



College: Educational Sciences

Department: Classroom Teacher
Program: Graduate Studies/Diploma

Academic Year: 2023- 2024

Semester

Course Syllabus

First: Course Information

Course Number:	Course name : Assessment and Evaluation	hours number
Prerequisite:	Section Number	Class Time
Type of Course Mandatory university requirement. Optional university requirement. . Mandatory college requirement		
Teaching Method Face-to-Face learning. Blended Learning (2 Face-to-Face + 1 Asynchronous) Fully Online Distance Learning (2 Synchronous + 1 Asynchronous).		<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Secondly: Course Instructor Information

Academic Rank	Name	
Email :	Second number :	Office number :
Office Hours		

Course Description:

The course on assessment and evaluation covers essential concepts in educational and psychological measurement. It focuses on teaching students about assessment's concepts, types, purposes, and tools, including tests. It also explores test properties like validity and reliability, item analysis, and result interpretation. The course emphasizes practical applications in the education system, with a focus on improving the educational process by teaching students how to create high-quality achievement tests and connecting them to real-world assessment in schools.

Learning Resource:

Prescribed Textbook: Mulhim, Sami. (2020). Assessment and Evaluation in Education and Psychology, Amman, Al-Maseera Publishing and Distribution
Abu Aqeel, Ibrahim. (2020). Educational and School Assessment and Evaluation. Amman, Al-Ayyam Publishing and Distribution
ClassroomLab, Blackboard, MS Teams, Moodle, Teaching native

Course learning outcomes

Learning Outcomes		Linking Program Learning Outcomes
	Knowledge	Code
K1	To understand measurement and evaluation, including their concepts, types, and domains	P* K1
K2	To familiarize oneself with assessment and evaluation tools in the cognitive, skill-based, and affective domains.	PK2
K3	To become acquainted with achievement tests, their types, methods of preparation, and their psychometric properties (validity and reliability).	PK3
K4	To recognize the importance of interpreting test results, including criterion-referenced tests and norm-referenced tests, and the knowledge of fundamental statistics, including measures of central tendency and dispersion, needed for this purpose	PK4
K5	To understand the purposes of educational evaluation, its primary objectives, and functions	PK5
K6	To be familiar with contemporary trends in educational evaluation	PK6
K7	To understand the components of the educational system, especially as they relate to the learner, teacher, school, school management, educational supervision, and educational curriculum	PK7
Skills:		
S1	Explain the differences between assessment and evaluation Acquiring electronic.	Ps1
S2	Preparing achievement and psychological tests.	Ps2
S3	Distinguishing high-quality tests from others, concerning validity, reliability, difficulty, and discrimination	Ps3
S4	Exploration of various test types: diagnostic, formative, and summative.	Ps4
S5	Utilizing statistics in interpreting test results.	Ps5
Competences		
C1	Identify the differences between assessment and evaluation	Pc1
C2	Design instruments for assessing student progress, such as achievement	Pc2

	tests, self-assessment scales, and checklists	
C3	Identify the characteristics of high-quality evaluation instruments.	Pc3
C4	The ability to construct a test blueprint and analyze test items (calculating difficulty and discrimination indices)	Pc4
C5	Interpret the results of criterion-referenced tests and norm-referenced tests by applying knowledge of basic statistics (measures of central tendency and dispersion).	Pc5
C6	Identify the strengths and weaknesses in the educational system, including the learner, teacher, school, school management, educational supervision, and educational curriculum.	Pc5

Course Structure

Teaching Methods	Learning Processes	Topics	Learning outcomes	Lecture Date
		Graduate studies began on Sunday		First week
Face to face learning	Interactive participation	<p>The first unit: Fundamental Concepts in Measurement and Evaluation</p> <p>Educational and Psychological Measurement in Our Daily Lives and the Need for It.</p> <p>Understanding Psychological and Educational Measurement: Types, Characteristics, and Purposes</p>	Getting to know the course description and the assessment tool, as well as understanding the fundamental concepts in assessment	Second week
Face to face learning	Interactive participation	To understand Educational Evaluation: Its Definition, Characteristics, Functions and Its Steps and Types	To understand Educational Evaluation: Its Definition, Characteristics, Functions and Its Steps and Types	3
Face to face learning	Interactive participation, pre-lesson preparation,	The Sixth Unit: Individual Differences in Evaluation, Definition of	Exploring the Domains of Evaluation	4

	presentations	<p>Individual Differences, Types, and Influential Characteristics</p> <p>Intelligence and Mental Abilities: Definition of Intelligence and Intelligence Measurement</p> <p>Personality Assessments and Their Definition</p>		
Face to face learning	Interactive participation, pre-lesson preparation, presentations	<p>Unit Three: Methods of Psychological and Educational Measurement</p> <p>Samples Research Population Selecting a Research Sample Types of Samples Sample Size Observation Definition of Observation Types of Observation Scientific Organized Observation Recording Observations Advantages and Disadvantages of Scientific Organized Observation Interview Definition and Significance of Interviews Types of Interviews Recording Interviews Advantages and Disadvantages of Interviews Questionnaires</p>	Identify methods of psychological and educational measurement and evaluation	5

		Types of Questionnaires Designing Questionnaires Distributing Questionnaires Rules for Formulating and Structuring Questionnaires Advantages and Disadvantages of Questionnaires Case Study"		
Face to face learning	Interactive participation, pre-lesson preparation, presentations	Unit One: Basic Concepts in Measurement and Evaluation Tests Definition of a Test Purposes and Educational Uses of Tests Limitations and Harmful Effects of Tests Classification of Tests and Their Uses The Relationship Between Tests, Measurement, and Evaluation	Understandin g Measurement and Evaluation Tools	6
Face to face learning	Interactive participation, pre-lesson preparation, presentations	Unit Four: Constructing Achievement Tests Achievement Tests Types of Achievement Tests and Their Uses Types of Tests Types of Achievement	Constructing Achievement Tests	7

		<p>Tests Based on the Progression of Learning and Teaching</p> <p>Types of Achievement Tests Based on Scoring and Marking</p> <p>Types of Achievement Tests Based on Regulation or Expression</p> <p>Types of Achievement Tests Based on Performance in the Testing Process</p> <p>General Principles for Constructing Achievement Tests</p> <p>Clarity in Measuring Learning Outcomes</p> <p>Representing a Sample of Questions for the Content</p> <p>Steps for Constructing a Test Blueprint</p> <p>Aligning Questions with Learning Outcomes</p> <p>Adapting the Test for Its Intended Purpose</p> <p>Achievement Test Questions</p> <p>Self-report Questionnaires</p> <p>Objective Tests</p> <p>Constructing the Test</p> <p>Compiling Test Items</p> <p>Test Instructions</p> <p>Printing Test Questions and Assembling in a Booklet</p>	<p>Constructing Achievement Tests</p> <p>Understanding Types of Achievement Tests and Developing a Practical Test Output</p>	
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		Administering the Test		
Face to face learning	Participation in Discussions	Test Grading Analysis of Test Items (Difficulty, Discrimination Indices).	Analysis of Test Items	8
Face to face learning	Interactive participation, pre-lesson preparation, presentations	Unit Five: Test Reliability and Validity Errors in Measurement Types of Errors in Measurement Sources of Errors in Measurement Meaning of Reliability Concept of Reliability and Standard Error of Measurement Methods for Calculating Reliability Coefficients Test-Retest Method Equivalent Forms Method Split-Half Method Kuder-Richardson Equations (K-R20 and K-R21) Factors Affecting Test Reliability Number of Test Items Test Duration Variability of Test-Takers' Abilities Test-Takers' Ability Level Guessing Formulating Test Questions Test Difficulty Test-Taker's Condition Interpreting the Reliability Coefficient Reliability as the Ratio of True Score Variability to Observed Score Variability Reliability as a Correlation between Measurements	Understanding the Psychometric Properties of the Test.	9

		<p>Index of Accuracy in Scores"</p> <p>Test Validity Types of Test Validity Content Validity Criterion-Related Validity Construct Validity Factors Affecting Test Validity Factors Related to the Test Itself Factors Related to Test Administration and Scoring Factors Related to the Test-Taker's Individual Characteristics</p>		
Face to face learning	Interactive participation, pre-lesson preparation, presentations	<p>Statistics and its Relationship with Measurement, Evaluation, and Tests Definition of Statistics and Its Importance The Relationship between Statistics, Measurement, Evaluation, and Tests Measures of Central Tendency Mean, Median, Mode Relationships among Measures of Central Tendency Measures of Dispersion Range, Variance Measures of Relative Position Percentiles, Percentile Rank</p>	<p>Understanding Measures of Central Tendency Proper Application of Statistical Measures</p>	10
Face to face learning	Interactive participation, pre-lesson	Unit Seven: The Field of Educational	Understanding Learner Assessment and	11

	preparation, presentations. Connecting Students to Various Knowledge Sources, Such as the Library, the Internet, etc	Assessment Learner Assessment Growth Assessment Readiness Assessment Situation-Appropriate Assessment Diagnostic Assessment Formative Assessment (Progress Assessment) Summative Assessment (Achievement Assessment) Assessment for Guidance and Counseling Purposes	Types of Formative Assessment	
Face to face learning	Communicate with education and activities	Teacher Assessment The Role of the Teacher in Organizing the Learning Process Objectives of Teacher Assessment Factors Affecting Teacher Assessment Methods of Teacher Assessment Aspects of Teacher Assessment	Understanding Teacher Assessment.	12
Face to face learning	Communicate with education and activities	School Assessment Aspects of School Assessment School Administration Assessment Definition of School Administration Functions of School Administration	Understanding School Administration Assessment	13

		Types of School Administration Key Aspects of Modern School Administration Assessment		
Face to face learning	Communicate with education and activities	Educational Curriculum :Assessment Understanding the educational curriculum .and its definition Components of the .educational curriculum Sources for assessing the .educational curriculum Methods for collecting data to assess the .educational curriculum Purposes of assessing the educational .curriculum Types of assessment for the educational .curriculum Areas of assessment for the educational .curriculum The school textbook and curriculum implementation	Understanding Educational Supervision and Curriculum Assessment	14
Final Exam				15

Assessment Methods:

Method	Fully Online Distance Learning	. Blended Learning	Face-to- Face learning	Assessed Learning Outcomes
First Exam	0	0	0	
Second Exam	0	0	0	
Mid Exam	0	0	30	P.S2 P.S4 P.S3k1,k2,c1,c3
Participants	0	0	30	
Synchronous meetings	0	0	0	
Final Exam	0	0	40	C2 C3 C4 S3.S2.S4.S2.S4,k2,k1,,C5,

Course Policies

The course policies are applied across all modes of delivery (e-learning, blended learning, integrated learning) as follows:

1. Adherence to the scheduled lecture time.
2. Commitment to interaction and participation.
3. University regulations are applied regarding attendance and absence from lectures and exams.
4. Academic Integrity: Cheating or literary fraud are unacceptable actions and will be penalized in accordance with the university's regulations and directives."

Agreement	Names	Date	Signature
Head of the Department			
Dean			