



UNIVERSITI TEKNOLOGI MARA

EDU480: PRINCIPLES OF ASSESSMENT AND EVALUATION

Course Name (English)	PRINCIPLES OF ASSESSMENT AND EVALUATION APPROVED
Course Code	EDU480
MQF Credit	3
Course Description	This is an introductory course to assessment, measurement and evaluation. It is very useful to teachers in planning, constructing, administering, interpreting and analyzing test scores. Information gathered can be used to enhance teachers' knowledge and skills in the preparation of assessments of learning.
Transferable Skills	item construction instrument development development of analytical and holistic scoring rubrics ethics in educational assessments
Teaching Methodologies	Lectures, Blended Learning, Inquiry-based Learning, Tutorial, Discussion, Small Group Sessions , Self-directed Learning, Journal/Article Critique
CLO	CLO1 Describe and examine principles and various forms of classroom assessments. CLO2 Discuss issues and development in assessment and evaluation. CLO3 Analyze and evaluate the quality of a classroom assessment. CLO4 Plan and administer classroom test and evaluate the learning outcomes.
Pre-Requisite Courses	No course recommendations
Topics	
1. Introduction to Testing, Assessment, Measurement and Evaluation 1.1) Introduction to the Concept of Testing, Assessment, Measurement and Evaluation 1.2) Definitions of Testing, Assessment, Measurement and Evaluation 1.3) Ethics, Code and Conduct in Assessment	
2. Planning Classroom Test and Assessment 2.1) Taxonomy of Educational Objectives: Cognitive, Affective and Psychomotor Domains 2.2) General Instruction and Learning Outcomes 2.3) Table of Specifications (TOS)	
3. Principles of Assessment and Evaluation 3.1) General Principles of Assessment and Evaluation 3.2) ___ Formative and Summative Assessments 3.3) ___ Norm-referenced and Criterion-referenced Assessments 3.4) ___ Assessment-of-Learning and Assessment-for-Learning 3.5) Types of Testing and Assessment Procedures 3.6) General Characteristics of Effective Assessment 3.7) ___ Validity 3.8) ___ Reliability 3.9) ___ Practicality 3.10) ___ Objectivity	
4. Constructing Classroom Test and Assessment 4.1) Item Construction and Principles in Item Construction 4.2) Stimulus and Stimuli Development	
5. Assembling and Administering Classroom Test and Assessment 5.1) Test Assembly 5.2) Test Administration	

6. Grading and Reporting

- 6.1) Development of Answer Key and Answer Scheme
- 6.2) Development of Analytical and Holistic Scoring Rubric
- 6.3) Reporting Forms and Procedures

7. Interpreting Test Scores and Norms

- 7.1) Frequency Distribution
- 7.2) Measures of Central Tendency
- 7.3) Measures of Variability/Dispersion
- 7.4) Item Analyses: Item Difficulty and Item Discrimination

8. Other Forms of Classroom Assessment

- 8.1) Authentic Assessment
- 8.2) Performance-based Assessment
- 8.3) Process vs Product-based Assessment
- 8.4) Portfolio Assessment
- 8.5) Observational Technique
- 8.6) Peer Appraisal
- 8.7) Self-report
- 8.8) Experiment
- 8.9) Problem-based Assessment

9. Current Issues in Assessment, Measurement and Evaluation

- 9.1) School-based Assessment
- 9.2) Evidence-based Teaching
- 9.3) Malaysian Education Blueprint 2013-2025
- 9.4) SIMS and PISA

Assessment Breakdown	%
Continuous Assessment	100.00%

Details of Continuous Assessment	Assessment Type	Assessment Description	% of Total Mark	CLO
	Case Study	Students are required to carry out a case study in an area related to their discipline.	40%	CLO2
	Group Project	Students are required to plan and construct a test for formative purpose, administer the test and the responses gathered from this test are used as data for item analyses. A project report is to be submitted at the end of the process documenting all the important steps involvde in the test construction and evaluation.	30%	CLO4
	Journal/Article Critique	Students are required to review and analyze an article pertaining to assessment in schools and produce a written response to the article articulating their critical views and suggestions.	10%	CLO3
	Test	The test requires students to demonstrate the knowledge that they have acquired from the course.	10%	CLO1
	Test	The test requires students to demonstrate the knowledge that they have acquired from the course.	10%	CLO2

Reading List	Recommended Text
	<ul style="list-style-type: none"> • Chan, Y.F., Sidhu, G.K., & Md. Rizal Md. Yunu 2008, <i>Enhancing knowledge and best practices in Sch</i>, Shah Alam: UPENA, Universiti Teknologi MARA • Miller, M.D., Linn, R.L., & Gronlund, N.E 2009, <i>Measurement and Assessment in Teaching</i>, New Jersey: Pearson
Reference Book Resources	<ul style="list-style-type: none"> • Linn, R.L. and Miller D.M 2000, <i>Measurement and Assessment in Teaching</i>, 9 Ed., Prentice Hall: London • Peter W. Airasian 1994, <i>Classroom Assessment</i>, 2 Ed., New York: McGraw-Hill, Inc • Linn, R. L., & Miller, M. D. 2005, <i>Measurement and Assessment in Testing</i>, 9 Ed., New Jersey: Pearson Merrill Prentice Hall • Airasian, P.W 2005, <i>Classroom Assessment : Concepts and Applicati</i>, 5 Ed., Boston, USA : McGraw Hill • Osterhof, A.C 1990, <i>Classroom Applications of Educational Measure</i>, New York: Macmillan • Bachman, L and Palmer, R 1996, <i>Language Testing in Practice</i>, OUP • Lehman and Mehrans 1991, <i>Measurement and Evaluation in Education abnd</i>, US: Holt, Rinehart, and Winston, Inc
Article/Paper List	This Course does not have any article/paper resources
Other References	This Course does not have any other resources