

Course: Educational Assessment and Evaluation

Credit Hours: 3

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.

OBJECTIVES

Upon completion of this course, the student will be able to:

1. understand the concept and nature of testing & evaluation
2. develop and analyze test items for assessing different abilities of students;
3. recognize and describe the different types of measurement instruments;
4. differentiate between standardized and classroom tests;
5. define and apply introductory analytical terms and concepts, including basic statistical knowledge;
6. analyze and explain student profiles based on various outcomes of testing; interpret scores and results of different measurement techniques

COURSE CONTENT

Unit 01 Introduction

- 1.1 Nature and meaning of test, assessment, measurement and evaluation
- 1.1 Distinction between test, assessment, measurement and evaluation
- 1.2 Role of assessment in education
- 1.3 Role of evaluation in education

Unit 02 Different types of test

- 2.1 Concept of standardized and non-standardized test
- 2.2 Norm-referenced test
- 2.3 Criterion-referenced test
- 2.4 Performance assessment
- 2.5 Individual and group tests

- Unit 03 Characteristics of Test**
- 3.1 Reliability
- Definition of reliability
- Types of reliability
- Use of reliability
- 3.2 Validity
- Definition of validity
- types of validity
- Evidence of validity
- Reliability and validity
- Unit 04 Designing Objectives**
- 4.1 Selection of instructional objectives
- 4.2 Bloom Taxonomy
- 4.3 Solo Taxonomy
- 4.5 Methods of stating instructional objectives
- 4.6. Preparing a table of specification
- 4.7 - Use the table of specification as a basis for preparing test
- Unit 05 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
- Unit 06 Types of Tests**
- 6.1 Supply type items
- Essay type
- Short answer
- Completion
- 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
- Multiple choice items

- True false items
- Matching items
- Completion items

6.5 Rules for constructing various types of objective test items

Unit 07 Item Analysis

7.1 Test construction

7.2 Test administration

7.3 Item analysis

Unit 08 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

Unit 10 Grading and Reporting

10.1 Concept of grading

10.2 Types of grading

10.3 Reporting results to different stakeholders

Unit 11 New Trends and Issues

- Portfolio Assessment
- Dynamic Assessment
- Computer assisted assessment and evaluation

Evaluation Criteria

Examination	Type	Marks
Internal Examination	Sessional Work	15%
	Mid-Semester	25%
External Examination	Final Semester	60%

Suggested Books

- Anastasi, Ann. (1996). *Psychological Testing*. New York: Macmillan
- Carey, L.M. (1988) *Measuring and Evaluating School Learning*. Boston: Allyn and Bacon. Columbus: Merrill Publishing Co.
- Cronbach, L.J. (1984). *Essentials of Psychological Testing*. New York. Harper & Row
- Eble, Robert. L. & Frisbic, David A. (1986) *Essentials of Educational Measurement*. Englewood Cliffs: Prentice Hall.
- Gay, L.R. (1985). *Essential Evaluation and Measurement: competencies for Analysis and*
- Grunlund N.E. & Linn R.L. (1998) *Measurement and Evaluation in Teaching*. London: McMillan.
- Keeves, John P. (1988). *Educational Research, Methodology and Measurement*:
- Linn, Robert L. and M. David Miller, (2005), *Measurement and Assessment in Teaching*, 9th Ed., Upper Saddle River, N.J.: (Merrill) Prentice-Hall.
- Lissitz, Robert and William Schafer. (2002), *Assessment in Educational Reform: Both Means and Ends*, Boston, MA: Allyn and Bacon.
- Lorber, Michael A., Adel AL-Bataineh, and Barbara Meyer, (2005), *Objectives, Methods, and Evaluation in Secondary Education*, New York, Pearson Custom Publishing Co.
- McMillan, J. H. (2007), *Classroom Assessment: Principles and Practice for Effective Standards-Based Instruction* (4th ed.). Boston, MA: Allyn and Bacon.
- Mehran, W.A. and Lehman, I.J. *Measurement and Evaluation in Education and*
- Oosterhof, Albert C. (1990) . *Classroom Applications of Educational Measurement*.
- Popham, W. James, (2000), *Modern Educational Measurement: Practical Guidelines for Educational Leaders*, 3rd Ed. Boston, MA: Allyn and Bacon.