



FACULTY OF EDUCATION & HUMANITIES
DEPARTMENT OF RESEARCH AND GRADUATE STUDIES

COURSE OUTLINE

COURSE NUMBER: EFN 5306
COURSE NAME: Classroom Assessment
NO. OF CREDITS: Three (3)
EXEMPTIONS: Nil
PRE & CO. REQUISITES: Nil
INDICATION OF FOLLOW ON COURSES: Nil

COURSE DESCRIPTION

Since assessment of student performance is an integral component of the teaching and learning process, teachers ought to be knowledgeable of the principles and techniques of educational assessment. It is imperative, therefore, that teachers should possess the capability to construct appropriate and valid measuring instruments from which data descriptive of students' behaviour are obtained. Teachers should be capable also to analyse and interpret the data collected, in order to assist in the effective assessment of the quality of secondary or tertiary education and to participate meaningfully in the decision making processes at either level.

STUDENT LEARNING OUTCOMES:

The course is designed to enable teachers to:

- develop a sound theoretical knowledge base to inform the application of systematic planning and implementation of educational assessment in the classroom;
- construct appropriate measuring instruments to determine the quality of student performance in the cognitive, affective and psychomotor domains;
- explain the nature of psychological measurement and the importance of test administration in the assessment process;
- describe and represent data in various forms so as to facilitate professional analyses and interpretations of students' behaviours;
- improve current assessment practices used in the classroom.

CONTENT

WEEK 1: The Evaluation Process

- Defining and differentiating among germane terms (test, measurement, evaluation, assessment, appraisal).
- Types and uses of evaluation (summative vs. formative, diagnostic, continuous).
- Implications/applications for teachers, administrators and other educators.

WEEK 2: Essential Concepts in Measurement

- Nature of measurement – attributes of measuring instruments (for example, indirect, incomplete).
- Scales of measurement – nominal, ordinal, interval, ratio; exemplification of implications.

WEEK 3: Educational Objectives

- Definitions/kinds, objective-content-evaluation syndrome.
- Taxonomies of educational objectives (Blooms et al.) interrelationships; differing levels of each domain.

WEEK 4: Cognitive/Non cognitive Measuring Instruments

- General types of paper and pencil tests – objective – select vs. supply, exemplifications; essay – restricted vs. extended/oral, exemplifications
- Construction of types – relationship to objectives – general hints for constructing questions.
- Discussion on non-cognitive measuring instruments – characteristics/uses, products vs. processes.
- Performance Assessment: characteristics/uses, products vs. processes.

WEEK 5: Sampling of Content

- Domain sampling – definitions, importance in testing, how accomplished.
- Types of tests – concepts of standardized vs. teacher-made and domain sampling; strength and weakness of each.
- The Table of Specifications and sample of content – definitions, purpose, preparation, importance.

WEEK 6: The Test Construction Process

- Overview of steps
- Considerations for constructing valid tests, implications for the teacher.
- Importance of proper administration procedures, considerations for, implications for teachers

**IN CLASS TEST: First In--class test based on content covered in Weeks. 1-5
(objective/short answer items).**

WEEK 7: Characteristics of Good Assessment Instruments

- Concepts of reliability and validity, definitions, inter-relationships, relationship of reliability to correlation.
- Types of reliability, definitions, coefficients and interpretations, factors affecting reliability.
- Types of validity, definitions and interpretations, determination of, factors affecting validity.

WEEK 8: Pilot Testing and Item Analysis

- Definitions, purposes/uses, values to the teacher, procedures for conducting.
- Item analysis – calculating facility/discrimination indices, interpretations – item analysis of essay items.
- Use of item analysis data in classroom/national tests.

WEEK 9: Assigning and Describing Marks/Grades

- Marking essay-type items – preparation, use of marking schemes, types of marking, inter-rater reliability.
- Illustrating scores graphically – the different forms: characteristics/requirements; qualitative scores, profiles
- Shapes of distribution – symmetric vs. asymmetric; skewness vs. normalcy; interpretations.

WEEK 10: Describe Scores with Statistics

- Simple Descriptive Statistics – central tendency measures, calculations, interpretations, uses of.
- Measures of variability – definitions, calculations, uses, interpretations, relationships to central tendency measures.
- Practical work – applications/interpretations.

In Class Test: Second In Class Test based on content covered in Weeks 6 – 9 (Objectives, short answer items and calculations)

WEEK 11: Measures of Relationship

- Concept of correlation, graphic representations for negative/positive indices, requirements for computation.
- The Pearson Product Moment Correlation – assumptions, calculations/interpretations (co-efficient of determination)
- The Spearman Rho – contrast with the Pearson Product Moment.

WEEK 12: Reporting Test Scores

- Norm-referenced vs. criterion referenced – definitions, types of norm-referenced, scores, strengths and weaknesses.
- Different types of tests – psychological vs. achievement; performance vs. situational.
- Profiling and profiles, strategies for implementing; values, uses.

WEEK 13: Controversial Measurement Issues

- Continuous assessment/SBA concepts, strategies, strengths/weaknesses and limitations.
- Preparation of student report – requirements, data required purpose of, for concerned persons, importance of record keeping.
- Accountability of teachers, cost effectiveness, teacher competencies

WEEK 14: Review

WEEK 15: End of Semester Examination:

METHODS OF TEACHING:

The content is organized to be addressed in 13 weeks and will be explored via lectures/discussions and tutorial presentations.

WEIGHTING OF ASSESSMENT:

COURSE WORK (60%), FINAL EXAMINATION (40%)

1. Assignments and Course Work –(60%)

- Two (2) in-class tests (written) consisting of short structured and objective items to cover content as per sessions, valued at 40%.
- Tutorial presentations of groups to be presented during assigned tutorial periods valued at 10%.
- One group project requiring the construction of a test in a relevant subject area incorporating essential elements of measurement and evaluation such as item analyses and reliability estimates. The project is valued at 10%.

ii. Final Examination – (40%)

- One (1) three-hour paper based on the entire course. The two sections of the paper will consist of multiple choice and essay-type questions, respectively.
- Students must satisfy the examiner(s) in both course work and final examination **in addition to**
- Making the minimum attendance (75%) at lectures/discussions and tutorials.

REQUIRED READINGS:

Kline, T.J.B. (2005). Psychological Testing: A Practical Approach to Design and Evaluation. California: Sage Publications Inc.

Kubiszyn, T. and Borich, G. (2016). Educational testing and Measurement: Classroom Application and Practice 11th Edition. New Jersey. John Wiley and Sons Inc.

McMillan J.H. (2013). Classroom Assessment; Principles and Practice for Effective Standards-Based Instruction 6th Edition. Boston; Allyn and Bacon

Miller, D. & Linn. R.L. et al (2013). Measurement and Assessment in Teaching (11 th Edition). Boston: Pearson.

Nitko, A. and Bookhart, S (2011). Educational Assessment of Students (6th ed) New York: Prentice Hall

Popham, W. J. (2014). Classroom Assessment - What Teachers Need to Know Seventh Edition. United States of America: Pearson Education, Inc.

Secolsky, C. & Denisonm, B. D, (Eds) (2011). Handbook on Measurement, Assessment and Evaluation, in Higher Education. London: Routledge.

Thorndike,R.M. and Thorndike – Christ, T. (2010). Measurement and Evaluation in Psychology and Education 8th edition. Boston: Pearson Education. Inc

RECOMMENDED READINGS:

Arter, J. A. & Chappuis, J. (2006). Creating and Recognising Quality Rubrics. (Assessment Training Institute, Inc.). Boston: Pearson.

Banta, T.W. and Palomba, C.A. (2015). Assessment Essentials – Planning, Implementing and Improving Assessment in Higher Education 2nd Edition. San Francisco. John Wiley and Sons, Inc

Gullo, D. F. (2005). Understanding assessment and evaluation in early childhood education. New York: Teachers'College, Columbia University

McMillan, J. (2003). Classroom Assignment: Principles and Practice for Effective Instruction (3rd Edition.) Needham Heights, MA: Allyn & Bacon.

Ormrod, James E., (2000). Educational Psychology *Developing Learners* (3rd Edition). Ohio: Merrill