**University of Management and Technology**

**Department of Education**

**School of Social Sciences and Humanities**

**Course Outline**

|  |  |
| --- | --- |
| Course Code | **ED211** |
| Course Title | **Measurement and Assessment** |
| Resource Person(s) | **Dr. Almas Shoaib** |
| Semester | S2024 |
| Program | BS Education |
| Credit Hours | 3 |
| Duration | 16 weeks |
| Prerequisites | Nil |
| Counselling Hours |  |

**Chairperson/Director signature………………………………….**

**Dean’s signature……………………………**

**Date………………………………………….**

**UMT Vision**

Our vision is Learning. It defines our existence, inspires all stakeholders associated with us, creates a powerful momentum inside, and responds to the challenges outside. It continues to evolve as present captures new realities and foresight unfolds new possibilities. All in an incessant attempt to help individuals and organizations discover their God-given potentials to achieve Ultimate Success actualizing the highest standards of efficiency, effectiveness, excellence, equity, trusteeship and sustainable development of global human society.

**UMT Mission**

Our mission is leading. We aspire to become a learning institution and evolve as the leading community for the purpose of integrated development of the society by actualizing strategic partnership with stakeholders, harnessing leadership, generating useful knowledge, fostering enduring values, and projecting sustainable technologies and practices.

**Dept. of Education Vision.**

To become an internationally well-recognized research oriented platform for pre-service & in-service teacher education as well as leadership & management programs.

**Dept. of Education Mission**

Our mission is to contribute in developing knowledgeable, skilled and professional individuals who can contribute to the human development for a sustainable peaceful society for the present and future generations.

Program Educational Objectives

After completion of graduation, the graduates of the BS Education will be able to:

**PEO 1:** Apply the research based quality knowledge of core areas of education required for teaching, management, and learning to take a lead in competitive environment for an improved version of society based on equity and equality. **(Cognitive)**

**PEO 2:** effectively choose professional ethics, skills and competence to perform their job meeting the local and global standards to solve the problems **(Affective)**

**PEO 3:** lead the way in shaping and equipping students, schools and society for the future through creative problem-solving methods rooted in both modern and seminal educational theories and religious principles. **(Cognitive)**

**PEO 4:** effectively exhibit the hands-on skills of Information Communication Technology (ICT) in their classroom teaching and professional development through learning communities. **(Psychomotor)**

Program Learning Outcomes (in accordance with HEC, UMT 2.0 Policy and NACTE)

After successful completion of the program, the graduates will be able to:

|  |  |  |
| --- | --- | --- |
| PLO # | PLO Title | Description |
| 1 | Subject Matter Knowledge | Evaluate the existing curriculum, content, theories, and practices related to education in local and global perspective to apply in their context. |
| 2 | Human Growth and Development | Relate teaching-learning with real-life examples considering the physical, psychological, social, and moral development of students to develop critical and creative thinking among students. |
| 3 | Knowledge of Ethical Values/social life skills | Exhibit the understanding of Islamic/Religious, ethical and professional values in their professional and social life to promote equity and equality for learning and development of the students’. |
| 4 | Instructional Planning and Strategies | Apply and utilize academic planning skills in their specialized areas and content areas to improve students’ learning considering multiple factor e.g. content, curriculum, community, educational theories. |
| 5 | Students’ Assessment | Evaluate, select, and develop assessment strategies/tools/tests appropriate to measure students’ learning, considering curriculum requirements and learning objectives to improve both students’ and their own performance. |
| 6 | Learning Environment | Create a safe, conducive and inclusive learning environment supported by educational theories in the context of local and global needs and standards. |
| 7 | Effective Communication, and use of Information and Communication Technologies | Use appropriate and effective academic communication skills and Integrate ICT and emerging technologies in their teaching. |
| 8 | Collaboration and Partnership | Improve teaching-learning scenario by developing relationship with colleagues, parents, community and local as well as global platforms/organizations. |
| 9 | Continuous Professional Development and Code of Conduct | Meet the required standards of professional and academic integrity by pursuing and searching opportunities for their professional growth and development. |
| 10 | Teaching of English as FL/SL | Teach English effectively in different contexts by using their knowledge of ELT pedagogy |

**Course Description**

This course is designed to develop prospective teachers towards adequate knowledge of the concept of evaluation and test construction during the course. The teacher will develop skills to construct classroom based tests to evaluate students learning outcomes. The learner will also be able to report the result to different stake holders in a professional manner.

**Course Learning Outcomes:**

Graduates will be able to:

1. Comprehend the concept of evaluation and testing. C2
2. Plan and construct appropriate classroom test to evaluate students’ performance. C6
3. Calculate and interpret item analysis. C4
4. Analyze and interpret classroom assessment data to improve instruction and outcomes. C4

**Teaching Methodology:**

The course will be taught using various techniques based on lectures, discussions, reading and writing assignments, presentations, group work, and test administration.

**Grade Evaluation Criteria**

Following are the criteria for the distribution of marks to evaluate the final grade in a semester. This is a tentative distribution, which may vary as per directions from the competent authority of UMT.

|  |  |
| --- | --- |
| **Components** | **Marks in Percentage** |
| Quizzes | 15 |
| Assignments, Test development, scoring analysis and modification | 20 |
| Mid Term | 25 |
| Final Term | 40 |
| Total | 100 |

**Course Calendar**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Topics** | **Reference Chapter(s)** | **Assignments & Tasks** | **CLOs** |
| 1. | Meaning of test, testing and evaluation | Ch.1 | Activity: KWL chart | 1 |
| 2. | The role of measurement and testing in teaching | Ch.2 | Assignment | 1 |
| 3. | Types of Assessment Procedures | Ch.2 | Quiz 1 | 1,2 |
| 4. | Instructional goals and objectives | Ch.3 | Assignment | 2 |
| 5. | Planning Classroom Tests and Assessments | Ch.6 | Class activity | 1 |
| 6 | Constructing Objective Test Items: Simple Forms and True False | Ch.7 | Assignment | 2 |
| 7 | Constructing Objective Test Items: Matching and Multiple-choice Forms | Ch.8 | Quiz 2 | 2 |
| 8 | **Mid Term** |  | Topics |  |
| 9 | Assembling, Administering, and appraising classroom test and Assessment | Ch.14 | Presentation | 2,3 |
| 10 | Validity | Ch.4 | Assignment | 1,2 |
| 11 | Reliability and other Desired Characteristics | Ch.5 | Quiz 3 | 3 |
| 12 | Measuring Complex Achievement: Essay Questions | 11 | Presentation | 1,2 |
| 13 | Portfolio | 12 | Assignment | 3 |
| 14 | Assessment Procedures: Observational Techniques, Peer Appraisal and Self Report | 14 | Presentations | 3 |
| 15 | Grading and Report | 15 |  | 4 |
| 16 | **Final** |  |  |  |

**Mapping of CLOs to Direct Assessments**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CLOs▼** | Quiz 1 | Quiz 2 | Quiz 3 | Assignment | Presentation | Class Activity | Mid Exam | Final Exam |
| 1 | ✔ |  |  |  | ✔ |  | ✔ | ✔ |
| 2 |  | ✔ |  | ✔ | ✔ | ✔ | ✔ | ✔ |
| 3 |  |  | ✔ | ✔ |  | ✔ |  | ✔ |
| 4 |  |  |  | ✔ |  | ✔ |  | ✔ |

**Mapping of CLOs to Program Learning Outcomes (PLOs):**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CLO’s/PLO’s** | **CLO 1** | **CLO 2** | **CLO 3** | **CLO 4** |
| **PLO 1: Subject matter knowledge** | **✔** | **✔** |  |  |
| **PLO 2: Human Growth and Development-** |  |  |  |  |
| **PLO 3: Knowledge of Professional and Ethical Values** |  |  |  |  |
| **PLO 4: Instructional Planning and Strategies** | **✔** | **✔** |  |  |
| **PLO 5: Students’ Assessment** | **✔** | **✔** | **✔** | **✔** |
| **PLO 6**: **Learning Environment** |  | **✔** | **✔** |  |
| **PLO 7: Effective Use of Information and Communication Technologies** |  |  |  |  |
| **PLO 8: Collaboration and Partnership** |  |  |  | **✔** |
| **PLO 9: Continuous Professional Development and Code of Conduct** |  |  |  | **✔** |

**Recommended Text Books:**

Linn, R. L. (2008). *Measurement and assessment in teaching*. Pearson Education India.

**Recommended Reference Books:**

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

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

Georg, David (2003). Trends in Measurement and Evaluation Techniques. New Delhi: Commonwealth.

James William (2005). Evaluation and Development of School Educations. New Delhi: Anmol Publications.

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

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.

**Internet Resources**

1. [**https://ebookppsunp.files.wordpress.com/2016/06/robert\_l-ebel\_david\_a-\_frisbie\_essentials\_of\_edbookfi-org.pdf**](https://ebookppsunp.files.wordpress.com/2016/06/robert_l-ebel_david_a-_frisbie_essentials_of_edbookfi-org.pdf)
2. [**https://www.daneshnamehicsa.ir/userfiles/files/1/7-%20Classroom%20Assessment%20and%20Educational%20Measurement.pdf**](https://www.daneshnamehicsa.ir/userfiles/files/1/7-%20Classroom%20Assessment%20and%20Educational%20Measurement.pdf)
3. [**https://catalogimages.wiley.com/images/db/pdf/0471700053.preface.pdf**](https://catalogimages.wiley.com/images/db/pdf/0471700053.preface.pdf)