

Book Review

Title of Book:	Measurement and Assessment in Teaching
Authors:	Norman E. Gronlunds
Year of Publication:	2009
Publishing Agency:	Pearson Education Limited
City:	London, England
Reviewer:	Dr. Khalid Rashid University of Lahore.

Review on the book “Measurement and Assessment in Teaching” co-authored by M. David Miller, Robert L. Linn and Norman E. Gronlund 10th edition, successive editions published in 1995, 2000, 2005 and 2009, Published by Pearson Education limited, with ISBN No. 13- 978-0-13-240893-6. It is one of the classical works in educational literature. The edition under review is stretched over three parts and nineteen chapters. The characteristic of this edition is based on the outcomes as their focal area of concern. There are three sections and nineteen chapters of the book along with the preface and references. The book is available in hard and paper binding form. The book is library of congress catalogued by Miller, M. David with the total pages 560 including the references and appendices.

The book introduces the classroom teacher to the essentials of measurement and assessment that merges into good teaching. The focal concern of the book remains the selection of appropriate measures of learning out comes by the teachers for which it provides the guidelines and contours. Major revisions have been made in chapter 1 revealing the fulfilment of accountability needs and salient points of the Act “No Child Left Behind” promulgated by President Bush in 2002. It provides with the new examples in lines with the needs and advancement where it was necessary and essential. In chapter 6 the stress remains on making the tests based on higher order skills. The discussion on standardized test has been updated in chapter 8. The addresses of new web sites have been incorporated into references. Materials on published tests and approached with new perspectives have also been made the part of the book. The book remain more or less interpretive rather than commutative except where is essential, it provides the details of computations in appendix A. it is meant for the beginners.

The general outcomes which have been covered in the book are; the development of the understanding of the role of measurement and assessment in instruction, ability to define instructional goals and develop

the tests in line with those, understanding of validity and reliability and their practical use in test development/selection, administration and interpretation more over developing and checking of outcomes of learning from simple to complex. The outcomes covering the book also includes; ability to develop, administer and interpret the variety of tests and understand how the tests contribute towards learning of students and keeping the teacher and stakeholders well informed of the performance of teachers and system of education. It may be added that the book tries to introduce the learners with the trends and issues which the teachers and students come across. The use of book enhance the competence in measurement, an electronic teacher guide has been made available for the teacher for test development and source location. Each of the chapter has also been provided with the learning exercises.

Part-I: Measurement and Assessment Process

The captions of the first chapter is “The Measure and Assessment Process” the content discussed in this chapter more or less covers; educational assessment barometer of reforms, five decades of test based reforms, technological advances in testing and public concern about testing and assessment.

Chapter 2, is spread over “Role of Measurement and Assessment in Testing” the breakup of the topic may be summarized under the captions of; instructional decisions requiring assessment data, assessment test and measurement, general principles of assessment, assessment and instructional process, types of assessment procedures and summary of assessment categories.

Chapter 3 covers “Instructional Goals and Objectives: Foundation for Assessment” which provides a flash of, Instructional objectives as learning outcomes, from overly specific objectives to thinking curriculum and methods of stating instructional objectives.

Chapter 4 covers “validity” with its shades and varieties as, nature of validity, major considerations in assessment validation, content consideration, construct consideration, assessment criterion relationship, consideration of consequences and factors influencing validity.

Chapter 5 is based on “Reliability and other desired characteristics” covering the sub-topics like, nature of reliability, determining the reliability by correlation methods standard error of measurement, factors influencing reliability measures and reliability assessments evaluated in terms of a fixed performance standard usability. Part one of the book ends here.

Part II: Classroom Tests

Chapter 6 is captioned as “Planning Classroom Tests and Assessments” which cover the sub-topics like the purpose of classroom testing and assessment, developing specifications for tests and assessments,

developing appropriate types of items and assessment tasks and consideration in planning relevant type of test items and assessment tasks.

Chapter 7 considers “Constructing Objective Type Test Items, Simple Forms” like short- answer items, True False or Alternate Response Items and Matching Exercises.

Chapter 8 is spread over “Constructing Objective Type Test Items, Multiple choice Forms” covering Characteristics of Multiple Choice Items, Uses of Multiple choice Items, Advantages and Limitations of Multiple Choice Items and Suggestions for Constructing Multiple Choice Items.

Chapter 9 is “Measuring Complex achievement: The Interpretive Exercise” covering the topics like, Nature of the Interpretive Exercise, Forms and Uses of Interpretive Exercise, Advantages and Limitations of and Limitations Interpretive Exercises and Suggestions for Constructing Interpretive Exercises.

Chapter 10 has the caption, “Measuring Complex Achievement: Performance Based Assessments” covers Forms and Uses of Essay Questions, Summary Comparison of Learning Outcomes Measured, Advantages and Limitations of Essay Questions, Suggestions for Constructing Essay Type Questions, Scoring Criteria and Suggestions for Scoring Essay Questions.

Chapter 11 is titled as “Measuring Complex Achievement: Performance Based Assessments” covers the sub-topics like Types of Performance Based Assessment, Advantages and Limitations of Performance Assessments, Suggestions for Constructing Performance Tasks, Performance Criteria , Scoring Rubrics and rating Scales, Checklists and Students Participation in Rating.

Chapter 12 is named as “Portfolios” covers What Qualifies as a Portfolio of Students work? Potential Strengths and Weakness of Portfolios, Purposes of Portfolios, Guidelines for Portfolios entries, Guidelines and Students Role in Selection of Portfolios Entries and Self-evaluation, Evaluation Criteria and Using Portfolios In instruction and Communication.

Chapter 13 got the name, Assessment Procedures: Observational Techniques, Peer Appraisal and Self Report” it embraces the sub-topics like, Anecdotal Records, Students Judgment and Reports, Peer Appraisal, Self-Report Techniques, Attitude Measurement, Interest Inventories and Personality Measures.

Chapter 14 bears the title as, “Assembling, Administering and Appraising Classroom Tests and Assessments” covering the sub-topics like, Assembling the Classroom Test, Appraising the Classroom Tests and Assessments and Building a File of Effective Items and Tasks.

Chapter 15 is named as “Grading and Reporting” it includes the sub-topics like, Functions of Grading and Reporting Systems, Types of Grading and Reporting Systems, Multiple Grading and Reporting Systems, Assigning Letter Grades, Recordkeeping and Grading Software, Conducting

Parent Teacher Conferences and Reporting Standardized Test Results to Parents.

Part-III: Selection and Use of Published Tests

Chapter 16 named as, “Achievement Tests” covers sub-topics like, Characteristics of Standardized Achievement Tests, Standardized Tests Versus Informal Classroom Tests, Standardized Achievement Test Batteries, Achievement Tests in Specific Areas, Customized Achievement tests and Individual Achievement Tests.

Chapter 17 finds the name as; “Aptitude Tests” covers the sub-topics like Achievement and Aptitude Tests, Scholastic Aptitude Test and Learning Ability, Group Tests of Learning Ability, Individual Tests, Cautions in Interpreting and Using Learning Ability Scores, Culture Fair Testing and Differential Aptitude Testing.

Chapter 18 gets the name, “Test Selection Administration and Use, Obtaining Information about Published Tests, Selecting Appropriate Tests, Administering Published Tests and Using Results of Published Tests.

Chapter 19 holds the name; “Interpreting Test Scores and Norms” encompasses the sub-topics like, Methods of Interpreting Test Scores, Grade Norms, Percentile Rank, Standard Scores, and Profiles, Skill Analysis, Judging the Adequacy of Norms, Using Local Norms and Cautions in Interpreting Test Scores.

The book contains eight essential appendices at the end to facilitate the reader. These appendices give full review of the necessary literature. They provide direction to the reader to get direct access to the source to satiate his/her curiosity of knowledge. This is appreciating step of authors of this book.

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