

Educational Assessment of Students



EIGHTH EDITION

Educational Assessment of Students

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Procurement Specialist: Carol Melville
Full Service Project Management: Katie Ostler, Cenveo® Publisher Services
Cover Designer: Cenveo® Publisher Services
Cover Image: Paradoxe/offset.com
Composition: Cenveo® Publisher Services
Printer/Binder: LSC Communications
Cover Printer: Phoenix Color/Hagerstown
Text Font: 11/13 Palatino LT Pro

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Library of Congress Cataloging-in-Publication Data is on file with the Library of Congress.

10 9 8 7 6 5 4 3 2 1



ISBN-10: 0-13-480707-3
ISBN-13: 978-0-13-480707-2

About the Authors

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Professor Brookhart was the 2007–2009 editor of *Educational Measurement: Issues and Practice*. She has served as the education columnist for *National Forum*, the journal of Phi Kappa Phi. She is a past president of the American Educational Research Association's Special Interest Group on Classroom Assessment. She was named the 2014 Jason Millman Scholar by the Consortium for Research on Educational Assessment and Teaching Effectiveness (CREATE) and is the recipient of the 2015 Samuel J. Messick Memorial Lecture Award from ETS/TOEFL.

In all, Professor Brookhart is author or coauthor of 18 books and over 70 articles and book chapters on classroom assessment, teacher professional development, and evaluation. With Anthony J. Nitko, she is the coauthor of *Assessment and Grading in Classrooms*. With the late Norman E. Gronlund, she is the coauthor of *Gronlund's Writing Instructional Objectives* (8th ed.). Some of

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Professor Brookhart's assessment books for practitioners include *How to Give Effective Feedback to Your Students*, *Formative Classroom Walkthroughs: How Principals and Teachers Collaborate to Raise Student Achievement* (with Connie M. Moss), *How to Assess Higher-Order Thinking Skills in Your Classroom*, *How to Use Grading to Support Learning*, *Learning Targets: Helping Students Aim for Understanding in Today's Lesson* (with Connie M. Moss), and *How to Create and Use Rubrics for Formative Assessment and Grading*.

Anthony J. Nitko is a private consultant in educational measurement and Professor Emeritus and former Chairperson of the Department of Psychology in Education at the University of Pittsburgh. His research interests include curriculum-based criterion-referenced testing, integrating testing and instruction, classroom assessment, and the assessment of knowledge and higher-order thinking skills.

Professor Nitko is author of the chapter "Designing Tests That Are Integrated with

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Professor Nitko has been Editor of the journal *Educational Measurement: Issues and Practice*, and later served as the International News Editor of this journal. He was also Editor of *d’News*, the AERA Division D newsletter. Some of the journals in which his research has appeared include *American Educational Research Journal*, *Applied Measurement in Education*, *Assessment in Education:*

Principles, Policy, & Practice, *Educational Evaluation and Policy Analysis*, *Educational Measurement: Issues and Practice*, *Educational Technology*, *Journal of Educational Measurement*, and *Research in Developmental Disabilities*.

Professor Nitko is a member of several professional organizations, was elected as Fellow to the American Psychological Association, served on several committees of the American Educational Research Association, was elected Secretary of AERA Division D, served on committees of the National Council on Measurement in Education, and was elected to the Board of Directors and as President of the latter.

Professor Nitko received Fulbright awards to Malawi and to Barbados. He has served as a consultant to various government and private agencies in Bangladesh, Barbados, Botswana, Egypt, Ethiopia, Indonesia, Jamaica, Jordan, Liberia, Malawi, Maldives, Namibia, Oman, Saudi Arabia, Singapore, United States, Viet Nam, and Yemen.

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NOTE: Every effort has been made to provide accurate and current Internet information in this book. However, the Internet and information posted on it are constantly changing, so it is inevitable that some of the Internet addresses listed in this textbook will change.

Preface

As for the previous editions, the goal of *Educational Assessment of Students*, Eighth Edition, is to help teachers and those in training to teach to improve their skills through better assessment of students. It focuses directly on the professional practices of elementary and secondary school teachers. This edition features:

- A continued strong emphasis on classroom assessment, both formative and summative.
- Complete coverage of the basics as well as advanced topics and topics of contemporary interest.
- Practical advice and examples of how good and poor classroom assessments affect students' learning.
- A revised chapter on standardized testing to reflect recent changes in the assessment landscape.

Educational Assessment of Students is a core text written for a first course in educational testing and constructing classroom assessments, and it serves equally as the textbook for an undergraduate course or a first graduate course in educational assessment. No formal coursework in statistics or college mathematics is necessary to understand the text.

The book provides complete coverage of educational assessment, including developing plans that integrate teaching and assessment; using formative assessment strategies and providing effective feedback to students; crafting objective, performance, and portfolio assessments; evaluating students and discussing evaluations with

parents; and interpreting state-mandated tests and standardized achievement tests.

It is important in a first course that students receive a balanced treatment of the topics. Because the book is a comprehensive treatment of traditional and alternative assessments, we give examples, discuss the pros and cons, and give guidance for crafting every assessment technique that we introduce. Research is cited that supports or refutes assessment and teaching practices.

The text prepares teachers and those in training to teach as professionals. We recognize that teachers' experiences and judgments are necessary for proper and valid use of educational assessment. We do not hesitate to point out teachers' and school administrators' erroneous judgments and assessment abuses, however, where good lessons can be learned from them.

NEW AND REVISED CONTENT

In preparing this edition, we made a special effort to make it easy for the reader to apply the material to classroom practice through improved explanations, improved practical examples and illustrations, checklists, and step-by-step, how-to instructions. As with previous editions, we have written the text from the viewpoint that assessment is part of good teaching practice that helps the teacher improve students' learning. Material new to the eighth edition includes:

1. Updated information that reflects the Elementary and Secondary Education Act of 2015 and the current assessment landscape.

2. A change in the order of chapters to put the chapter on higher-order thinking before the chapter on essay questions.
3. Up-to-date discussion of published achievement tests in Chapter 16.
4. Update of websites related to assessment, including a discussion of how to access information about state testing programs on the Internet, and update of references.

MyLab EDUCATION

One of the most visible changes in the new edition, also one of the most significant, is the expansion of the digital learning and assessment resources embedded in the etext and the inclusion of MyLab in the text. MyLab for Education is an online homework, tutorial, and assessment program designed to work with the text to engage learners and to improve learning. Within its structured environment, learners practice what they learn, test their understanding, and receive feedback to guide their learning and to ensure their mastery of key learning outcomes. The MyLab portion of the new edition of *Educational Assessment of Students* is designed to bring learners more directly into the world of K-12 classrooms and to help them see the very real impact that the assessment concepts covered in the book have on learners. The materials in MyLab Education with *Educational Assessment of Students* include three types of resources.

- **Application Exercises** allow readers to practice assessment tasks like writing different types of assessment items, clearly communicating learning targets to students, interpreting standardized assessment reports, and grading.
- **Video Examples** illustrate classroom assessment in action, helping students better understand course content.
- **Self-Check Quizzes** help students assess how well they have mastered chapter learning outcomes. The multiple-choice, automatically graded quizzes provide rationales for both correct and incorrect answers.

SPECIAL FEATURES

The following special features highlight the practicality of this text:

1. Examples of how to craft classroom assessments and what they typically look like.

2. Checklists with succinct tips for evaluating the quality of each type of assessment taught in the book.
3. Strategies for assessing higher-order thinking that serve as models and descriptions for developing problem-solving and critical-thinking assessments.
4. Key concepts that serve to introduce each chapter, coupled with online MyLab exercises and videos.
5. Important terms and concepts listed at the beginning of the chapter and defined in both the chapter's text and in a glossary.
6. End-of-chapter exercises that let students apply their learning to practical situations and an appendix with answers to even-numbered exercises.
7. Appendixes of statistical concepts with spreadsheet applications and tutorials for calculating reliability coefficients for instructors and students interested in a more quantitative approach than the text provides.

ACKNOWLEDGMENTS

A project of this magnitude requires the help of many persons. We are very much indebted to the reviewers whose critical reading contributed greatly to the technical accuracy, readability, and pedagogy of the eighth edition: Kathryn Anderson Alvestad, University of Maryland; Mary K. Boudreaux, University of Memphis; Kristin L. Koskey, The University of Akron; Connie M. Moss, Duquesne University. Special thanks go to Steve Ferrara, Measured Progress, and to Michael J. Young, Pearson Assessment, for helpful reviews and suggestions for improvement and updating.

We would also like to thank the reviewers for the second, third, fourth, fifth, sixth, and seventh editions: Peter W. Airasian, Boston College; Lawrence M. Aleamoni, University of Arizona; Kathryn Anderson Alvestad, University of Maryland, College Park; Carol E. Baker, University of Pittsburgh; W. L. Bashaw, University of Georgia; Gary Bingham, Georgia State University; Pamela Broadston, University of Arkansas at Little Rock; Deborah Brown, West Chester University; Marcia Burell, SUNY Oswego; Heidi Legg Burross, University of Arizona; Alice Corkill, University of Nevada at Las Vegas; Lee Doebler, University of Montevallo; Leonard S. Feldt, University of Iowa;

Terry Fogg, Minnesota State University; Betty E. Gridley, Ball State University; Gretchen Guiton, University of Southern California; Anthony E. Kelly, George Mason University; Jin-Ah Kim, Illinois State University; Thomas M. Haladyna, Arizona State University; Charles Hughes, Pennsylvania State University; Louise F. Jernigan, Eastern Michigan University; Suzanne Lane, University of Pittsburgh; Robert Lange, University of Central Florida; Robert W. Lissitz, University of Maryland; Nancy Martin, University of Texas–San Antonio; Craig Mertler, Bowling Green State University; William P. Moore, University of Kansas; Pamela A. Moss, University of Michigan; Robert Paugh, University of Central Florida; Susan E. Phillips, Michigan State University; Bruce Rogers, University of Northern Iowa; Marianne Robin Russo, Florida Atlantic University; John Shimkanin, California University of Pennsylvania; William M. Stallings, Georgia State University; Hoi K. Suen, Pennsylvania State University; James S. Terwilliger, University of Minnesota; Charles L. Thomas, George Mason University; Michael S. Trevisan, Washington State University; Anthony Truog, University of Wisconsin–Whitewater; Tary L. Wallace, University of South Florida, Sarasota-Manatee; Kinnard White, University of North Carolina; Richard Wolf, Teachers College, Columbia University; and David R. Young, State University of New York–Cortland.

We thank our students at the School of Education, University of Pittsburgh; the School of Education, Duquesne University; the College of Education, University of Arizona; the Curriculum Development and Evaluation Centre, Botswana Ministry of Education; teachers working with the

Jamaica Ministry of Education; teachers and assessors at the Examination Development Center, Indonesia Ministry of Education and Culture; and trainers with the Integrated Language Project in Egypt, who used the second, third, and fourth editions. They provided insightful feedback and corrections of errors that have greatly improved the usefulness of the text. Francis Amedahe helped classify chapter learning targets and write test items for the third edition. Sarah Bonner contributed test items, practical examples for classroom activities, and many elements of the Instructor’s Manual for the fourth edition. To all of these persons, and others we have failed to mention, we offer our most sincere thanks and appreciation.

We are grateful for permission to use checklists and examples that Anthony Nitko originally published with colleagues Harry Hsu and Maury Lindvall. Specifically, the checklists for evaluating the quality of a test blueprint (Chapter 6), multiple-choice items (Chapter 10), matching exercises (Chapter 10), and essay items (Chapter 12) and the example in Figure 6.4 originally appeared in A. J. Nitko and T-C. Hsu, *Teacher’s Guide to Better Classroom Testing: A Judgmental Approach*, 1987, Pittsburgh, PA: Institute for Practice and Research in Education, School of Education, University of Pittsburgh. The examples in Figures 13.4, 17.4, and 17.12 originally appeared in C. M. Lindvall and A. J. Nitko, *Measuring Student Achievement and Aptitude* (Second Edition), 1975, New York: Harcourt Brace Jovanovich.

Special thanks to Veronica Nitko and Frank Brookhart, whose support and encouragement were invaluable throughout the work on this text and its previous editions.

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