**University of Management and Technology**

**Course Outline**

Course code: SNE-409

Course titleASSESSMENT AND EVALUATION

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| Program | **BS(Hons) Special education** |
| Credit Hours | **3+0** |
| Duration | One Semester |
| Prerequisites | **SNE-401 Human Exceptionalities and RMS 101 Stat l RMS 102 Stat ll** |
| Resource Person | Dr. Asmaa Nouman |
| Counseling Timing  (Room# ) | Monday to Thursday 11:30am-1:30pm |
| Contact | Mobile No: 03234476714  Email: [asmaa.nouman@umt.edu.pk](mailto:asmaa.nouman@umt.edu.pk) |

**Resource Person’s Signature …………………….**

**Chairman/Director signature………………………………….**

**Dean’s signature…………………………… Date………………………………………….**

**Learning Objective:**

The course is intended to provide an introduction to principles and practices in the growing field of educational assessment and evaluation of children with special needs. It deals with the theory of testing and measurement as applied to individual needs, provision of services, curriculum adaptation and the instructional-learning process.

**Objectives:**

After the completion of this course the students will be able to;

* Understand and reflect the principles and practices in the growing field of special education assessment and evaluation
* Learn and share the procedure of testing and measurement as applied to curriculum and the teaching-learning process.
* Develop and adapt different types of tests according to diverse needs
* Apply Statistical procedures for interpreting test results.

Syllabus description:

The course is intended to provide an introduction to principles and practices in the growing field of educational assessment and evaluation of children with special needs. It deals with the theory of testing and measurement as applied to individual needs, provision of services, curriculum adaptation and the instructional-learning process. The participants will become able to construct tests and apply different analysis procedures. Statistical procedures for interpreting test results are explained at appropriate level. Major emphasis throughout the course will be on practical applications of assessment and evaluation procedures for improvement of classroom instruction. Ample practice is provided in construction of various types of tests both for formative and summative evaluation.

**Learning Methodology:**

* Lectures as provided in the Weekly Semester Activities
* Assignments related to the studied topics
* Discussion tutorials
* Presentation on allocated topics
* Observations and learning experiences of the participants
* Discussion of Methods of constructing test items

**Grade Evaluation Criteria**

Following is the criteria for the distribution of marks to evaluate final grade in a semester.

**Marks Evaluation Marks in percentage**

Quizzes 5%

Assignments 10%

Mid Term 20%

Term Paper 15%

Final exam 50%

Total 100%

**Recommended Text Books:**

Robert J Wright. (2007). Educational Assessment: Tests and Measurements in the Age of Accountability.  sagepub.com

Susan Brookhart, James H McMillan (2019). Classroom Assessment and Educational. Routledge

**Reference Books:**

1. Albert Oosterhof (1999), Developing and Using Classroom Assessments, Merrill, New Jersey, Columbus, Ohio.
2. Educational assessment. (2018, March 03). Retrieved March 09, 2018, from [https://en.wikipedia.org/wiki/Educational\_assessmen](https://en.wikipedia.org/wiki/Educational_assessment)
3. Robert R.L. Linn and Norman E Gronlund, (1995) Measurement and Assessment in Teaching, Merrill, New Jersey
4. Tom Kobiszyn and Gary Borich, (1996) Educational Measurement and Testing, Harper Collins College Publisher, New York.
5. Ysseldyke James E. (1990). Algozzine Bob. Introduction to Special Education ( 2nd Ed). Boston: Houghton Mifflin Company

**Calendar of Course contents to be covered during Spring Semester 2021**

**Course Code: SNE-409**

**Course Title: ASSESSMENT AND EVALUATION**

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| **Week** | **Course Contents** | **Reference Chapter(s)** |
| 1 | **Introduction to Assessment** | Classroom Assessment Information |
| 2 | Historical Developments in Assessment | Introduction/Over view of historical developments in assessment and evaluation procedures |
| 3 | **Domains of Assessment; Medical, social, Academic, Psychological, Emotional** | Domains of performance/learning and assessment purposes |
| 4 | Glossary of Assessment Terms and procedures | Glossary of Assessment <https://serc.carleton.edu/introgeo/assessment/glossary.html> |
| 5 | Purposes of Assessment. Stages of Assessment  **(Oral questions answers quiz)** | Basic Contexts of Educational Assessment |
| 6 | Classroom Assessment. Assessment of Instructions. (Quiz) | Basic Contexts of Educational Assessment |
| 7 | Strategies of Assessment | Strategies of Assessment and innovative practices |
| 8 | Mid Term Examination (One slot)  Test & Testing Procedures **(2nd slot)** | Class Notes  Strategies of Assessment and innovative practices |
| 9 | Test Development | Construction of test items |

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| 10 | Table of Specifications. Test Administration & Scoring. Interpreting Test Results | Scoring and interpreting Test Results  . |
| 11 | Descriptive Statistics | *Statistical procedures for scoring and analysis of results for educational decision making* |
| 12 | Test Evaluation | Test Evaluation procedures |
| 13 | Evaluation Models | Evaluation Models |
| 14 | **Development of Individualized Educational Plan (Activity)** | *The IEP procedures* |
| 15 | ***Final Submission of the Term Project and course review*** | Class Notes |