

Title of Course Classroom Assessment

Credit Hours 3

Course description

This course emphasizes the link between learning and assessment. During this course, prospective teachers will develop their knowledge and understanding of formative and summative learning assessment and how teachers use assessment to inform decisions about teaching and learning. They will develop a range of practical assessment skills to use in the classroom with students of different ages, grades and subjects including using questions and tasks to assess learning, and giving oral and written feedback on student work.

Learning Outcomes

After studying this course, the prospective teachers will be able to:

- Understand the concept and nature of assessment
- Differentiate between standardized and classroom tests
- Integrate objectives with learning assessment
- Develop and analyze test items of different levels
- Understand different alternative classroom assessment techniques
- Interpret test scores and results of different assessment techniques

Course Outline

Unit 01 Concept of Classroom Assessment

- 1.1 Distinction between assessment, evaluation and measurement
- 1.2 Purpose of assessment
- 1.3 Comparison between standardized and classroom assessment
- 1.4 Individual and group assessment

Unit 02 Achievement Tests

- 2.1 Definition and Characteristics
- 2.2 Characteristics of a good achievement test
- 2.3 General guidelines for test construction (rules, table of specification etc.)
- 2.4 Types of test items
 - a) Essay type test items

b) Objective type test

Unit 03

Test Construction

- 3.1 Defining the learning outcomes
- 3.2 Preparation of a test items/questions
- 3.3 Assembly the tests

Unit 04

Test Administration and Analysis

- 4.3 Administration/conducting the test
- 4.4 Item analysis and modification

Unit 05

Interpreting Test Scores

- 5.1 Percentage
- 5.2 Ordering and ranking
- 5.3 Frequency distribution
- 5.4 Pictorial form (graph, polygon, histogram)

Unit 06

Grading and Reporting Results

- 6.1 Concept of grading – need and importance
- 6.2 Types of grading
- 6.3 Reporting results to different stakeholders

Recommended Books

Angelo, T.A. & Cross, P.K. (1993). *Classroom Assessment Techniques* (2nd ed.). San Francisco: Jossey-Bass.

Ebel, Robert (2004). *Essentials of Educational Measurement*. India: Prentice hall.

Freeman, Richard, (2004). *Planning and Implementing Assessment*. New York: Rout ledge Flamer.

Kubiszyn, Tom, (2003). *Educational testing and Measurement: Classroom Application and Practice*. United States: John Wiley & sons, Inc.

Kumari, Sarita (2005). *Education Assessment, Evolution and Remedial*. ISHA Books.

Mehnaz Aziz, (2007) Assessing children's Development through Observation, Children's Global net work Pakistan.

Smith, D, (2005). *Theory of Educational Measurement*. New Delhi: Commonwealth.

Smith, D. (2005). *History of Measurement and Evaluation*. New Delhi: Commonwealth.

Smith, D., (2005). *Methods of Educational Measurement*, New Delhi: Commonwealth.

Swain, Sanjaya, (2005). *Educational Measurement, Statistics and Guidance*. Kalyani Publications.

Thomas A. and K. Patricia Cross, 1993, *Classroom Assessment Techniques: A Handbook for College Teachers*, Second Edition, San Francisco: Jossey-Bass Publishers.