GAU, Faculty of Education

GAU, Eğitim Fakültesi

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| **Course Unit Title/Ders Adı** | | Measurement and Assessment in Education | | |
| **Course Unit Code/Ders Kodu** | | ELTV304 | | |
| **Type of Course Unit/Ders statüsü** | | Compulsory | | |
| **Level of Course Unit/Ders seviyesi** | | BSc | | |
| **National Credits/Ulusal kredi** | | 2 | | |
| **Number of ECTS Credits Allocated/AKTS değeri** | | 3 ECTS | | |
| **Theoretical (hour/week)/Haftalık teorik ders saati** | | 2 | | |
| **Practice (hour/week)/Uygulama durumu** | | - | | |
| **Laboratory (hour/week)/Laboratuvar durumu** | | - | | |
| **Year of Study/ Dersin yılı** | | 3 | | |
| **Semester when the course unit is delivered/Ders dönemi** | | 2 | | |
| **Course Coordinator/Ders koordinatörü** | | - | | |
| **Name of Lecturer (s)/Ders sorumlu öğretim elemanı** | | - | | |
| **Name of Assistant (s)/Asistan adı** | | - | | |
| **Mode of Delivery/Dersin işlenişi** | | Face to Face | | |
| **Language of Instruction/Dersin dili** | | English | | |
| **Prerequisities and co-requisities/Dersin ön koşulu** | | - | | |
| **Recommended Optional Programme Components/Önerilen opsiyonel program unsurları** | | - | | |
| **Objectives of the Course/Dersin amacı** | | | | |
| * The major goals of this course are: 1. Mention the purposes of measurement and evaluation. 2. Describe the historical development of testing and evaluation. 3. Enumerate the importance and functions of test in education. 4. Explain the concept of educational objectives 5. Discuss the taxonomy of educational objectives. 6. Describe the domains of educational objectives. 7. List the uses of classroom test. 8. List the types of test used in the classroom. 9. Enumerate the advantages and disadvantages of subjective and objective testing. 10. Explain test administration and scoring 11. Estimate and interpret the reliability of a test. 12. Explain the validity of a test as an instrument 13. Describe the problems of grading tests. 14. Explain quality control in grading system. 15. develop a variety of item formats including multiple-choice and constructed response items 16. develop answer keys and scoring rubrics for different item formats | | | | |
| **Learning Outcomes/Öğrenme çıktıları** | | |  | |
| When this course has been completed the student should be able to | | | Assesment | |
| 1 | State the purpose of assessment, testing and evaluation | | 1 | |
| 2 | Assess approaches to measurement and evaluation | | 1,5 | |
| 3 | Formulate instructional objectives in behavioral terms | | 1,5 | |
| 4 | Identify and employ basic principles and procedures for construction classroom tests. | | 1,5 | |
| 5 | Identify and use different types of teacher-made and standardized tests | | 5 | |
| 6 | Administer and score tests and other assessment tools. | | 5 | |
| 7 | Interpret test results and explain the implications in the improvement of human learning | | 5 | |
| *Assesment Methods*: 1. Exam, 2. Assignment 3. Project/Report, 4. Presentation, 5 Lab.Work  *Değerlendirme Metodu*: 1. Sınav, 2. Ödev, 3. Proje, 4. Sunum, 5. Lab work | | | | |
| **Course’s Contribution to Program/Dersin Programa Katkıları** | | | | |
|  | | | | CL |
| 1 | have gained an in-depth knowledge of different linguistic components of the English language; | | | 1 |
| 2 | be familiar with different theories, methods, and techniques of teaching English as a foreign language; | | | 1 |
| 3 | be able to teach EFL learners of varying ages effectively in all components of language: speaking, listening, reading, and writing; | | | 1 |
| 4 | be able to assess English language learners in different language skills; | | | 4 |
| 5 | be able to create, evaluate, and use English language teaching materials; | | |  |
| 6 | be able to critically evaluate the existing language proficiency exams; | | | 4 |
| 7 | be able to participate and be sufficiently understood in academic discourse; | | | 1 |
| 8 | be able to apply academic learning strategies such as note-taking, reading, and oral communication strategies in real life situations; | | | 3 |
| 9 | be able to make efficient and appropriate behaviour management decisions in the classroom; | | | 3 |
| 10 | be able to analyze literary texts to integrate them into their teaching; | | | 3 |
| 11 | to be able to effectively manage group dynamics, time, space and materials; | | | 2 |
| 12 | to have gained familiarity with basic principles of guidance and the relevant practical applications; | | | 3 |
| 13 | be able to conduct and use research and document sources properly; | | | 2 |
| 14 | be able to apply the knowledge and skills they have gained during their four year studies at GAU to their teaching career. | | | 2 |
| 15 | have gained an in-depth knowledge of different linguistic components of the English language; | | | 1 |
| *CL (Contribution Level)*: 1.Very Low, 2.Low, 3.Moderate, 4.High, 5.Very High  *Katkı seviyesi*: 1. Çok düşük, 2. Düşük, 3. Orta, 4. Yüksek, 5. Çok yüksek | | | | |

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| **Course Contents/Ders İçeriği** | | | | | | | | |
| Week |  |  | | | | | | Exam**s** |
| 1 |  | Overview of Testing, Measurement, Assessment and Evaluation | | | | | |  |
| 2 |  | Meaning of testing, Types of tests, Uses of tests, function and purpose of testing, characteristics of effective tests, steps involved in a test construction | | | | | |  |
| 3 |  | Reliability, Validity and Usability | | | | | |  |
| 4 |  | the concept of measurement, measurement scales (nominal, ordinal, ratio and interval scales) | | | | | |  |
| 5 |  | Types of Items, Table of Specifications Matching Objectives with Item Types | | | | | |  |
| 6 |  | Bloom’s Revised Taxonomy of Objectives Educational Objectives, basic concepts in assessment, types of assessment, teacher made, standardized, authentic assessments | | | | | |  |
| 7 |  | Revision | | | | | |  |
| 8 |  |  | | | | | | Midterm |
| 9 |  | Measuring complex achievement: the interpretive exercise, essay questions | | | | | |  |
| 10 |  | Measuring complex achievement: performance-based assessments, portfolios | | | | | |  |
| 11 |  | Achievement tests-Aptitude Tests | | | | | |  |
| 12 |  | Assessment procedures | | | | | |  |
| 13 |  | Grading and reporting | | | | | |  |
| 14 |  | Interpreting test scores and norms | | | | | |  |
| 15 |  |  | | | | | | Final |
| **Recommended Sources/Önerilen kaynaklar** | | | | | | | | |
| **Textbook:**  Linn, L. Robert and Miller, M. David (2009). Measurement and Assessment in Teaching (9th Edition). New Jersey: Pearson Education  **Supplementary Material(s):**  There will be reading assignments for each week. | | | | | | | | |
| **Assessment/Değerlendirme** | | | | | | | | |
| Attendance/Derse devam | | | 10% |  | | | | |
| Homeworks/Ödevler | | | 10% |  | | | | |
| Laboratory/Lab. | | | 10% | Lab Grade= Lab Performance  Lab Attendance | | | | |
| Midterm Exam/Vize sınavı | | | 30% |  | | | | |
| Final Exam/Final sınavı | | | 40% |  | | | | |
| Total | | | 100% |  | | | | |
| **ECTS Allocated Based on the Student Workload/ Öğrenci ders yüküne göre AKTS değerleri** | | | | | | | | |
| ActivitiesEtkinlik | | | | | Number/Sayısı | Duration (hour)/Süresi | Total Workload(hour)/Toplam yük | |
| Course duration in class (including the Exam week)/Sınıf içi tkinlikler | | | | | 14 | 2 | 28 | |
| Labs and Tutorials/ Lab ve ders | | | | | - | - | - | |
| Assignments/Ödevler | | | | | - | - | - | |
| E-Learning Activities/E-learning activities | | | | | 4 | 2 | 8 | |
| Project/Presentation/Report Writing/Proje | | | | | 1 | 20 | 20 | |
| Quizzes | | | | | - | - | - | |
| Lab Exams | | | | | - | - | - | |
| Midterm Examination/Vize | | | | | 1 | 1 | 1 | |
| Final Examination/Fiİnal | | | | | 1 | 1 | 1 | |
| Self Study/Bireysel çalışma | | | | | 6 | 6 | 36 | |
| Total Workload/İş yükü | | | | | | | 94 | |
| Total Workload/30 (h) | | | | | | | 94/30 | |
| ECTS Credit of the Course/AKTS değeri | | | | | | | 3,1 | |