

**DEPARTMENT OF TECHNOLOGY EDUCATION, IER  
UNIVERSITY OF THE PUNJAB, LAHORE-PAKISTAN  
Course Outline**

<b>Programme</b>	BS Technology Education	<b>Course Code</b>	MCED 308	<b>Credit Hours</b>	3
<b>Course Title</b>	<b>Educational Assessment</b>				
<b>Course Introduction</b>					
The "Educational Assessment" course provides an introduction to the principles, methods, and tools of assessing student learning in educational settings. It covers various types of assessments, their purposes, and how they can be used to inform instruction and improve student outcomes. The course aims to equip students with the foundational skills necessary for designing, implementing, and interpreting assessments.					
<b>Learning Outcomes</b>					
On the completion of the course, the students will:					
<ol style="list-style-type: none"> <li>1. Understand the fundamental concepts and purposes of educational assessment.</li> <li>2. Distinguish between different types of assessments and their appropriate uses.</li> <li>3. Design effective assessment tools and strategies for various educational contexts.</li> <li>4. Interpret assessment data to make informed instructional decisions.</li> <li>5. Understand ethical considerations and best practices in educational assessment.</li> </ol>					
<b>Course Content</b>				<b>Assignments/Readings</b>	
<b>Week 1</b>	<b>Introduction to Educational Assessment</b>				
	<ul style="list-style-type: none"> <li>• <b>Unit 1.1:</b> Overview of Educational Assessment</li> </ul>				
	<ul style="list-style-type: none"> <li>• <b>Unit 1.2:</b> Historical Perspectives and Key Concepts</li> </ul>				
<b>Week 2</b>	<b>Types of Assessment</b>				
	<ul style="list-style-type: none"> <li>• <b>Unit 2.1:</b> Formative and Summative Assessment</li> </ul>				
	<ul style="list-style-type: none"> <li>• <b>Unit 2.2:</b> Diagnostic and Benchmark Assessments</li> </ul>				
<b>Week 3</b>	<b>Designing Assessments</b>				
	<ul style="list-style-type: none"> <li>• <b>Unit 3.1:</b> Principles of Test Construction</li> <li>• <b>Unit 3.2:</b> Developing Effective Questions</li> </ul>		Create a set of assessment questions for a chosen		

	and Tasks	subject.
<b>Week 4</b>	<p style="text-align: center;"><b>Validity and Reliability</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 4.1:</b> Understanding Validity in Assessment</li> </ul>	Analyze an assessment tool for validity and reliability
	<ul style="list-style-type: none"> <li>• <b>Unit 4.2:</b> Ensuring Reliability of Assessment Tools</li> </ul>	
<b>Week 5</b>	<p style="text-align: center;"><b>Assessment Methods and Tools</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 5.1:</b> Objective and Subjective Assessments</li> <li>• <b>Unit 5.2:</b> Performance-Based Assessments</li> </ul>	Design a performance-based assessment for a specific learning objective.
<b>Week 6</b>	<p style="text-align: center;"><b>Grading and Reporting</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 6.1:</b> Developing Grading Rubrics</li> </ul>	Create a grading rubric for a project or assignment.
	<ul style="list-style-type: none"> <li>• <b>Unit 6.2:</b> Communicating Assessment Results</li> </ul>	
<b>Week 7</b>	<p style="text-align: center;"><b>Standardized Testing</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 7.1:</b> Overview of Standardized Tests</li> </ul>	Review and analyze the format and use of a standardized test.
	<ul style="list-style-type: none"> <li>• <b>Unit 7.2:</b> Interpreting Standardized Test Scores</li> </ul>	
<b>Week 8</b>	<p style="text-align: center;"><b>Assessing Special Populations</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 8.1:</b> Accommodations for Students with Disabilities</li> </ul>	Develop an assessment plan that includes accommodations for diverse learners.
	<ul style="list-style-type: none"> <li>• <b>Unit 8.2:</b> Culturally Responsive Assessment Practices</li> </ul>	
<b>Week 9</b>	<p style="text-align: center;"><b>Ethical Issues in Assessment</b></p>	Discuss a case study

	<ul style="list-style-type: none"> <li>• <b>Unit 9.1:</b> Ethical Standards and Guidelines</li> </ul>	involving an ethical dilemma in assessment.
	<ul style="list-style-type: none"> <li>• <b>Unit 9.2:</b> Fairness and Equity in Assessment</li> </ul>	
<b>Week 10</b>	<p style="text-align: center;"><b>Data Analysis and Interpretation</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 10.1:</b> Collecting and Organizing Assessment Data</li> </ul>	Analyze a set of sample assessment data and propose instructional adjustments.
	<ul style="list-style-type: none"> <li>• <b>Unit 10.2:</b> Analyzing Data to Inform Instruction</li> </ul>	
<b>Week 11</b>	<p style="text-align: center;"><b>Feedback and Improvement</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 11.1:</b> Providing Effective Feedback to Students</li> </ul>	Write a feedback plan for a hypothetical classroom assessment.
	<ul style="list-style-type: none"> <li>• <b>Unit 11.2:</b> Using Assessment Data for Instructional Improvement</li> </ul>	
<b>Week 12</b>	<p style="text-align: center;"><b>Technology in Assessment</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 12.1:</b> Digital Tools for Assessment</li> </ul>	Explore and review an online assessment tool.
	<ul style="list-style-type: none"> <li>• <b>Unit 12.2:</b> Online and Computer-Based Testing</li> </ul>	
<b>Week 13</b>	<p style="text-align: center;"><b>Assessment in Different Educational Contexts</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 13.1:</b> Assessment in Early Childhood Education</li> </ul>	Develop an assessment strategy for a specific educational context.
	<ul style="list-style-type: none"> <li>• <b>Unit 13.2:</b> Assessment in Higher Education and Adult Learning</li> </ul>	
<b>Week 14</b>	<p style="text-align: center;"><b>The Role of Self and Peer Assessment</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 14.1:</b> Implementing Self-Assessment Strategies</li> </ul>	Design a peer assessment activity for a classroom project.
	<ul style="list-style-type: none"> <li>• <b>Unit 14.2:</b> Peer Assessment: Benefits and Challenges</li> </ul>	

<b>Week 15</b>	<b>Current Trends and Issues in Assessment</b> <ul style="list-style-type: none"> <li>• <b>Unit 15.1:</b> Emerging Trends in Educational Assessment</li> </ul>	Research and present on a current trend in educational assessment.
	<ul style="list-style-type: none"> <li>• <b>Unit 15.2:</b> Issues and Challenges in Implementing Assessments</li> </ul>	
<b>Week 16</b>	<b>Final Project and Course Review</b> <ul style="list-style-type: none"> <li>• <b>Unit 16.1:</b> Final Project: Comprehensive Assessment Plan</li> </ul>	Complete and present a final project that includes a comprehensive assessment plan for a chosen topic.
	<ul style="list-style-type: none"> <li>• <b>Unit 16.2:</b> Course Review and Reflections</li> </ul>	

### Textbooks and Reading Material

#### 1. Textbooks.

- Classroom Assessment: What Teachers Need to Know by W. James Popham
- Educational Assessment of Students by Anthony J. Nitko and Susan M. Brookhart
- Assessing Student Learning: A Common Sense Guide by Linda Suskie

#### 2. Suggested Readings

- "The Art and Science of Classroom Assessment" by Susan M. Brookhart
- "Classroom Assessment Techniques: A Handbook for College Teachers" by Thomas A. Angelo and K. Patricia Cross

### Teaching Learning Strategies

1. **Lectures:** To introduce and explain key concepts and theories.
2. **Hands-on Labs:** To provide practical experience with robotics components and programming.
3. **Assignments and Projects:** To reinforce learning and encourage application of concepts in real-world scenarios.
4. **Group Discussions:** To facilitate peer learning and collaborative problem-solving.

### Assessment

Sr. No.	Elements	Weight age	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.

2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.