

Course title: **Assessment and Evaluation in Education**

Course No.: Ed 452

Level : Bachelor

Semester : Fifth

Nature of Course: Theoretical

Credit Hours: 3

Teaching hours: 48

## 1. Course Description

This course is designed to provide students with an understanding of the basic concepts of test, assessment, measurement and evaluation in education. It also intends to help students understand different types of evaluation and qualities of a test. It further deals with the construction and purposes of teacher made test, measuring instruments, administration and scoring of the test, use of statistics in the interpretation of test results. Moreover, students will be familiar with the current assessment system at the school level of Nepal.

## 2. General Objectives

The general objectives of the course are as follows:

- To provide the students with a deeper understanding of the concept of test, assessment, measurement and evaluation
- To acquaint the students with types and qualities of the test
- To develop skills among the students in constructing test items with technical qualities
- To enable the students in administering and scoring different types of test items
- To enable the students to analyze the test results
- To familiarize the students with the existing evaluation practices of the schools of Nepal

## 3. Specific objectives and contents

Specific Objectives	Contents
<ul style="list-style-type: none"> <li>• Differentiate test, measurement, assessment and evaluation.</li> <li>• Explain various types of evaluation in terms of purpose, tools and uses.</li> </ul>	<b>Unit 1: Assessment and Evaluation (8)</b> 1.1 Concept of test, measurement, assessment and evaluation 1.2 Types of evaluation: purpose, tools and uses 1.4.1 Diagnostic 1.4.2 Placement 1.4.3 Formative 1.4.4 Summative
<ul style="list-style-type: none"> <li>• Explain the essential qualities of a test.</li> <li>• Explain the methods of estimating reliability.</li> <li>• Describe various types of validity.</li> </ul>	<b>Unit 2: Characteristics of a Test (10)</b> 2.1 Essential qualities of a test 2.1.1 Reliability 2.1.2 Validity 2.1.3 Objectivity 2.1.4 Usability 2.2 Methods of estimating reliability 2.2.1 Test-retest 2.2.2 Parallel form 2.2.3 Split halves

	2.2.4 Kuder-Richardson method 2.3 Types of validity 2.3.1 Content 2.3.2 Criterion: concurrent and predictive 2.3.3 Construct
<ul style="list-style-type: none"> <li>Explain the teacher made test.</li> <li>Discuss the purposes of testing.</li> <li>Explain the meaning, types, construction and uses of subjective and objective type tests.</li> <li>Identify necessary process for preparing test items.</li> <li>Discuss the cognitive domain of the taxonomy of educational objectives</li> <li>Plan the test for classroom testing purpose</li> <li>Write instructional objectives for testing.</li> <li>Prepare specification chart.</li> <li>Construct subjective and objective test items.</li> </ul>	<b>Unit 3: Construction of Teacher Made Test (12)</b> 3.1 Concept of teacher made test 3.2 Purposes of testing: Instructional, grading, diagnostic, selection, placement, counseling, curricular decisions and policy making 3.3 Types of test items 3.3.1 Subjective test: types, construction and uses 3.3.2 Objective test items: types construction and uses 3.4 Taxonomy of educational objectives: cognitive domain 3.5 Teacher made test: construction process 3.5.1 Planning the test <ul style="list-style-type: none"> <li>Writing instructional objectives</li> <li>Preparing specification chart</li> </ul> 3.5.2 Preparing the test <ul style="list-style-type: none"> <li>preparing test items</li> <li>Preparing instructions</li> <li>Preparing scoring key and marking scheme</li> </ul>
<ul style="list-style-type: none"> <li>Describe the necessary conditions and administration of test.</li> <li>Suggest measures for scoring the subjective and objective answer sheets</li> <li>Apply frequency of distribution, graphical representation, central tendency and standard deviation in interpreting test scores.</li> </ul>	<b>Unit 4: Administration, Scoring and Analysis of Test (8)</b> 4.1 Conditions and administration of test 4.2 Scoring of subjective and objective answer sheets 4.3 Statistical analysis of test scores 4.3.1 Frequency distribution 4.3.2 Graphical representation: line-graph, bar-graph and pie chart 4.3.3 Central tendency: Mean, Median, Mode 4.3.4 Measure of dispersion: Standard deviation
<ul style="list-style-type: none"> <li>Explain the current assessment system of school education in Nepal.</li> <li>Describe the techniques for assessing students with special needs</li> <li>Explain the meaning, process and practice of continuous assessment system.</li> <li>Describe the policies, practices, challenges and issues related to student assessment system at the school level of Nepal.</li> </ul>	<b>Unit 5: Current Student Assessment System in Nepal (10)</b> 5.1 Existing student assessment system at school level 5.2 Assessing students with special needs 5.3 Continuous assessment system (CAS): concept, process and practice 5.4 Challenges and issues of existing student assessment system at school level

Note: Figures within parenthesis indicate approximate teaching hours.

#### 4. Instructional Techniques

The instructional techniques for this course are divided into two groups. The first group consists of general instructional techniques applicable to most of the units. The second group consists of specific instructional techniques applicable to specific units.

##### 4.1 General Instructional Techniques

- Introductory presentation on each topic of the unit by the teacher
- Use of lecture, question answer, discussion, brainstorming and buzz sessions.

##### 4.2 Specific Instructional Techniques

Unit	Suggested specific Instructional Techniques
III	<ul style="list-style-type: none"> <li>• Students will be divided into groups and they will be sent to school with their constructed test items for their administration.</li> <li>• Students will have to score different types of test items administered in the schools</li> <li>• Students will have to calculate frequency distribution, mean, mode and median, and standard deviation.</li> </ul>
V	<ul style="list-style-type: none"> <li>• Students will be assigned individually to visit schools in order to study assessment system.</li> <li>• Students will prepare reports on policy and practices of assessment system in the schools of Nepal and present in the class.</li> <li>• Presentation will be followed by teacher's feedback.</li> </ul>

#### 5. Evaluation

##### 5.1 Internal Evaluation 40%

Internal evaluation will be conducted by subject teacher based on following activities:

1) Attendance	5
2) Class participation	5
3) First assignment (Group work based on school visit- unit III)	10
4) Second assignment (Based on reports on Nepalese education system Unit IV)	10
5) Third assignment (Written test: objectives and subjective)	10
Total	40

##### 5.2 Final/Semester Evaluation 60%

Examination Division, office of the Dean, Faculty of Education will conduct final examination at the end of semester.

Objective type question (Multiple choice 10 x 1pnts)	10
Short answer questions (6 questions x 5 points)	30
Long answer questions (2 questions x 10 points)	20
Total	60

### Recommended Books

Aggarwal, J.C. (1997). *Essential of examination system ( Evaluation, test and measurement)*. New Delhi: Vikas Publishing House.(Pvt.) Ltd. (Unit I-IV)

Ebel, R.C. (1972). *Essentials of educational measurement*. Englewood Cliffs, New Jersey: Prentice-Hall. (Unit I and II)

Gupta, S.P. (1991). *Statistical methods*. New Delhi: Sultan Chand and Sons Publishers. (Unit IV)

Kubiszyn, T. & Borich, G. (2003). *Educational testing and measurement: Classroom application and practice*. Singapore: John Wiley Sons. (Unit 1 and 2)

Linn, R.L. & Gronlund, N.E. (2008). *Measurement and assessment in teaching (9<sup>th</sup> Ed.)*. India: Pearson Education. (Unit 1-3)

Popham, W.J. (1981). *Modern Educational Measurement*. Englewood Cliffs, New Jersey: Prentice-Hall.(Unit 1 and 2)

Singh, A.K. (2004). *Test, measurement and research method in behavioural science, 3<sup>rd</sup> Ed.* (Revised reprinted). Bharati Bhaban (P & D). (Unit 1-4)

Thorndike, R.L. and Hegen (1977). *Measurement and evaluation in psychology and education, 4<sup>th</sup> ed.* New York: John, Willey and Sons. (Unit 1 and 2)

### References

Adhikari, B.K. (1959 BS). *Educational measurement and evaluation*. Kathmandu: Pinacal Publication.

Freeman, R. & Lewis, R. (2005). *Planning and implementing assessment*. London and New York: Rutledge Falmer Publication.

JBR, S. P. and et. al. (2061 BS). *Theory and practice of measurement and evaluation in education*. Kathmandu: Viddyarthi Pustak Bhandar.

Khanal, P. (2061). *Education research methodology*. Kathmandu, Kirtipur: Students' Book Publishers and Distributors.

Sidhu, K.S. (2005). *New approaches to measurement and evaluation*. New Delhi: