

**Wollo University**

**Institute of Teachers' Education and Behavioural Sciences**

**Department of Psychology**

**Educational Measurement and Evaluation ( PSy3097)**

## **COURSE CREDIT 2**

### **Course Description**

This course is designed psychology students with fundamental concepts and principles, functions and applications of testing and evaluation. It focuses on the skills of planning, construction, administering scoring tests, and analyzing, interpreting and reporting results of different assessment methods or devices, including teacher made and standardized tests. The course activities concentrate on the application educational measurement and evaluation to improve learning.

**LEARNING**

**OUT COME**

**After Completion of this course, students will be able to:**

- State the purpose of assessment, testing and evaluation
- Assess approaches to measurement and evaluation
- Formulate instructional objectives in behavioral terms
- Identify and employ basic principles and procedures for construction classroom tests.
- Identify and use different types of teacher-made and standardized tests
- Administer and score tests and other assessment tools.
- Interpret test results and explain the implications in the improvement of human learning

### **UNIT 1. Introduction**

1.1. Definition of Basic Terms/Concepts

1.2. Functions of Assessment

1.3. General Principles of Evaluation  
procedures

1.4. Types of Assessment/Evaluation

1.5. Continuous Assessment

1.5.1 The Concept of Continuous

### **UNIT 2. Planning Classroom Test**

2.1 Determining the Purpose of the Test

2.2 Specification of Instructional Objective

2.1.1 Taxonomy of Educational Objective

2.1.2 Bloom's Cognitive Domain

Taxonomy

2.1.3 Methods of Writing/ Stating  
Instructional Objectives

2.1.4 Stating the General Instructional  
Objectives & the specific Learning

Outcomes

2.3. Outlining the course contents

2.4. Preparing a Table of specifications

### **UNIT 3. Construction of Classroom Tests**

3.1 General principle of Classroom Test

Construction

3.2 Factors of to be Considered in Selecting  
a Test Format

3.3 Basic steps in Classroom Testing

3.4.1 Writing Objective Test items

3.4.2 Writing short-answer and completion

Items

- Advantages, Limitations &

Suggestions

### **UNIT 4. Overview of Elementary statistics**

4.1 Measures of Central Tendency,

4.2 Measures of Variability,

4.3. Measures of relationship/ correlation

### **UNIT 5. Basic Qualities of a Good Test**

#### **5.1 Validity**

5.1.1 Concept and Types of Validity

5.1.2 Factors influencing validity

#### **5.2 Reliability**

5.2.1 Concept of Reliability

5.2.2 Methods of Estimating Reliability

### **UNIT 6. Assembling and Administering Classroom Tests**

6.1 Assembling Classroom Tests

6.2 Administering and Scoring Tests

### **UNIT 7. Item analysis: Analyzing the Test items**

7.1 Difficulty Level of a Test

7.2 Discrimination Power of a Test

### **UNIT 8. Grading**

8.1 Assigning Grades: Types of Grading  
System

8.2 The Normal Curve

8.3 Methods of Interpreting Test Scores:  
Types of Standard scores