

**AMERICAN UNIVERSITY OF BEIRUT  
DEPARTMENT OF EDUCATION**

Education 217

**Measurement and Evaluation for Classroom Teachers**

**Textbook:**

Linn, R.L., & Gronlund, N.E., (2000). Measurement and Assessment in Teaching (8th ed.). New Jersey: Prentice-Hall, Inc.

**Reference Books**

Ebel, R.L., & Frisbie, D.A. (1991). Essentials of Educational Measurement (5th ed.). Englewood Cliffs, N.J. Prentice-Hall, Inc.

Popham, J. (1990). Modern Educational Measurement, (2nd Ed.). Needham Heights, MA: Allyn & Bacon.

**Course Outline:**

A. Introduction

- |   |                   |
|---|-------------------|
| 1. Educational testing & assessment                   | Gronlund, Chap. 1 |
| 2. The role of measurement and assessment in teaching | Gronl. Chap. 2    |
| 3. Instructional goals and objectives                 | Gronl. Chap. 3    |
|   | Selected readings |
|   | H.W. # 1          |

B. Technical and Methodological Principles

- |   |   |
|---|---|
| 1. Describing and summarizing test scores | Gronl. Appendix A<br>Chap. 19<br>H.W. # 2 |
| 2. Validity                               | Gronl. Chap. 4                            |
| 3. Reliability                            | 5   |

**Quiz # 1**

### C. Test Planning and Construction

- |  |                           |
|--|---------------------------|
| 1. Test planning                                 | Gronl. Chap. 6,H.W. # 3   |
| 2. Constructing objective items:<br>Simple forms | Gronl. Chap. 7, H.W. # 4  |
| 3. Constructing objective items:MC               | Gronl. Chap. 8, H.W. # 5  |
| 4. Essay questions                               | Gronl. Chap. 10, H.W. # 6 |
| 5. Performance-Based assessments                 | Gronl. Chap. 11, H.W. # 7 |
| 6. Portfolios                                    | Gronl. Chap. 12           |

### Quiz # 2

- |   |                           |
|---|---------------------------|
| 7. Assembling, administering and appraising<br>classroom tests. | Gronl. Chap. 14, H.W. # 8 |
| 8. Grading and reporting  | Gronl. Chap. 15           |

### D. Standardized Tests:

- |  |                  |
|--|------------------|
| 1. Achievement tests   | Gronl. Chapt. 16 |
| 2. Aptitude tests  | Gronl. Chapt. 17 |
| 3. Observational techniques, peer<br>appraisal and self-report | Gronl. Chap. 13, |

### Evaluation:

#### A. Examinations

- |                         |       |
|-------------------------|-------|
| 1. Two one hour quizzes | (20%) |
| 2. Final exam           | (25%) |

B. Homework assignments/small projects (25%)

C. Class participation/ Attendance (10%)

### **General Objectives:**

1. An understanding of the role of measurement and assessment in the instructional process.
2. The ability to define instructional goals and objectives in ways that facilitate the construction of appropriate tests and assessments.
3. An understanding of the concepts of validity and reliability and their role in the construction, selection, interpretation, and use of tests and assessments.
4. The ability to construct classroom tests and assessments that measure a variety of learning outcomes (from simple to complex)
5. The ability to obtain assessment information from classroom observations, peer appraisals, and self-reports.
6. The ability to administer tests and assessments properly and to use their results effectively (with due regard to the necessary precautions).
7. The ability to interpret test and assessment results properly (with full awareness of their meaning and the ever-present error of measurement).
8. An understanding of both the potentialities and the limitations of the various test and assessment procedures used in the school.
9. An understanding of how test and assessments can contribute to effective marking and reporting system and to improved instructional decisions.
10. The ability to interpret and use the results of published tests properly and to select the ones that are most appropriate for a given purpose.
11. An understanding of trends and issues in the use of externally mandated tests and assessments.