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Department of Education

University of Karachi

Bachelor of Education B.Ed. (Hons.) Secondary, 05 Semester Program

DTE-531

02

03

Assessment in Education

Objectives

The course will enable learners to:

1. Understand the concept of evaluation and testing
2. Determine the qualities of a good test
3. Plan and construct appropriate classroom test to evaluate student's performance
4. Make report of the test results to different stake holders

Course Outline:

Unit 1: Introduction to Educational Assessment

- 1.1 The language of Assessment: (Test, Measure and Assessment)
- 1.2 Assumptions of Educational Assessment
- 1.3 Participants in the Assessment Process
- 1.4 Educational Assessment and Law
- 1.5 What Teachers need to know about Assessment
- 1.6 Educational Assessment in 21st Century

Unit 2: The Basic Mathematics of Measurement

- 2.1 Scales of Measurement : Nominal, Ordinal, Interval, Ratio)
- 2.2 Description of Test Scores: Distributions, Measure of Central Tendency, Measure of Variability
- 2.3 Co-relation Coefficients: Scatterplots, Correlation and Prediction, Correlation versus Causality

Unit 3: The Meaning of Test Scores
3.1 Norm-referenced and Criterion Referenced Score Interpretations
3.2 Norm-referenced versus Criterion Referenced
3.3 Qualitative Descriptions of Scores

Unit 4: Test Construction

- 4.1 Reliability and Validity: Concept and Definition
- 4.2 Errors of Measurement
- 4.3 Methods of Estimating Reliability
- 4.4 Evaluating the standard Error of Measurement
- 4.5 Reliability: Practical Strategies for Teachers
- 4.6 Validity for Teachers: Threats to Validity
- 4.7 Types of Validity Evidence
- 4.8 Validity: Practical Strategies for Teachers
- 4.9 Item Analysis : Item Difficulty Index, Item Discrimination, Distract Analysis

Unit 5: The Development and Use of Selected Response and Constructed Response Items

- 5.1 Concept and types of Selected Response and Constructed Response Items
- 5.2 Multiple Choice Items: Guidelines for developing, Strengths and Weaknesses
- 5.3 True False Items: Guidelines for developing, Strengths and Weaknesses
- 5.4 Matching Items: Guidelines for developing, Strengths and Weaknesses
- 5.5 Essay Items; Purpose, guidelines for developing and scoring, Strengths and Weaknesses
- 5.6 Short Answer Items; Guidelines for developing and scoring, Strengths and Weaknesses

Unit 6: Performing Assessment and Portfolios

- 6.1 What are performing Assessments
- 6.2 Guidelines for Developing Effective Performance Assessment
- 6.3 Guidelines for Developing Portfolio Assessment
- 6.4 Strengths and Weaknesses of Portfolio Assessment.

Unit 7: Best Practices in Educational Assessment

- 7.1 Guidelines for Developing Assessments: Writing Educational Objectives, Behavioral versus non-behavioral educational Objectives, Developing and Implementing a Table of Specifications

- 7.2 Guidelines for Administrrating Assessment
- 7.3 Guidelines for Scoring Assessments
- 7.4 Guidelines for Interpreting Assessments: Using and Communicating Assessment Results
- 7.5 Assessment related Behaviors to avoid
- 7.6 The Student Evaluation Standards
- 7.7 Code of Professional Responsibilities in Educational Measurement
- 7.8 Code of Fair Testing Practices in Education
- 7.9 Standards for Teacher Competence in Educational Assessment

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DTE-541

02

03

Psychology of Education & Guidance

Objectives

The course will enable learners to:

1. Describe in detail the multidisciplinary nature of educational psychology
2. Familiarize students with basic theories derived from various discipline which are related to education
3. Develop critical thinking about and appreciation of education psychology as multidisciplinary subject
4. Design Educational Guidance Services for Secondary School Students

Course Outline: