Instructor Information:
Dr. Peter Miksza
Office Hours: by appointment
Simon 145H; 812-855-7253
pmiksza@indiana.edu

Course Description:
The course will begin with a unit dealing with foundational issues of measurement, evaluation, and guidance as related to current accountability policy trends, educational frameworks, and basic issues of curricular design. This will be followed by a presentation of fundamental approaches to interpreting quantitative data that are typical of educational measurements and traditional conceptions of reliability and validity. The third section of the course will deal with approaches for assessing students’ musical learning. Lastly, approaches for grading and common standardized measures will be discussed. Assignments for this course are designed with three primary goals in mind: (a) to engage the students in thinking how measurement, evaluation, and guidance could be applicable to curricular thinking, (b) to provide opportunities to acquire fundamental skills of measurement through practice, and (c) to provide students with an opportunity to cater the course materials to their personal goals.

Required Text/Readings:
• Additional pdf readings and websites - see course schedule – will be posted on Canvas

Recommended texts:
• Spatz, C. (USED from Amazon @ 1 cent). Basic statistics: Tales of distributions.

Objectives:
Upon completing this course students will be able to...
1. Engage in informed critical discussion regarding current standards-based frameworks
2. Describe how curriculum and assessment are linked
3. Compute and interpret standardized scores
4. Interpret graphic displays of data
5. Compute and interpret basic descriptive statistics related to central tendency and variability
6. Compute and interpret basic bivariate correlational statistics
7. Describe the traditional notion of measurement reliability
8. Describe the traditional notion of measurement validity
9. Create measures of cognitive, psychomotor, and affective outcomes
10. Discuss various approaches to grading and the report of evaluative results
11. Discuss basic elements of program evaluation
Assessment:
The point breakdown of the course grade is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>F</td>
<td>Below 60</td>
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Grading (in percentage):

Assignments – in addition to content, writing quality is an important criterion for each assignment – all assignments 12pt font, Times New Roman, double-spaced, 1-inch margins:

1) **Current Frameworks Synthesis and Reflection:** In this paper, students will compare and contrast the 21st Century Skills, Common Core, and National Standards for Music Education Frameworks (2 page). Students will also reflect on how these frameworks could be relevant to their personal teaching scenario (1 page). (3 page maximum, total)

2) **Statistics Practice Assignments:** A collection of brief exercises to familiarize students with statistical concepts – to be described in class and due dates assigned in class.
   a. Descriptive statistics and standard scores
   b. Descriptive statistics with SPSS
   c. Correlation
   d. Correlation with SPSS
   e. Reliability and Item Analyses

3) **Curricular Assessment Design Project:** The purpose of this project is to reinforce the possible connections between curricular philosophy, scope, and planning and assessment of music learning. Students will have an opportunity to describe basic curricular components from the perspective of their anticipated teaching scenario. Students will apply the principles discussed in class regarding writing educational objectives, creating test blueprints, and designing cognitive and psychomotor measures to their curricular interest. The students will collect quantitative data via the measures they create and report the results using the appropriate descriptive and correlational analyses. Students will also evaluate the reliability and validity of the measures they create. Lastly, students will reflect on the measure development process.

4) **Program Evaluation Practice:** Identify an existing or hypothetical program that you would like to build an evaluation project around (perhaps related to your ideal professional position in the future). Describe how you would apply the materials in the McDavid and Hawthorn readings to your evaluation. Specifically, (a) describe how the “general steps in conducting a program evaluation” that begins in Chapter 1 on page 25 apply to your project, (b) create a logic model flow chart, and (c) explain how qualitative evaluation methods could play a role.

5) **Personal Choice Synthesis Paper:** Prepare a paper according to the descriptions below (5-page maximum). Also prepare a 350-word abstract summarizing what you did for this project and the 3 to 5 most valuable main ideas you discovered. The paper is due at the final exam time and each student will provide the other students in the class with abstracts of their work.
Potential Topics for Student Choice Presentations

Survey Design
  - An overview of the sample survey process (chapter 1)
  - Selecting and obtaining a representative sample (chapter 9)
  - Designing effective questionnaires (chapter 2)
  - Developing survey questions (chapter 3)

Embedded Assessment
- Synthesize four instructor-approved articles pertaining to embedded assessment and describe how you’d apply the information you found to your future teaching setting

Peer Assessment
- Synthesize four instructor-approved articles pertaining to peer assessment and describe how you’d apply the information you found to your future teaching setting

Teacher Evaluation
- Synthesize four instructor-approved articles pertaining to and describe steps for going forward in music teacher evaluation

Development of Psychological Measures
- Synthesize four instructor-approved articles pertaining to the measurement of a psychological construct
- Describe how you’d apply the information to your future research

Qualitative Data Analysis
- Prepare an annotated bibliography of (or two equivalent instructor-approved texts):
  - LeCompte, M. D., & Schensul, J. J. Analyzing and interpreting ethnographic data.
  - Miles, M.B. & Huberman, A.M. Qualitative data analysis: An expanded sourcebook.

IU POLICY

Accommodations for Religious Holidays: Please note the dates recognized by IU for fall 2013 at http://www.iub.edu/~vpfaa (“Forms”). A student accommodation request form is available at this site. Please fill one out and bring it to class should the need arise.

Academic Misconduct: The definition of academic misconduct and the procedures to be followed at IU in the case that a problem should occur can be found at http://www.iu.edu/~code/. See both the Code document itself and the IU Bloomington Procedures.

Disabilities
Students requesting accommodations for various types of disabilities are referred to the Office of Disability Services for Students (Franklin Hall 006, 855-7578). Adjustments in course requirements cannot be made until a written evaluation from this office is received.
<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment</th>
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| 1/9, 1/11  | Issues and Frameworks      | Miller, Linn, & Gronlund, *Educational testing and assessment: Context, Issues, and Trends* (chapter 1)  
US Department of education, *Our future, our teacher* (federal policy statement)  
Common Core Standards (web link)  
Partnership for 21st Century Skills (web link)  
NAFME, *The national standards for music education* (web link)  
INTASC standards (web link)  
RISE Indiana Department of Education (web link) | 1/11 – Current frameworks synthesis and reflection |
| 1/16, 1/18 | Terms and Curricular Connections | Miller, Linn, & Gronlund, *The role of measurement and assessment in teaching* (chapter 2)  
Miller, Linn, & Gronlund, *Instructional goals and objectives: Foundations for assessment* (chapter 3)  
Miller, *Curriculum theory and practice* (article)  
Nashville and Davidson County government, *Music makes us* (district press release, pdf) | 1/18 – Philosophical curricular orientation (part a) |
| 1/23, 1/30, 2/1 | Descriptive Statistics | Rea & Parker, *Descriptive statistics* (chapter 5)  
Miller, Linn, & Gronlund, *Elementary statistics* (appendix C)  
Spatz – AS NECESSARY  
Online resources (see Links)  
Schmidt, Baker, Hayes, & Kwan, *A descriptive study of public school music programs in Indiana* (article) | TBA – Stats Practice 1 and 2 |
| 2/6, 2/8   | Correlation                | Jaeger, *Correlation* (chapter 4)  
Miller, Linn, & Gronlund, *Elementary statistics* (appendix C)  
Spatz – AS NECESSARY  
Online resources (see Links) | 2/8 – Curricular Goals and Objectives (parts b and c)  
TBA – Stats Practice 3 and 4 |
| 2/13, 2/15 | Validity                   | Miller, Linn, & Gronlund, *Validity* (chapter 4)  
Thorn dike & Thorndike-Christ, *Validity EXCERPT*, pages 182-196  
Williams, *A study of internal validity of the instrumental timbre preference test* (article) | |
| 2/20, 2/27 | Reliability                | Miller, Linn, & Gronlund, *Reliability and other desired characteristics* (chapter 5)  
Bergee, *Faculty interjudge reliability of music performance evaluation* (article)  
Schmidt, *Reliability of untrained observers’ evaluations of applied music instruction* (article) | |
| 3/1        | Interpreting Test Scores   | Miller, Linn, & Gronlund, *Interpreting test scores and norms* (chapter 19)  
Miller, Linn, & Gronlund, *Item analysis EXCERPT*, pages 351-365 | TBA – Stats Practice 5 |
<p>| 3/6        | Planning for Assessment    | Miller, Linn, &amp; Gronlund, <em>Planning classroom tests and assessments</em> (chapter 6) | |
| 3/8, 3/20  | Measuring Cognitive Outcomes | Miller, Linn, &amp; Gronlund, <em>Measuring complex achievement</em> (chapters 7 through 10) | 3/20 – Cognitive test, test blueprint, answer key (part d, i, 1-3) |</p>
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<tr>
<th>Date</th>
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<tbody>
<tr>
<td>4/5, 4/10</td>
<td>Measuring Attitudes</td>
<td>Thorndike &amp; Thorndike-Christ, <em>Attitudes and rating scales</em> (chapter 11)</td>
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<td>Boyle &amp; Radocy, <em>Measuring attitudes and other affective variables</em></td>
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<td>(Measurement and Evaluation of Musical Experiences, chapter 9)</td>
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<td>Austin &amp; Reinhardt, <em>Philosophy and advocacy</em> (article)</td>
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<td>4/12</td>
<td>Portfolio Assessment</td>
<td>Miller, Linn, &amp; Gronlund, <em>Portfolios</em> (chapter 12)</td>
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<td>Brandt, <em>On assessment in the arts</em> (article)</td>
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<td>Mills, <em>Capturing student progress through portfolios in the music classroom</em> (article)</td>
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<td>4/17</td>
<td>Grading Systems</td>
<td>Miller, Linn, &amp; Gronlund, <em>Grading and reporting</em> (chapter 15)</td>
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<td>Russell &amp; Austin, <em>Assessment practices of secondary music teachers</em> (article)</td>
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<td>4/19 – Reporting of descriptive data; Reporting of correlational data (parts e and f)</td>
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<td>4/19, 4/24, 4/26</td>
<td>Program Evaluation</td>
<td>McDavid &amp; Hawthorn, <em>Key concepts and issues in program evaluation and performance measurement</em> (chapter 1)</td>
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<td>McDavid &amp; Hawthorn, <em>Understanding and applying program logic models</em> (chapter 2)</td>
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<td>McDavid &amp; Hawthorn, <em>Research designs in program evaluation</em> (chapter 3)</td>
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<td>McDavid &amp; Hawthorn, <em>Applying qualitative evaluation methods</em> (chapter 5)</td>
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<td>4/27 – Program Evaluation Practice</td>
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**Finals’ Week: Choice Paper Due Thursday 5:00 PM**