

INTRODUCTION TO ASSESSMENT IN SCHOOLS

CONTEXT

Teachers use informal and formal assessments on an ongoing basis to make decisions about their students, evaluate the success of their instruction, and to monitor classroom environment. The typical teacher spends about a third of his/her professional time engaging in assessment-related activities with the aim of helping their students to learn how to learn. Because classroom-based assessment is so important to the instructional process and other curriculum implementation decisions, learning about assessment is crucial to learning about teaching. The focus of this course, therefore, is to help preservice teachers in the acquisition of the requisite knowledge and skills to construct, administer, grade, and interpret a variety of assessments and scores for decision making. Emphasis is on the objective and essay types of assessment instruments. The concepts of assessment (*of, for* and *as*) learning, test validity and reliability and the domains, standards and indicators of learning outcomes are treated.

Course Title	INTRODUCTION TO ASSESSMENT IN SCHOOLS							
Course Code	EIN 007	Course Level:	50	Credit Value:	3	Semester	2	
Pre-requisite	Students have basics in the concepts from senior high school.							
Course Delivery Modes	Face -to – face X	Practical Activity X	Work-Based Learning X	Seminars	Independent Study X	e-learning opportunities X	Practicum	
Course Description for significant learning (indicate NTS, NTECF, BSC GLE to be addressed)	The focus of the course is on the acquisition of the requisite knowledge and skills to construct, administer, grade, and interpret a variety of assessments and scores for decision making. Emphasis is on the objective and essay types of assessment instruments. The concepts of assessment (<i>of, for</i> and <i>as</i>) learning, test validity and reliability and the domains, standards and indicators of learning outcomes are treated (NTECF, NTS 3c, 3e, 3f, 3g, 3i, 3k)							
Course Learning Outcomes⁸: including indicators for each learning outcome	On successful completion of the course, student teachers will be able to:			Indicators				
	1. Discuss the nature and uses of assessment in the classroom. (NTS 3c, 3e, 3f, 3g, 3i, 3k).			1.1 Define the terms assessment, measurement, evaluation, and test and determine the relationships between them. 1.2 Give practical examples of each of these terms. 1.3 Discuss the Principles and Purposes of Assessment in the classroom. 1.4 Explain the two main types of assessment and establish their uses in the				

		<p>school system.</p> <p>1.5 explain the scales of measurement: Nominal, Ordinal, Interval, Ratio and provide practical examples.</p>
	<p>2. explain the taxonomies of educational outcomes/standards/objectives. (NTS 3a, 3b, 3c, 3e, 3f, 3g, 3i).</p>	<p>2.1 Explain the following terms with relevant examples: - Goals, objectives, standards, indicators, and Outcomes.</p> <p>2.2 Discuss the important uses of learning objectives/content standards and indicators for assessment in schools.</p> <p>2.3 Discuss the three domains of Educational Objectives: Cognitive, Affective and Psychomotor</p>
	<p>3. explain the concepts of test score validity and reliability. (NTS 3a, 3b, 3c, 3e, 3f, 3g, 3i)</p>	<p>3.1 Explain the concepts of validity and reliability in relation to their usefulness in educational assessment and use of scores.</p> <p>3.2 differentiate between the three categories (content, construct, and criterion) of validity evidence.</p> <p>3.3 Explain the factors that influence the validity and reliability of assessment results</p>
	<p>4. craft and score objective-, and essay-type test items (NTS 3a, 3d, 3e, 3f, 3g, 3h, 3i)</p>	<p>4.1 Discuss the features/characteristics of standardized and teacher-made achievement tests.</p> <p>4.2 Explain the four principal stages that are involved in classroom testing.</p> <p>4.3 describe the eight steps in the construction of a good classroom test.</p> <p>4.4 explain the criteria for evaluating classroom test.</p> <p>4.5 Explain the differences between essay and objective type test.</p> <p>4.6 Construct the various types of objective tests items (Selection – multiple-choice, true-false, and matching items; Supply – completion, fill-in-the blanks, short answer items)</p> <p>4.7 Discuss holistic and analytic scoring rubric for essay items</p>
	<p>5. assemble, administer, appraise, and interpret tests (NTS 3a, 3c, 3d, 3e, 3f, 3g, 3i).</p>	<p>5.1 Explain why the way one assembles and administers, appraises, and interprets an assessment affects the validity of the scores.</p> <p>5.2 Use item analysis results to improve the quality of true-false, matching, and multiple-choice items</p>
	<p>6. discuss current issues in classroom assessments (E.g., SBA, Examination</p>	<p>6.1 Discuss the effect of examination malpractices on the validity of results</p>

		Malpractice, BECE). (NTS 3c, 3d, 3e, 3f, 3g)		
Course Content	Units	Topics:	Sub-topics (if any):	Teaching and learning activities to achieve learning outcomes
	1.	Linking Learning Outcomes, Instruction and Assessments	<ul style="list-style-type: none"> • Definition of terms (goals, outcomes, standards, objectives) • Importance of learning objectives/outcomes for assessment • Taxonomies of educational objectives (<i>Cognitive Hierarchies</i>) • Linking Course objectives and Assessments 	Tutor-led discussions on meaning, of the terms; goals, outcomes, and objectives individual and group power point presentations on Taxonomies of educational objectives.
	2.	Assessment and its Purposes, and Principles of Assessment	<ul style="list-style-type: none"> • Definition of Concepts and Terms: <i>Assessment, Test, Measurement, Evaluation.</i> • Principles and Purposes of Assessment • Types of Assessment: <ol style="list-style-type: none"> 1. Formative 2. Summative 	Questions and answers technique can also be employed where appropriate during the presentation.
	3.	Properties of Good Tests	<ul style="list-style-type: none"> • Definition, nature, and principles of validity ✓ Categories of validity evidence ✓ Factors affecting validity. • Definition of reliability concepts ✓ Methods of estimating reliability ✓ Factors affecting reliability. • Test Discrimination and Difficulty Indices 	<p>Think-pair-share and running dictation to discuss and explain the definitions concepts and terms in assessment.</p> <p>Think-pair-share and running dictation to discuss and explain the meaning and nature of validity and reliability.</p>
	4	Types of Test Item Formats	<ul style="list-style-type: none"> • Comparing Essay and Objective Tests 	Using individual and group presentations (being mindful of gender roles).

			<ul style="list-style-type: none"> ▪ Objective-type tests (Description, Strength and Weakness) ✓ Selection-types (<i>Multiple-choice, True and False, Matching type</i>) ✓ Short-answer types (Fill-in-the-blanks, <i>Completion, Supply</i>) ▪ Essay-type tests test items (Strengths and weaknesses) ✓ Constructing essay items Scoring essay tests 	<p>Questions and answers technique can also be employed where appropriate (being mindful of equity and inclusivity).</p> <p>Tutor-led discussions on definition, types and characteristics essay and objective type tests; power point presentations on comparing essay and objective - type test.</p> <p>Using individual and group presentations (being mindful of gender roles) on constructing the various item formats</p>
	5	Planning and Constructing Achievement Tests and Assessments	<ul style="list-style-type: none"> • Achievement Tests: ✓ Standardized/Professional. ▪ Stages in Test Construction 	<p>Tutor-led discussions on meaning, types and characteristics of achievement tests; power point presentations on comparing standardizes and teacher-made achievement test.</p> <p>Questions and answers technique can also be employed where appropriate (being mindful of equity and inclusivity).</p>
	6	Assembling, Administering and Appraising Achievement Tests	<ul style="list-style-type: none"> • Guidelines for Assembling Tests • Guidelines in Administering Tests • Appraising Tests • Norm-referenced Interpretation • Criterion-referenced Interpretation 	<p>Using individual and group presentations on assembling and appraising achievement tests</p> <p>Videos and whole class discussion can be used for presenting test administration practices.</p>
Course Assessment Components⁹: (Educative assessment of, for and as learning)	<p>Component 1: Formative assessment (40%) Two quizzes and assignments Component 2: Summative assessment: (60%) End-of-semester examination</p>			
Instructional Resources	Projectors and computers, Audio-visuals and Phones			

Required Text (core)	Asamoah-Gyimah, K., & Anane, E. (nd.). <i>Assessment in schools</i> . Cape Coast: University of Cape Coast.
Additional Reading List ¹⁰	Nitko, A. J., & Brookhart, S. M. (2011). <i>Educational assessment of students</i> (6 th ed.). Boston, MA: Pearson.