

**Institute of Education and Research**  
**Faculty of Education**  
**University of the Punjab, Lahore**



<b>Program</b>	<b>Bachelor of Education (B.Ed.)</b>	
<b>Course Title:</b> Educational Assessment		<b>Course Type:</b> Major Course of Education
<b>Course Code:</b> MCEd-404	<b>Credit Hours:</b> 3	<b>Duration:</b> 16 Weeks
Introduction	In this course, the students will study the theory and apply the same for test development purposes. Thus they will understand the procedures, applications and limitations of tests, techniques of administering individual/group tests and of interpreting assessment instruments and profiles.	
Learning Objectives	<p>After studying the course students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the concept and nature of testing &amp; evaluation</li> <li>2. Develop and analyze test items for assessing different abilities of students</li> <li>3. Recognize and describe the different types of measurement instruments</li> <li>4. Differentiate between standardized and classroom tests</li> <li>5. Define and apply introductory analytical terms and concepts, including basic Statistical knowledge</li> <li>6. Analyze and explain student profiles based on various outcomes of testing interpret scores and results of different measurement techniques</li> </ol>	
Course Content	<p><b>Introduction</b></p> <ol style="list-style-type: none"> <li>1.1 Nature and meaning of test, assessment, measurement and evaluation</li> <li>1.1 Distinction between test, assessment, measurement and evaluation</li> <li>1.2 Role of assessment in education</li> <li>1.3 Role of evaluation in education</li> </ol> <p><b>2. Different types of test</b></p> <ol style="list-style-type: none"> <li>2.1 Concept of standardized and non-standardized test</li> <li>2.2 Norm-Suggested Readings test</li> <li>2.3 Criterion-Suggested Readings test</li> <li>2.4 Performance assessment</li> <li>2.5 Individual and group tests</li> </ol> <p><b>3. Characteristics of Test</b></p> <ol style="list-style-type: none"> <li>3.1 Reliability <ol style="list-style-type: none"> <li>3.1.1 Definition of reliability</li> <li>3.1.2 Types of reliability</li> <li>3.1.3 Use of reliability</li> </ol> </li> <li>3.2 Validity</li> </ol>	

- 3.2.1 Definition of validity
- 3.2.2 Types of validity
- 3.2.3 Evidence of validity
- 3.2.4 Reliability and validity

#### **4. Designing Learning Outcomes**

- 4.1 Selection of instructional Learning Outcomes
- 4.2 Bloom Taxonomy
- 4.3 Solo Taxonomy
- 4.5 Methods of stating instructional Learning Outcomes
- 4.6 Preparing a table of specification
- 4.7 Use the table of specification as a basis for preparing test

#### **5. Statistical concepts related with testing**

- 5.1 Scales of measurement
- 5.2 Measures of central tendency
- 5.3 Indices of variability
- 5.4 Types of distributions
- 5.5 Correlation

#### **6 Types of Tests**

- 6.1 Supply type items
  - 6.1.1 Essay type
  - 6.1.2 Short answer
  - 6.1.3 Completion
  - 6.1.4 Advantages and limitations
- 6.2 Rules for constructing supply type questions
- 6.3 Methods of improvement and effective use (Rules for scoring essay tests etc)
- 6.4 Selection types test
  - 6.4.1 Multiple choice items
  - 6.4.2 True false items
  - 6.4.3 Matching items
  - 6.4.4 Completion items
- 6.5 Rules for constructing various types of objective test items

#### **7. Item Analysis**

- 7.1 Test construction
- 7.2 Test administration
- 7.3 Item analysis

#### **8. Assembling, Administering and Evaluating the Test**

- 8.1 Reviewing and editing the items
- 8.2 Arranging the items in the test
- 8.3 Preparing directions
- 8.4 The problem of guessing
- 8.5 Reproducing the test
- 8.6 Administering the test
- 8.7 Scoring the test
- 8.8 Building test file
- 8.9 Item bank

#### **10. Grading and Reporting**

- 10.1 Concept of grading
- 10.2 Types of grading

	<p>10.3 Reporting results to different stakeholders</p> <p><b>11. New Trends and Issues</b></p> <p>11.1 Portfolio Assessment</p> <p>11.2 Dynamic Assessment</p> <p>11.3 Computer assisted assessment and evaluation</p>						
Text Book(s)	Linn, R. L., & Miller, D. M. (2005). <i>Measurement and assessment in teaching</i> (9 <sup>th</sup> ed.). Upper Saddle River, NJ: (Merrill) Prentice-Hall.						
Suggested Reading	<p>Anastasi, A. (1996). <i>Psychological testing</i>. New York: Macmillan</p> <p>Grunlund, N.E., &amp; Linn, R.L. (1998) <i>Measurement and evaluation in teaching</i>. London: McMillan.</p> <p>Lissitz, R., &amp; William, S. (2002). <i>Assessment in educational reform: Both means and ends</i>. Boston, MA: Allyn and Bacon.</p> <p>Lorber, M. A., Adel, A. B., &amp; Barbara, M. (2005). <i>Learning outcomes, methods and evaluation in secondary education</i>. New York: Pearson Custom Publishing Co.</p> <p>McMillan, J. H. (2007). <i>Classroom assessment: Principles and practice for effective standards-based instruction</i> (4<sup>th</sup> ed.). Boston, MA: Allyn and Bacon.</p> <p>Popham, W. J. (2000). <i>Modern educational measurement: Practical guidelines for educational leaders</i> (3<sup>rd</sup> ed.). Boston, MA: Allyn and Bacon.</p>						
Teaching/Learning Strategies	<p>Lecture</p> <p>Discussion</p> <p>Cooperative Learning</p> <p>Class activities</p> <p>Applied Projects</p>						
Evaluation Criteria	<table> <tr> <td>Assignment/Project/Presentation</td> <td>25%</td> </tr> <tr> <td>Mid Term</td> <td>35%</td> </tr> <tr> <td>Final Term</td> <td>40%</td> </tr> </table>	Assignment/Project/Presentation	25%	Mid Term	35%	Final Term	40%
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