Pacing Guide: Educational Assessment

Note: This pacing guide is meant to help you progress through the Study Plan, not to take the place of the Study Plan. Please engage in all of the activities in the Study Plan to prepare you for the objective assessment.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Summary of Resources and Activities</th>
</tr>
</thead>
</table>
| 1    | Preparing for Success | 1. Familiarize yourself with the learning resources:  
   a. WGU E-reserves TE Educational Assessment  
   b. IRIS center Modules  
   c. Educational Impact Modules  
   d. Educational Assessment Learning  
2. Watch the getting started video on the community for an overview of the course  
3. Speak with your student mentor or course mentor if you should take the pre-assessment. Only take the pre-assessment if you have experience working in education. |
|      | Ethical Assessment Practices | 1. Read Code of Professional Responsibility in Educational Measurement and Ethical Assessment Practice  
2. Read the first 2 sections of Large Scale Assessments and High Stakes Decisions: Facts, Cautions, and Guidelines  
3. Check your understanding of ethical practice with the following self-assessment Self-Assess: Ethical Assessment Practice |
|      | Using Assessments in Decision Making | 1. Read chapter 1 (“Achievement Assessment and Instruction”)  
2. Complete EdImpact Module 1 Topic A (“Using Assessments to Become a Reflective Teacher”)  
3. Complete Handout: Module 1 Topic A Matching Assessment Methods with Achievement Targets  
4. Complete EdImpact Module 1 Topic B (“Classroom Assessment Techniques (CATS)”)  
5. Complete the Instructional Decision Making Self-Assessment |
| 2    | Using Assessments to Support Learners with Exceptional Needs | 1. Complete IRIS Differentiated Instruction: Maximizing the Learning of All Students module IRIS Resource Locator  
2. Read 4 of the IRIS Accommodations Information Briefs  
3. Complete IRIS Accessing the General Education Curriculum: Inclusion Considerations for Students with Disabilities module IRIS Resource Locator  
4. Complete IRIS Accommodations: Instructional and Testing for Students with Disabilities module IRIS Resource Locator  
5. Read 4 of the IRIS Accommodations Information Briefs  
6. Read Performance-Based Assessment: Promoting Achievement for English Language Learners |
<table>
<thead>
<tr>
<th>Section</th>
<th>Instructions</th>
</tr>
</thead>
</table>
| Reliability and Validity               | 1. Read pages 40–43 of chapter 3 (“Planning for Assessment”)  
2. Read pages 48–51 of chapter 4 (“Validity and Reliability”)  
3. Read pages 59–61 of chapter 4 (“Validity and Reliability”)  
4. Read Box 4.2 (p. 65) of chapter 4 (“Validity and Reliability”) |
| Assessment & Instructional Alignment   | 1. Read chapter 2 (“Nature of Student Assessment”)  
2. Read "Assessment in the Instructional Process" on pages 4–5 of chapter 1 (“Achievement Assessment and Instruction”)  
4. Read chapter 5 (“Preparing and Using Achievement Tests”)  
5. Complete the Module 2 Topic B: Activity #1: Assessments and Standards |
| Assessment Strategies                   | 1. Complete EdImpact Module 1 Topic C (“Student Projects as Effective Authentic Assessments”)  
2. Read Student Self-Assessment: The Key to Stronger Student Motivation and Higher Achievement |
| Norm and Criterion Referenced Assessments | 1. After reading the following information, identify differences between norm-referenced and criterion referenced assessments.  
   a. Box 2.1 on page 26 of chapter 2 (“Nature of Student Assessment”)  
   b. Table 2.2 on page 28 of chapter 2 (“Nature of Student Assessment”) |
| Writing Assessment Items                | 1. Read pages 81–85 chapter 5 (“Preparing and Using Achievement Tests”)  
2. Read chapter 6 (“Writing Selection Items: Multiple Choice”)  
3. Read chapter 7 (“Writing Selection Items: True-False, Matching, and Interpretive Exercise”)  
4. Read chapter 8 (“Writing Supply Items: Short Answer and Essay”) |
| Performance Assessments                 | 1. Read pages 147–172 of chapter 9 (“Performance Assessments”)  
2. Complete EdImpact Module 1 Topic E (“Creating and Mastering Rubrics ”)  
3. Complete Activity #4: Rubrics |
| Using Assessment Results                | 1. Read (pp. 63–77) of Assessment for the Diverse Classroom  
2. Complete EdImpact Module 2 Topic A (“Assessing Teaching and Student Progress Using Data”)  
3. Complete EdImpact Module 1 Topic D (“Selecting the Right Assessment”) |
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Complete EdImpact Module 2 Topic B (&quot;Powerful Case Studies: Using Data to Increase Student Achievement&quot;)</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Complete the Activity #2: STEPS and PALS</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Complete the IRIS module Classroom Assessment (Part 1): An Introduction to Monitoring Academic Achievement in the Classroom</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Complete the IRIS module Classroom Assessment (Part 2): Evaluating Reading Progress</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td><strong>Large Scale Assessments</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Read Large Scale Assessments and High Stakes Decisions: Facts, Cautions and Guidelines</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Read Position Statement on High-Stakes Testing</td>
<td></td>
</tr>
<tr>
<td><strong>Interpreting &amp; Communication Results</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Read chapter 12 (&quot;Interpreting Standardized Achievement Test Scores&quot;)</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Read Selecting the Basis for Grading pages 193–204 chapter 11 (&quot;Grading and Reporting&quot;)</td>
<td></td>
</tr>
<tr>
<td><strong>Final Steps</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Complete pre-assessment DRC1</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>If successful, complete the DRC1 Assessment</td>
<td></td>
</tr>
</tbody>
</table>