



# ED 301 & Measurement and Evaluation in Education

## Fall-2024-205 Syllabus

Course Information				
Course Code	Course Name	Location	Time	Instructional Modality
ED 301	Measurement and Evaluation in Education	D226	Monday 11.00-13.00 Wednesday 11.00-13.00	Face to face
		D226	Monday 13.00 – 15.00 Wednesday 09.00 – 11.00	

Instructor Information	
<b>Name:</b>	Assoc.Prof.Dr. Münevver İlgün Dibek
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<b>Office Hours:</b>	Monday 09.00-11.00

Course Assistant	
<b>Name:</b>	-
<b>E-mail:</b>	-
<b>Office:</b>	-

## GENERAL INFORMATION

### Course Description

**(2+2+0) 3 Credits / 5 ECTS**

*The place and importance of assessment and evaluation in education. Basic concepts related to assessment and evaluation. Psychometric features of assessment instruments (validity, reliability, practicality). Development and application of achievement tests. Interpretation of test results and giving feedback. Analysis of test and items scores. Evaluation and grading.*

### Prerequisites

None

### Course Objectives

*This course has been designed in order to teach students the basic concepts, principles and methods related to assessment and evaluation in education. Such important topics for teaching profession as developing and applying achievement tests, interpretation of test results and giving appropriate feedback should be taught in a practical way as much as possible, not just in a theoretical manner. It can be*

*claimed that teacher candidates who are able to make basic statistical calculations will also end up with improved research skills.*

## **Learning Outcomes**

*At the end of this course, students will;*

- 1. explain basic concepts related to assessment and evaluation in education*
- 2. analyze psychometric features of assessment instruments*
- 3. develop assessment instruments in accordance with essential characteristics of assessment instruments*
- 4. interpret test results*
- 5. provide appropriate feedback concerning test results*
- 6. analyze test and item scores*
- 7. perform statistical calculations used in assessment and evaluation.*

## **Course Materials**

### **Textbook(s):**

Miller, M. D., Linn, R. L., & Gronlund, N. E. (2013). *Measurement and assessment in teaching*, 11th Edition. Pearson Education, Inc

### **Recommended Readings:**

Wortham, S.C (2014). *Assessment in early childhood education*, 6th Edition. Pearson Education, Inc.

Drummond, R.J, Sheperis, C.J., & Jones, K. D. (2016). *Assessment procedures for counselors and helping professionals*, 8th Edition. Pearson Education, Inc.

Yıldırım, Ö. & Kula Kartal, S. (Eds.)(2021). *Eğitimde ölçme ve değerlendirme*. Lisans Yayıncılık

Demirtaşlı, R.N. (Ed.)(2017). *Eğitimde ölçme ve değerlendirme* . (4.basım) Anı Yayıncılık: Ankara.

### **Supplementary Materials:**

APA 7th Style: <https://owl.english.purdue.edu/owl/section/2/10/>

TEDU Library: <http://catalog.tedu.edu.tr/client/defaulttr>

## **Student Workload (Total 124 Hours)**

Course Readings (28 hrs), Lectures (56 hrs), Hands-on Work (8hrs), Exams/Quizzes (16 hrs), Report on a Topic (12hrs), Peer Evaluation (4 hrs).

## **Planned Learning Activities and Teaching Methods**

*Telling/Explaining Discussion/Debate Questioning Reading Peer Teaching  
Demonstrating Problem Solving Collaborating Think-Pair-Share Oral  
Presentations/Reports Concept Mapping Brainstorming Hands-on Activities*

## ASSESSMENT METHODS

- ❖ **Participation (10%):** *Your participation in the activities conducted throughout this course, as well as the complete and timely submission of the activity sheets distributed to you throughout the semester, is expected. If the activity sheets are submitted incomplete, your score will be reduced. Activity sheets must be scanned and submitted on Moodle as a softcopy. The due date for activity submissions will be announced to you.*
- ❖ **Midterm & Final Exam (30% & 40%):** *One in-class midterm and final exam will be given in class in response to questions that come directly from class experiences, and course readings. These exams will likely to include open-ended, multiple choice, short answer and matching questions.*
- ❖ **Assignment (Construction of Analytical Rubric-20%):** *You are expected to develop an analytical scoring rubric with at least three dimensions and three proficiency levels to evaluate the teaching or counseling performance of the teachers or psychological counselors mentioned in the provided case studies. Each case study will be shared with you later. You will work in a group of 5-6. The assignment must be submitted on Moodle as a softcopy until **6th December, 2024**.*

### Assignment(s)

## GRADING

The course grade will be based on the following:

<u>Course Requirements</u>	<u>Weight</u>
Participation	10 %
MIDTERM	30 %
Assignment (Construction of Rubric)	20 %
FINAL EXAM	40 %
Total	100%

## Grade Evaluation Scale

Below is the grading system used in this course:



<u>Percentage Scores</u>	<u>Letter Grades</u>
100-90	AA
89-85	BA
84-80	BB
79-75	CB
74-70	CC
69-60	DC
59-50	DD
49-0	F
Absent & Unsuccessful	FX

## **Make-up**

No make-up exams will be granted unless you have medical excuse documented by approved medical reports.

## **COURSE POLICIES**

### **Professionalism**

(i.e. Professionalism includes regular attendance in class, timely completion of assignments, and active participation in all activities and discussions.)

### **Plagiarism / Academic Dishonesty**

(i.e. This course adheres to the academic honesty policy. I expect that all work submitted and presented by you will be your own original work and that the contributions of others will be openly acknowledged. Failure to adhere to this policy will result in disciplinary action. For more information:

- a. Plagiarism is a form of dishonesty that occurs when a person passes off someone else's work as his or her own. This can range from failing to cite an author for ideas incorporated into a student's paper to cutting and pasting paragraphs from different websites to handing in a paper downloaded from the internet. All are plagiarism.
- b. All parties to plagiarism are considered equally guilty. If you share your coursework with another student and s/he plagiarizes it, you are considered as guilty as the one who has plagiarized your work since you enabled the plagiarism to take place. Under no circumstances should a student make his/her coursework available to another student unless the instructor gives explicit permission for this to happen. Copying someone's work is an extreme and straightforward act of plagiarism. More commonly, however, students plagiarize without realizing they are doing so. This generally happens when a student fails to acknowledge the source of an idea or phrasing. Avoid plagiarism by citing sources properly! For all rules and requirements of APA citations, please consult the 7th

edition of the Publication Manual of the American Psychological Association.

- c. Read the academic honesty contract (<https://student.tedu.edu.tr/en/student/principles-of-academic-integrity> ). By signing this contract, you certify that you have read, understood and complied to agree with all rules and regulations of academic honesty.)

### **Cheating**

(i.e. You may neither receive help from nor give help to others during an in-class exam. During exams, you may not leave the room, talk, or use dictionaries, translators, cell phones or programmable calculators. And please keep your eyes on your own work.)

### **Attendance**

(i.e. This course requires your regular participation, attendance, and punctuality. It is expected that you attend the class on a regular basis and be on time. It is your responsibility to keep in touch with me about the emergencies prior to class. The TEDU policy concerning attendance will be followed strictly.)

### **Late Assignment Submission Policy**

(i.e. Each assignment is to be turned in on time. Arrangements for accepting late assignments will be made only in unusual circumstances (e.g., major illness, death of loved one), and only if you are able to provide documentation to support your excuse. In all other cases, there will be a 10% point-reduction per day for late work, and the assignment will not be accepted after three days late.)

### **Extra Credit**

(i.e. There is no rewriting or extra credit offered in this course.)

### **Class Participation**

(i.e. Class participation is an integral part of this course. Classes may involve watching movies, reading, questioning, discussions/debates, video presentations, field trips, observation, reflection, demonstrating, poster presentations, hands-on work, group work, collaborating, educational games, problem solving, library/web research projects, class presentations, and written assignments.)

### **Class Readings**

(i.e. Please read the assigned articles or chapters prior to class so that you may

participate fully in the course discussions.)

### Student Support and Accommodation

Note any relevant academic and personal support services (for example, campus or college writing centers, counselling services, study centers, etc.)

### Announcements

(i.e. All announcements will be made on the LMS site for this course. It is your responsibility to keep your e-mail address operative all times. Check your e-mails regularly in order to stay informed.)

## PLANNED COURSE SCHEDULE

Week/Date)	Topic
<b>Week 1</b> <b>23 – 27 Sep</b>	First meeting and overview of the course
<b>Week 2</b> <b>30 Sep – 04 Oct</b>	Ch 2: The role of Measurement and Assessment in Teaching <b>Activity: Assessment types</b>
<b>Week 3</b> <b>07 - 11 Oct</b>	Ch 3: Instructional Goals and Objectives: Foundations for Assessment <b>Activity: Learning outcomes</b>
<b>Week 4</b> <b>14 - 18 Oct</b>	Ch 4: Validity <b>Activity: Constructing table of specification</b>
<b>Week 5</b> <b>21 - 25 Oct</b>	Ch 5: Reliability <b>Activity : Calculating scorer agreement</b> <b>Activity : SEM-true score calculation</b>
<b>Week 6</b> <b>28 Oct- 01 Nov</b>	Ch 6: Planning Classroom Tests and Assessments Ch 7: Constructing Objective Test Items: Simple Forms <b>Activity : Item Construction (Simple Forms) &amp; Peer Evaluation</b>
<b>Week 7</b> <b>04 – 08 Nov</b>	<b>MIDTERM</b>
<b>Week 8</b> <b>11 – 15 Nov</b>	Ch 8: Constructing Objective Test Items: Multiple-Choice Items <b>Activity : Item Construction (Multiple Choice Item) &amp; Peer Evaluation</b>



<b>Week 9</b> <b>18 – 22 Nov</b>	Ch 9 & 10: Measuring Complex Achievement: The Interpretive Exercise & Essay Questions <b>Activity : Rubric Construction</b>
<b>Week 10</b> <b>25– 29 Nov</b>	Ch 11: Measuring Complex Achievement: Performance-Based Assessments Ch 12: Portfolios <b>Activity : Checklist Construction</b>
<b>Week 11</b> <b>02– 06 Dec</b>	Ch 13: Assessment Procedures: Observational Techniques & Peer Appraisal <b>Submission: Analytic Rubric (Deadline 6<sup>th</sup> December, hour-23:59)</b>
<b>Week 12</b> <b>09– 13 Dec</b>	Ch 14: Assembling, Administering, and Appraising Classroom Tests and Assessments <b>Activity : Item analysis activities</b>
<b>Week 13</b> <b>16– 20 Dec</b>	Ch 19: Interpreting Test Scores and Norms <b>Activity: Standardized scores</b>
<b>Week 14</b> <b>23– 27 Dec</b>	Wrapping up semester