



## The Islamia University of Bahawalpur

### Department of Educational Training

#### SCHEME OF STUDIES FOR B.Ed 1.5

Title:	Educational Assessment and Evaluation
Credit Rating:	03 credit hours
Level:	B.Ed 1.5
Delivery:	Semester 2
Tutor/s:	Muhammad Akhtar
Pre-requisites:	May be an aptitude test

### Introduction

Classroom tests play a central role in the assessment of student learning. Teachers use tests to assess the progress of the students learning. Tests provide relevant measures of many important learning outcomes and indirect evidence concerning others. They make expected learning outcomes explicit to students and parents and show what types of performance are valued. In order to ensure and enhance the effectiveness of teaching-learning process teachers need to get information regarding students' performance. Classroom assessment primarily aims to yield the information regarding students' performance in order to help the teacher and/or stakeholders to determine a certain degree, to which a learner has acquired particular knowledge, has understood particular concepts or has mastered certain skill. The competency of the teachers to develop, administer, score and interpret the results is the prime consideration of the tomorrow's classrooms. Therefore, it is necessary to enhance the knowledge and skills of the prospective teachers towards the development and use of assessment tools.

### Course Objectives

Teachers continually observe, monitor, and review learners' performance to obtain evidence for decision. Evidence gathering and classroom marking are necessary and ongoing aspects of teachers' lives in classroom. And decisions based on this evidence serve to establish, organize, and monitor classroom qualities such as pupil learning, interpersonal relations, social adjustment, instructional content and classroom climate. Keeping in view the tasks teachers have to perform in classroom,

this course has been organized to follow the natural progression of teacher' decision making form organizing the classroom as a social setting, to planning and conducting instruction to the formal assessment of pupil learning, to grading and finally to communicating results to an ongoing part of teaching Therefore, this course covers the broad range of assessments. This course intends to achieve the following objectives:

1. Understand the concepts and application of classroom assessment.
2. Integrate objectives with evaluation and measurement.
3. Acquire skills of assessing the learning outcomes.
4. Interpret test scores.
5. Know about the trends and techniques of classroom assessment.

## CONTENTS

Mid Term Topics	Final Term Topics
<b>Session 1:</b> Concept of Test, Measurement, Assessment and Evaluation	<b>Session 1</b> Reliability and types of reliability
<b>Session 2:</b> Relationship among Test, Measurement, Assessment and Evaluation	<b>Session 2</b> Bloom taxonomy, Solo taxonomy
<b>Session 3:</b> Need of tests in the perspective of students and teachers	<b>Session 3:</b> Construction of Essay type paper, Short question paper, Selection type paper
<b>Session 4:</b> Characteristics of the good test	<b>Session 4:</b> Preparing the table of specification
<b>Session 5</b> Types of tests and their characteristics, merits, demerits	<b>Session 5</b> Behavior Measuring Techniques
<b>Session 6</b> Assessment and types of assessment	<b>Session 6</b> Techniques of assessment
<b>Session 7</b> Evaluation and types of evaluation	<b>Session 7</b> Scales of measurement
<b>Session 8</b> Validity and types of validity	<b>Session 8</b> Assembling and administering the test

## Teaching Learning Hours

Activity	Hours allocated
Staff/student contact (teaching, discussion, presentation, seminar, quiz, surprise test etc.)	48
Private study (preparing assignments/presentations)	32
Reading	20
Total hours	100

## Teaching Methods:

Creating social coherence

Suitable opening sessions for module preparation

Small group teaching and learning, group work and grading

Lectures, Slide presentations, discussion, one to one interaction, Individual and small group presentation, Seminars, Cooperative performance activity

Learning methods & techniques

- ☐ Group discussion, Interactive sessions, Independent learning, Field projects, Creative assignments/work, Material search/books/reports/documents/internet

## References Suggested Readings:

Anderson, L.W., Krathwohl, D.R. (Eds.), (2001). A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives.

New York: Longman

Adam, S., 2004, *Using Learning Outcomes: A Consideration of the Nature, role, Application and Implications for European Education of Employing 'Learning Outcomes' at the Local, National and International Levels*. United Kingdom

Bologna

Seminar 1–2 July 2004, Heriot-Watt University (Edinburgh Conference Centre)  
Edinburgh. Scotland.

Gronlund, N. E. (2006). *Assessment of Student Achievement. (Eighth Edition)*. USA:  
Pearson Education.

Popham, W.J. (2005). *Classroom Assessment: What Teachers Need to Know*. USA:

### **Web References**

SOLO taxonomy

<http://www.learningandteaching.info/learning/solo.htm#ixzz1nwXTmNn9>

<http://www.nwlink.com/~donclark/hrd/bloom.html>

<http://www.learningandteaching.info/learning/bloomtax.html>

<http://gates.govdl.org/docs/A%20Guide%20to%20Developing%20Cognitive%20Learning%20Objectives.pdf>

<http://www.qualityresearchinternational.com/glossary/learningoutcomes.htm>