

# **Semester V**



## **B.Ed (4 Years) Elementary Education**

Code	Subject Title	Cr. Hrs	Semester
EDE- 322	Educational Assessment	3	5
Year	Discipline		
3	Elementary Education		

### **Aims**

This course acts as a foundation for the following semesters. The course aims to help the students increase their proficiency in Educational Assessment by enhancing their knowledge in the subject.

### **Objectives**

Upon the successful completion of this course the students will be able to:

- Understand and explain the foundations of Educational Assessment
- Apply their knowledge in different situations
- Develop a sense of understanding the trends and issues of Educational Assessment

### **Syllabus**

#### **1. Role of Measurement and Evaluation in Teaching**

- 1.1 Measurement, Assessment and Evaluation
- 1.2 General Principles of Evaluation
- 1.3 Types of Testing and Evaluation Procedure

#### **2. Preparing Instructional Objectives as Learning Outcomes**

- 2.1 Selection of Instructional Objectives
- 2.2 Taxonomy of Educational Objectives
- 2.3 Methods/Preparing of Stating Instructional Objectives

#### **3. Planning the Classroom Test**

- 3.1 Importance of Classroom Test
- 3.2 Planning a Test
- 3.3 Defining Objectives
- 3.4 Specifying Content
- 3.5 Preparing Blue Print/Master Chart
- 3.6 Preparing Test Items

#### **4. Objective Type Items-Characteristics, Use and Rules for Construction**

- 4.1 Objective Type Items
- 4.2 True-False or Alternative Response
- 4.3 Multiple Choice
- 4.4 Completion
- 4.5 Matching

#### **5. Essay Type Items-Characteristics, use and Rules for Construction**

- 5.1 Essay Type Items
- 5.2 Restricted Essay Type
- 5.3 Extended Essay Type

#### **6. Qualities of a Good Assessment Instrument/Test**

- 6.1 Validity
  - Definition
  - Types of Validity
- 6.2 Content Validity
- 6.3 Criterion Related/Validity

#### 6.4 Construct Validity

#### 6.5 Reliability

- Definition
- Methods for Checking Reliability
  - Test Retest
  - Parallel Test forms/Alternate forms
  - Split-Half Method
  - Internal Consistency Method

#### 6.6 Usability

### 7. Assembling and Administering a Test

#### 7.1 Assembling the Classroom Test

#### 7.2 Administering and Scoring Classroom Tests

#### 7.3 Building a Test Item File

#### 7.4 Item Bank

### 8. Scoring A Test

#### 8.1 Scoring Objectives Type Item

#### 8.2 Scoring Subjective Type Item

### 9. Item Analysis

#### 9.1 Need for Item Analysis

#### 9.2 Methods for Conducting Item Analysis

### 10. Interpretation of Test Scores

#### 10.1 Types of Scales

#### 10.2 Measures of Central Tendency

#### 10.3 Measures of Variability

#### 10.4 Measures of Relationship

- Types of Norms and Units for Measurement Grade Norms
- Age Norms
- Percentile Norms
- Standard Scores
- Interchangeability of Norms

### 11. Portfolios

### 12. Emerging Trends in Measurement

#### Text Books

- Carey, L. (1994). *Measuring and Evaluating School Learning*: Allyn & Bacon, Incorporated.

- Gay, L. R. (1985). *Educational evaluation and measurement: competencies for analysis and application*: C.E. Merrill Pub. Co.
- Grant, L., & Gareis, C. (2015). *Teacher-made assessments: How to connect curriculum, instruction, and student learning*: Routledge.
- Gronlund, N. E. (1998). *Measurement and Evaluation in Teaching*: Macmillan Publishing Company.
- Keeves, J. P. (1988). *Educational Research, Methodology and Measurement: An International Handbook*: Elsevier Science & Technology Books.

### **Reference Material**

- Thorndike, R. M., & Thorndike-Christ, T. M. (2013). *Measurement and Evaluation in Psychology and Education*: Pearson Education.
- Tuckman, BW. (1975). *Measuring Educational Outcomes, Fundamentals of Teaching*. New York: Harcoull Brace Jovanovich. IOWA.
- MacDallcl, E. (1994). *Understanding Education Measurement*. Brown and Benchmark Madison.