper or electronic) makes your learning more active. It also provides an excellent source of important materials to review prior to demonstrating your competence through the assessment. You will be completing many worthwhile learning activities as you work through this course of study. You will want to take notes on the chapters that you read. Use the "Notes" feature of this course of study or purchase a notebook and organize it so you can record important information and use it as study material when you prepare for the FTC4/5 objective exam.

Important Notice

Remember as you work through Foundations of Teaching you are gaining competence in five areas: Schools and Society, Human Development and Learning, Diversity and Inclusion, Classroom Management, and Testing. It is imperative that you purchase the learning resources, read the assignments, enroll in and participate in self-paced courses, participate in the learning community and message boards, and complete learning activities. You will need all of this information to prepare for and pass the FTC4/5 objective assessment as well as complete the performance tasks. The FTC4/5 objective assessment is a comprehensive test you will take that covers all of Foundations of Teaching. You will take this assessment after you have completed all of the work in Foundations of Teaching. That may be six months or more after you started Schools and Society. Take effective notes, complete the study tips, etc., so you will have a body
of information to study to prepare for the FTC4/5.

Access the Learning Community and Message Boards

Message boards and learning communities are an integral part of the WGU learning experience. They provide opportunities to learn through communication with the course instructor and other students. Any time you have a question about the content you are learning in this course of study, contact the course instructor for assistance. Course instructors and other students will not provide answers but will engage you in discussion to help you clarify and extend your understanding of important concepts.

In the lower right-hand corner of the course of study screen there is a message board area. However, students engaged in this course of study should use the community discussion boards for posting, as directed in specific course of study activities. Throughout your studies, you will want to follow the questions, observations, and responses of the other students and the expert advice of the course instructor. If you have questions of your own, do not hesitate to use this resource to get those answered as you develop your competencies.

Access the Performance Assessments

URL: http://www.taskstream.com

Follow these steps to access the performance assessment:

1. Log in to your MyWGU Student Portal.
2. Go to the "My Degree Plan" tab.
3. In the list below "Course Details," find the assessment you are working on.
4. In the "Assessment Scheduled Date" column, click "Schedule Now."
5. A new window will come up. If there are other considerations you would like to inform the Assessment Delivery Team about, discuss them in the "Other Considerations" box that appears and then click "Continue." If not, simply click "Continue."
6. A request will be sent to your mentor for approval.
7. Once your mentor has approved your request, our Assessment Delivery Team will open the tasks required for the assessment in TaskStream. You will log in to TaskStream to receive the instructions, see the rubric, and submit your assessment for grading.

Assessment Concepts

What is the purpose of assessing students? Do assessment plans accomplish more than evaluation of student progress? The activities associated with this subject will lead you to describe the importance, reasons, and methods for assessing students. Assessment not only informs the teacher of what a student knows; it also provides feedback to teachers about the success of their planning and instructional strategies.

Systematic Assessment Part 1

What types of assessments help teachers plan instruction? Which assessments measure progress? What test types evaluate mastery of material? As you work through this topic, you will become familiar with types of assessments and their uses in the instructional process.

Assessment Concepts
• Read chapter 2 in *Measurement and Assessment in Teaching* and chapter 13 in *Educational Psychology: Theory and Practice*.

Study tip: Use Table 6.1 on page 142 of *Measurement and Assessment in Teaching*. Cover the information in the cells of the table so all that is visible to you are the function categories and the topics across the top ("Readiness," "Placement," etc.). Try to recall from memory the information for each function and each type of assessment. Uncover the cells to check your understanding.

In your notebook take notes on this activity to remember the important aspects.

**Assessment for Learning: An Endangered Species?**

Read "Assessment for Learning: An Endangered Species?" by Popham, W. James. To access the article, go to the WGU Library and follow these steps:

1. Click on "Find Articles."
2. Connect to "First Search."
3. Click to log in to "Search All First Search Databases."
4. Click on "WilsonSelect Plus" (from the drop-down box under "Jump to Advanced Search"), and then type the title of the article above in the search box.

Teachers are involved in two kinds of assessment. Classroom assessment is used to measure student learning. Standardized testing is used for accountability purposes to assure policymakers and other stakeholders that education works. Answer the following questions in your notebook:

• Is classroom assessment an endangered species?
• What are possible consequences on motivation to learn and on instruction when political pressure is placed on schools, teachers, and students to perform?

Share your reflections with your fellow teacher candidates by posting in the discussion thread "Assessment for Learning."

**Purposes of Assessment**

Other than evaluation of student progress, why do teachers assess students? Is the most important purpose of testing to find out if students have mastered the material? As you work through this topic, you will distinguish between assessment types and identify appropriate uses. By viewing an example on video, you will have the opportunity to reflect on the purposes of classroom assessment.

**Purposes of Assessment**

Access *Designing Assessment to Promote Learning*. View program 1 ("Assessment and Student Learning").

*Note: This video is referenced in section 1 of the workbook you received with the videos.*
As you watch "Assessment and Student Learning," think about the purposes of classroom assessment. In your notebook take notes on Dr. Richard Stiggins's presentation. Respond to the following questions in your notebook:

- What is your developing philosophy of classroom assessment?
- Why do teachers assess student learning?
- What do you see as the most important purposes of classroom assessment?

**Brainstorming**

Review chapter 2 in *Measurement and Assessment in Teaching*.

**Systematic Assessment Part 2**

What is the relationship between instructional objectives and assessment? As you work through this topic, you will become familiar with types of assessments and their uses in the instructional process. You will learn how to connect test items to lesson objectives.

**Assessment Before Instruction**

Read:

- pages 407-415 in *Educational Psychology: Theory and Practice*
- pages 60-69, chapter 6, and appendix H in *Measurement and Assessment in Teaching*

**Assessment During Instruction**

Read "Classroom Assessment Minute by Minute Day by Day." To find this article, follow these instructions:

1. Go to the WGU Library.
2. Click on "Find Articles."
3. Connect to "Academic Search Premier." Log in using the username and password provided on the WGU Library "Log-in Info" window.
4. Type "Classroom Assessment" and "Leahy" in the search boxes, and you should be able to find the article in full-text format.

Study tip: In your notebook, list methods that can be used for formative assessment during instruction.

**Assessment After Instruction**

Review pages 143-168 in *Measurement and Assessment in Teaching* and create a sequential checklist for beginning teachers to use as they develop summative classroom assessments. Include steps such as "develop a test specification document," "perform a task analysis," etc. Save this checklist in your notebook.

**Assessment Data and Instructional Decisions**

Use the 12 questions on pages 27-28 in *Measurement and Assessment in Teaching* to answer the following questions:

- What instructional decisions do teachers need to make before instruction?
- What kinds of assessment techniques can teachers use to help them with each of those decisions?

Please share those techniques with your fellow teacher candidates by posting in the discussion thread "Instructional Decisions."

**Personal Beliefs Regarding Assessment**

*Note: This activity is for students enrolled in FTA4 v4 0110 or FTA5 v5 0110 only. Students enrolled in FTA4 v4 0305 or FTA5 v5 0305 should proceed to the next activity without completing this activity.*

**URL:** [http://www.coursecompass.com/](http://www.coursecompass.com/)

For this activity, you will log in to CourseCompass and click on "Foundations of Teaching Pre-Clinical Experience (PCE) Videos."

Follow these directions to access the MyLabSchool video:

1. Go to CourseCompass at the URL listed above.
2. Find the heading "Student" in the bottom right column and click on "Log in."
3. Enter your log-in name and password, and then click "Log in." *Note: If you do not know your CourseCompass log-in, contact your mentor.*
4. In the left column, find the heading "Courses," and then scroll down and click on "MyLabSchool." (It will be in bold letters.)
5. In the new window that opens, find the blue navigation bar on the left and click on "MyLabSchool."
6. Select the group of videos for this domain, Foundations of Teaching.
7. Select the video title "Forms of Assessment."
8. To start the video, click the play symbol (the triangle within a circle).

Note: Do not respond to any prompts or questions included in the video clips. If the video stops when a question appears, press the play symbol to resume the video.

After viewing the video, write responses to the prompts (1-2 short paragraphs per prompt) using the guided reflection protocol (GRP) below:

Observation and Description
- Describe two methods of assessment presented in the video you observed.

Analysis, Exploration, and Reasoning
- Present a possible reason for using more than one method of assessment during an instructional unit.

Connections to Other Effective Teaching Practices
- Based on the video you observed, explain the relationship between assessment and instruction.

Evaluation
- Evaluate the effectiveness of the video discussion you observed in providing information about assessment methods.
- Explain the thinking process you went through to complete this evaluation.

Recommendations
- Identify criteria you would use to select a specific method of assessment.
- Describe criteria you would use for judging the success of that specific method of assessment.
- Justify your choices of recommendations.

Personal Meaning and Professional Growth
- As a result of the video observation, explain your personal beliefs regarding assessment as an essential and integral part of instruction.
- Explain what you considered as you formulated ideas regarding personal and/or professional implications.

Post your GRP response to the topic discussion thread "Personal Beliefs Regarding Assessment." In addition, find another student's GRP responses and comment on his or her reflection.
**Measurement Knowledge, Part I**

What defines reliable and valid assessments? Why is it important to ensure that tests are free from bias? The activities associated with this subject will introduce you to the importance of reliability, validity, and assessments that are free from bias. In addition, you will learn about making accommodations in assessment and following proper ethical procedure in testing.

Teachers have a responsibility to make certain that assessments are planned, used, interpreted, and communicated in a way that protects students and results in valid and reliable information. This learning topic will be divided into subtopics: "Bias," "Validity and Reliability," "Multiple Measures," and "Ethics."

**Test Bias**

How do diversity issues guide test development? What considerations must be evaluated when writing test items? As you work through this topic, you will identify examples of gender, ethnicity, and cultural bias in sample assessment items.

**Assessment Bias**

Read "Fairness of Tests to Minorities" and "Gender Fairness" (pp. 18-21) in Measurement and Assessment in Teaching. Read "Item Bias Review" by Hambleton and Rodgers and "Educational Testing Service (1999) Overview." The Hambleton and Educational Testing Service articles are found in TaskStream task 601.1.2-06.

Study tip: In your notebook provide examples of gender, ethnic, and cultural bias that might exist when people are developing assessments. Reflect on these examples and think of ways to make your assessment items free of bias. Use your electronic or paper notebook to document your thoughts.

**FTA4 or FTA5 Task 601.1.2-06**

**URLs:** [http://www.taskstream.com](http://www.taskstream.com)

Follow the task directions to complete performance task 601.1.2-06.
You are given some sample test items to evaluate for bias. The sample items are found in the "Simulated Assessment Instrument" that is attached to the task. Read each item and determine if the item contains bias or not. (There may be more than one kind of bias in some items.) In the "Item Status" section on the "Simulated Assessment Instrument," write "contains bias" or "not biased." Take notes as you evaluate each item to help you determine how you will rewrite items that contain bias. In the comments section, explain why specific items you identified as "contains bias" are biased. In the comments section, rewrite the biased items so they are not biased.

**Reliability and Validity**

What kinds of factors influence test validity? What factors influence assessment reliability? Why is it important for tests to contain consistency of measurement? As you work through this topic, you will identify the relationship between reliability and validity in assessment.

**Validity and Reliability**

Read:

- chapters 4 and 5 in *Measurement and Assessment in Teaching*
- pages 473-475 in *Educational Psychology: Theory and Practice*

In your notebook develop a matrix to compare validity and reliability. Below is an example of how your matrix might look.

<table>
<thead>
<tr>
<th>Validation</th>
<th>Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Factors that Influence</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Example</strong></td>
<td></td>
</tr>
</tbody>
</table>

Reflect on the following question: Why is validity of classroom assessments especially important in a standards-based educational environment?

**Multiple Measures**

Review:

- chapters 4 and 5 in *Measurement and Assessment in Teaching*
- pages 473-475 in *Educational Psychology: Theory and Practice*

Write multiple measures on the front of a card. On the back of the card, brainstorm as many reasons as you can think of for using multiple measures when assessing student learning.

*Note: Remember to consider chapter 2 in Measurement and Assessment in Teaching, assessment principles, and validity and reliability as you construct your answer.*

**Collaboration:**
Share your brainstormed list of reasons for using multiple measures with other teacher candidates in the discussion thread "Validity and Reliability." Reflect in your notebook on the
following.

- Think of at least one example of an assessment situation where the teacher did not use multiple measures of student learning. What were the ramifications of not using multiple measures?
- Using multiple assessments does not necessarily mean that the more you assess students the better. Based on your understanding of assessment principles and purposes, what criteria would you use to ensure that you are using multiple measures in an effective way?

**Ethics and Ethical Procedures**

Fairness should be the guiding principle as teachers develop tests. Fairness continues to guide practice as assessment results are analyzed, interpreted, and communicated. As you work through this topic, you will learn ethical assessment practices.

**Ethics**

**URL:** [http://www.unl.edu/buros/bimm/html/article3.html](http://www.unl.edu/buros/bimm/html/article3.html)

Review the general principles of assessment (pages 29-31) in *Measurement and Assessment in Teaching.*

Read "Standards for Teacher Competence in Educational Assessment" available at the URL above.

In your notebook, brainstorm a list of unethical assessment practices. Be creative in trying to think of as many unethical practices as possible that relate to classroom assessment. Share your list with other teacher candidates or engage in a discussion to explain why the practices you have listed are unethical. Consider actions teachers can take to maintain integrity when assessing student learning. The "Standards for Teacher Competence in Educational Assessment of Students" state "Fairness, the rights of all concerned, and professional ethical behavior must undergird all student assessment activities..." In your notebook reflect on the following questions:

- How are a teacher's professional ethics related to the ability to fulfill this standard?
- What is the most important thing you have learned about classroom assessment?

**Test Accommodations**

As assessments are developed, what can teachers do to ensure that they consider the needs of all students? What accommodations should be made for students with special needs? As you work through this topic, you will identify issues related to test accommodations.

**Test Accommodations**

Read pages 9-10 in *Measurement and Assessment in Teaching* and review the notes you have taken that relate to bias.

Study tip: In your notebook list as many reasons as you can think of for making test accommodations. Also reflect in your notebook on the following questions:
- How is test accommodation related to the standards-based movement?
- How is it possible for teachers to make assessment accommodations without destroying assessment validity?
- What kinds of bias do teachers need to keep in mind as they develop and administer accommodated assessments?

**Test Instrument Characteristics**

What are the different uses of assessments? How can you apply them appropriately during instruction? As you work through this section, you will learn to utilize assessment instruments appropriately as your situation requires.

Different kinds of assessment situations require different kinds of assessment instruments. Teachers have an array of assessment options, so it is important to understand the characteristics and advantages and disadvantages of each kind of assessment.

**Norm-Versus Criterion-Referenced Interpretation**

Could you offer a definition for *norm-referenced interpretation* of student performance? Can you define *criterion-referenced interpretation*? As you work through this topic, you will compare and contrast norm- and criterion-referenced testing.

**Norm Versus Criterion**

Review chapter 2 in *Measurement and Assessment in Teaching*.

Study tip: In your notebook develop a matrix to compare and contrast norm- and criterion-referenced testing.

**Formative Versus Summative**

When and why do teachers use formative assessments? What is the purpose of a summative assessment? As you work through this topic, you will compare and contrast formative and summative assessments and learn when it is appropriate to use each.

**Formative and Summative Assessment**

Read chapter 13 in *Educational Psychology: Theory and Practice*. In your notebook reflect on the following question:

- What are the similarities and differences between formative and summative assessment?

Study tip: In your notebook develop a matrix to compare and contrast formative versus summative assessment (include the definition, characteristics, uses, and classroom applications). Which of the two might be considered "assessment for learning"?

**Specific Test Uses and Characteristics**

What are the various assessments available for teacher use? How and why are these different tests employed? As you work through this topic, you will identify various characteristics and uses of a variety of assessments.

**Characteristics and Uses of Assessments**
There are many different kinds of tests. Search through the *Measurement and Assessment in Teaching* textbook to find information about pretests and posttests, progress tests, diagnostic tests, aptitude tests, achievement tests, and screening tests. In addition, read pages 462-463 in *Educational Psychology: Theory and Practice*.

Complete the matrix below and save it in your notebook.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Pre-Tests</th>
<th>Post-Tests</th>
<th>Aptitude</th>
<th>Progress</th>
<th>Placement</th>
<th>Diagnostic</th>
<th>Screening</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Misuses</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Example</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**Procedures and Purposes**

How would you define *informal assessment? Formal assessment?* How and when are these different types of assessments employed? As you work through this topic, you will define formal and informal assessment procedures or techniques and purposes.

**Formal and Informal Assessment Techniques**

Read chapters 16, 17, and 18 in *Measurement and Assessment in Teaching*.

For a definition of *formal* versus *informal* assessment, look at page 42 in *Measurement and Assessment in Teaching*. Read the following articles:


*Note: All of the references listed above are found in the "WGU Library" > "E-Reserves" > "Teacher Education" > "Foundations of Teaching" > "Testing."

FTA4 or FTA5 Task 601.1.3-04

**URL:** [http://www.taskstream.com](http://www.taskstream.com)
Follow the task directions to complete performance task 601.1.3-04.

Identify and describe two formal assessments. You need to discuss two specific types of formal assessments. Do not include specific assessment names such as ACT. Instead describe the type of assessments.

Here is an organizer to help you make sure you include all of the essential information related to formal assessments:

Type 1
- Advantage 1
- Advantage 2
- Disadvantage 1
- Disadvantage 2

Type 2
- Advantage 1
- Advantage 2
- Disadvantage 1
- Disadvantage 2

Identify and describe four informal assessments. You need to discuss four informal assessment types. Here is an organizer to help make sure you include all of the essential task elements related to informal assessments:

Type 1
- Advantage 1
- Advantage 2
- Disadvantage 1
- Disadvantage 2

Type 2
- Advantage 1
- Advantage 2
- Disadvantage 1
- Disadvantage 2

Type 3
- Advantage 1
- Advantage 2
- Disadvantage 1
Kinds of Assessment Techniques

How does a teacher determine the type of assessment that will best meet instructional objectives? What are the different kinds of assessment items? What influences a choice between objective and subjective testing? As you work through this section, you will learn to design, develop, and administer classroom assessments using a variety of techniques.

Teachers need to be able to develop and implement classroom assessment techniques. In order to do that, teachers must understand characteristics and applications of various kinds of assessment techniques.

Specific Test Uses and Characteristics

What are the advantages and disadvantages of certain types of test items? What criteria govern the decision to use particular types of objective test items? When should teachers use essays? What is a performance task? As you work through this topic, you will identify advantages and disadvantages of various tests, based on their uses and characteristics.

Kinds of Assessment Techniques: Short Answer, True-False, and Matching Items

Read chapter 7 in Measurement and Assessment in Teaching.

Study tip: In your notebook, develop a matrix that includes uses, advantages, disadvantages, construction suggestions, and examples of short answer, true-false, and matching items. In your notebook reflect on the following question:

- What are the most important insights you have gained so far about simple select and supply types of assessment items?

Kinds of Assessment Techniques: Multiple-Choice Items

Read chapter 8 in Measurement and Assessment in Teaching.

Study tip: In your notebook, develop a matrix that includes uses, advantages, disadvantages, construction suggestions, and examples of multiple-choice items.

Kinds of Assessment Techniques: Interpretive Exercises

Read chapter 9 in Measurement and Assessment in Teaching.

Write a definition of interpretive exercise assessment items on an index or electronic flashcard. Are interpretive exercise items "select" or "supply" items?
Study tip: In your notebook, write a paragraph to summarize interpretive exercises as an assessment technique.

**Kinds of Assessment Techniques: Essay Items**

Read chapter 10 in *Measurement and Assessment in Teaching*.

Study tip: In your notebook, develop a matrix to summarize uses, advantages, disadvantages, and construction suggestions for essay items.

**Kinds of Assessment Techniques: Performance Assessments**

Read pages 260-270 (in chapter 11) of *Measurement and Assessment in Teaching*, or view *Designing Assessment to Promote Learning* program 4 ("Performance Assessment") and program 5 ("Creating Performance Tasks").

*Note: These videos are referenced in section 3 of the workbook that you received with the videos.*

Study tip: Think of four or five assessment purposes. Then identify specific assessment procedures you would use to meet each purpose. Justify why you have selected specific procedures to meet your purposes.

Study tip: Find some assessment items. Use these items and write the objectives that the items measure. Record the items and their objectives in your notebook.

Select a topic that you might teach to students. Write an objective that relates to the topic that could be measured through a performance assessment. Then develop the performance assessment that you would use to measure attainment of the objective. For example, for a psychology course, your topic might be "cognitive development theory." Your objective might be "students will be able to assess cognitive development of children in real-life situations." What kind of performance assessment could you develop to assess the attainment of this objective? Record the topic, objective, and performance assessment you come up with in your notebook.

**FTA4 or FTA5 Task 601.1.4-03**

**URL:** [http://www.taskstream.com](http://www.taskstream.com)

Follow the task directions to complete performance task 601.1.4-03.

The purpose of this task is for you to demonstrate competence in writing different kinds of test items. You are asked to write items that relate to WGU objectives from general education math or social science content areas. WGU teacher education students are expected to be competent in undergraduate level social science and mathematics. If you know how to align items to objectives, how to construct items effectively, and have content knowledge, you can write items for any grade level or content area.

For this task you will write 11 items in total. For each item, you select either a mathematics or social sciences objective.
Measurement Knowledge, Part II

How do teachers ensure that an assessment will accurately evaluate student progress and how well teachers are meeting instructional objectives? As you work through this subject, you will learn about the design, development, and implementation of assessment in order to provide appropriate instruction for students.

Teachers need to be able to develop and implement classroom assessment techniques. In order to do that, teachers must understand characteristics and applications of various kinds of assessment techniques.

Measurement Knowledge: Assessment Selection and Development

How do teachers develop valid and reliable assessments? As you work through this topic, you will select, design, and develop appropriate assessment measures that provide valid and reliable information about students and instruction.

Scoring Rubrics

URL: http://www.taskstream.com

Access Designing Assessment to Promote Learning. View program 6 ("Rubrics").

Note: This video is referenced in section 4 of the workbook that you received with the videos.


Note: These articles are found in TaskStream task 601.1.4-04 FTA4 or FTA5 Task 601.1.4-04

URL: http://www.taskstream.com

Follow the task directions to complete performance task 601.1.4-04.

Develop a scoring rubric that you, as a teacher, could use to evaluate the given requirements for the social studies assignment. The scoring rubric must include the following:

- At least four mechanical/editorial aspects
- At least four content related aspects

Make certain that you name the aspects you are measuring on the rubric template. See the rubric template attached to the task.

Conclusion
Congratulations on completing all of the subjects for the Testing course of study! As you know, Testing covers important topics in education. You have studied about assessment concepts like systematic assessment and reasons for assessment. You have broadened your measurement knowledge by looking into reliability, validity, bias, accommodations, and ethical procedures in testing. Finally, you have explored test instrument characteristics. Specifically, you have learned about norm- and criterion-referenced tests, formative and summative testing, item advantages and disadvantages, procedures and purposes in testing, and alignment of items to objectives. Your knowledge of these topics and how they relate will be beneficial as you continue to Effective Teaching Practices and the remainder of your program at WGU.

**Next Steps**

You have now completed the final subdomain in Foundations of Teaching and should begin your review for the comprehensive objective exam (FTC4 or FTC5). Review your courses of study and your notes from all five subdomains in Foundations of Teaching. Then take the PAF4 pre-assessment and analyze the results to determine if you are prepared for the FTC4 or FTC5. The FTC4/5 course of study will provide a strong review for the comprehensive objective assessment.

For your convenience, screenshots showing the instructions for each performance task related to this course of study are available at the links below. Please note that the instructions may change slightly from time to time. For the most up-to-date instructions, evaluation rubrics, and other related material, please log in to TaskStream. You will not have access to these tasks in TaskStream until you requests them through your Degree Plan and your mentor approves your request.

- [FTA4 Task 601.1.1-04](#)
- [FTA4 Task 601.1.2-06](#)
- [FTA4 Task 601.1.3-04](#)
- [FTA4 Task 601.1.4-03](#)
- [FTA4 Task 601.1.4-04](#)

**Feedback**

WGU values your input! If you have comments, concerns, or suggestions for improvement of this course, please submit your feedback using the following form:

- [Course Feedback](#)

**ADA Policy**

Western Governors University recognizes and fulfills its obligations under the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973 and similar state laws. Western Governors University is committed to provide reasonable accommodation(s) to qualified
disabled learners in University programs and activities as is required by applicable law(s). ADA Support Services serves as the principal point of contact for students seeking accommodations and can be contacted at ADASupport@wgu.edu. Further information on WGU’s ADA policy and process can be viewed in the student handbook at the following link:

- [Policies and Procedures for Students with Disabilities](#)