

Educ. 325-3 Measurement and Evaluation in Teaching

SPRING, 1983

INSTRUCTOR: N. W. Phillips

Monday and Wednesday 1:30 - 3:00

LOCATION: on campus

CALENDAR DESCRIPTION:

Basic principles of test theory applied to the use of measures in education; construction and use of classroom tools for measuring achievement of educational objectives; including observation methods, standardized tests, overview of contemporary local and provincial evaluation programs.

This course is designed to increase the skills of teachers and student teachers regarding the construction, evaluation and selection of educational assessment procedures. While there is a large body of theory in this area, we will focus more on applied principles than on theory per sé.

PRE-REQUISITE:

Education 220 or equivalent; Math 101 or Psychology 210 recommended. The statistics re-requisite will allow you to cover some of the course content at a greater depth of understanding. However, most students who have not taken statistics do quite well in the course.

ASSIGNMENTS:

1. Two short papers (3-5 pages) on issues in measurement and evaluation in education. One of these papers to be presented in class. Each paper will be graded out of 15 marks.
2. A midterm exam. (35 marks)
3. A major paper in which you will discuss and critique an evaluation method. (35 marks)

TEXTBOOK:

Gronlund, N.E. Measurement and Evaluation in Teaching (4th ed.).
New York: Macmillan, 1981.