

Program	BS Business Education
Semester	6 th
Credit Hours	3
Pre-requisite	None
Course Title	MECD 308 Educational Assessment
Introduction	The course deals with the concepts important to the measurement and assessment in education. Discussion of types of informal and formal assessment; the purpose of assessment; the development and use of valid, reliable objective assessment instruments, including paper-and-pencil tests and performance assessment; the selection of tests, administration, scoring, grading and interpretation of test scores; and the use of assessment information are the main topics.
Learning Outcome	<p style="text-align: center;">Learning Outcomes/ Objectives</p> <p>After successful completion of this course the students be able to:</p> <ol style="list-style-type: none"> 1. Understand educational measurement and related concepts 2. Construct classroom test for local consumption 3. Evaluate achievement test on the basis of professional standards 4. Conduct the process of test validation in order to standardize it 5. Develop reliable scales to measure the attitudes about educational problems 6. Know the recent trends in testing and evaluation 7. Undertake a course project to be decided and submitted towards the end of semester 8. Understand the role and responsibilities of educational evaluator in a social environment with special reference to the nature of interaction between him and the program implementing/administrative authority.
Course Content	<ol style="list-style-type: none"> 1. Measurement and Evaluation <ul style="list-style-type: none"> - Meanings - Objectives - Characteristics - History and Philosophy of testing movement - Role of measurement and evaluation in decision making 2. Measurement Methods <ul style="list-style-type: none"> - Tests i) Written ii) Oral - Observation i) External ii) Self - Tests and observation combined - Functions of Tests 3. Planning the Classroom Test <ul style="list-style-type: none"> - Importance of Classroom Test - Planning test - Defining objectives - Specifying content

	<ul style="list-style-type: none"> - Preparing blue print/master chart - Preparing test items <p>4. Achievement Testing</p> <ul style="list-style-type: none"> - Placement testing - Formative testing - Diagnostic - Summative testing - Basic principles of Achievement testing <p>5. Preparing Instructional Objectives as learning outcomes</p> <ul style="list-style-type: none"> - Selection of Instructional Objectives - Taxonomy of Educational Objectives - Methods of stating Instructional Objectives <p>6. Preparing a table of specifications</p> <ul style="list-style-type: none"> - Use the3 table of specification as a basis for preparing tests <p>7. Types of Tests</p> <p>a) Supply type items (Essay Type)</p> <ul style="list-style-type: none"> - Extended response - Restricted response - Short answer - Completion - Advantages and limitations - Rules for constructing various types of essay questions - Methods of improvement and effective use (Rules for scoring essay tests etc.) <p>b) Selection Types (Objectives Types Test)</p> <ul style="list-style-type: none"> - Multiple choice items - True False items - Matching items - Completion items - Rules for constructing various types of objective test items <p>8. Assembling, Administering and Evaluating the Test</p> <ul style="list-style-type: none"> - Reviewing and editing the items - Arranging the items in the test - Preparing directions - The problem of guessing - Reproducing the test - Administering the test - Scoring the test - Building a test file - Item bank <p>9. Qualities of a good measuring instrument/test</p> <p>i) Validity</p> <ul style="list-style-type: none"> - Definition - Types of validity <ul style="list-style-type: none"> - Content validity - Criterion related validity
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	<ul style="list-style-type: none"> - Construct validity ii) Reliability <ul style="list-style-type: none"> - Definition - Methods for checking reliability <ul style="list-style-type: none"> - Test retest - Parallel test forms/alternate forms - Split-half method - Internal consistency method <p>10. Item Analysis</p> <ul style="list-style-type: none"> - Need for item analysis - Methods for conducting item analysis <p>11. Elementary Statistics</p> <ul style="list-style-type: none"> a) Frequency Distribution <ul style="list-style-type: none"> - Types of Scales - Drawing up a frequently distribution b) Measures of Central Tendency <ul style="list-style-type: none"> - Calculation of Arithmetic mean - Calculation of median b) Measure of Variability <ul style="list-style-type: none"> - The Range - The Quartiles - The Standard Deviation d) Percentiles and Percentiles Ranks e) The Normal Distribution: To separate a given group into subgroups according to capacity, when the trait is normally distributed. f) Linear Correlation <ul style="list-style-type: none"> - The meaning of Correlation - The Coefficient of Correlation - Calculation of the Co-efficient of Correlation by the prodenel movement method. - Rank difference correlation co-efficient. Biserial and point Biserial r. - The significance of the difference between the means. Calculation of T-values and its interpretation.
References	<p>Ground N.E. & Linn R.L. (1990).<i>Measurement and Evaluation in Teaching</i>. London Macmillan Publishing Company.</p> <p>Thorndike. R.M. Chunningham and Others.(1991). <i>Measurement and Evaluation in Psychology and Education</i>. New York. Macmillan Publishing Company.</p> <p>References</p> <p>Anastasi, Ann. (1992) <i>Psychological Testing</i>. New York: Macmillan.</p> <p>Carey. L.M. (1988).<i>Measuring and Evaluating School Learning</i>. Boston: Allyn& Bacon.</p> <p>Cronbach.L.J. (1984).<i>Essentials of psychological testing</i>. New York: Harper & Row.</p>

	<p>Gay, L.R. (1985). <i>Educational Evaluation and Measurement: Competencies for Analysis and Application</i>. Columbus: Merrill.</p> <p>Eble, Robert L & Frisbie, David A. (1986). <i>Essentials of Education Measurement</i>. Englewood Cliffs Prentice Hall.</p> <p>Keeves, John. P. (1988). <i>Educational Research, Methodology and Measurement: An International Handbook</i>. Sydney: Pergomon.</p> <p>Mchran, W.A. and Lehman, I.J. <i>Measurement and Evaluation in Education and Psychology</i>. New York: Holt-Saunders.</p> <p>Oosterhof, Albert C. (1990). <i>Classroom Applications of Educational Measurement</i>. Columbus Merrill Publishing Co.</p> <p>Worthen, Blaine R. and Sanders, James R. <i>Educational Evaluation: Alternative Approaches and Practical Guidelines</i>. New York: Longman.</p>												
Teaching/ Learning Strategies	<p>Lecture</p> <p>Multimedia presentations</p> <p>Cooperative Learning</p> <p>Non creditor workshops and seminars.</p> <p>Active Learning</p> <p>Summaries and reflection of the lecture</p> <p>Complete course assessment includes all the content in practical form and submit portfolio before final assessment</p>												
Evaluation Criteria	<table border="0"> <tr> <td colspan="2">Course Evaluation</td> </tr> <tr> <td style="padding-left: 40px;">Assignments</td> <td style="text-align: right;">20</td> </tr> <tr> <td style="padding-left: 40px;">Mid Semester Test</td> <td style="text-align: right;">25</td> </tr> <tr> <td style="padding-left: 40px;">Final Project</td> <td style="text-align: right;">15</td> </tr> <tr> <td style="padding-left: 40px;">Final Test</td> <td style="text-align: right;">40</td> </tr> <tr> <td style="padding-left: 40px;">Total</td> <td style="text-align: right;">100</td> </tr> </table>	Course Evaluation		Assignments	20	Mid Semester Test	25	Final Project	15	Final Test	40	Total	100
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