

Objectives for Test 1

The first test will be based on the following general and specific objectives.

- Use these as a study guide.
- The test will be composed of multiple choice, matching, and short Answer questions (Possible total points: 72 points = Closed-ended questions: 45 points + Open-ended questions: 27 points).
- The objectives below are based on both the readings and class presentations.
- The test will be criterion-referenced where 90-100%=A, 80-89%=B, etc.

General Objective I: Understand the purpose of classroom assessment.

1. Explain the differences among assessment, test, evaluation, and measurement.
2. Identify reasons why we evaluate student learning in the classroom.
3. Identify reasons for the use of variety of assessments in measuring student learning.
4. Identify examples of different types of evaluation decision, such as pre-assessment, ongoing, and post assessment and between formative and summative assessments.

General Objective II: Understand the various aspects of high quality assessment.

5. Identify differences and similarities between norm and criterion-reference assessments.
6. Explain the differences and the relationship between validity and reliability using a specific example.
7. Identify examples of different evidence related to validity and reliability.
8. Distinguish among different aspects of validity (content, construct, concurrent, and predictive)
9. Given a scenario, evaluate strengths and weaknesses (discuss aspects of reliability and validity that you should be concerned with and how you would improve the situation).
10. Identify the relationship between the standard error of measurement and reliability.
11. Given a scenario, evaluate strengths and weaknesses (discuss ways that a teacher would bias assessment results and ways the teacher could guard against bias).

General Objective III: Understand the relationships among objectives, instruction, and assessment.

12. Distinguish between objectives that include and those that do not include observable behavior and subject matter.
13. Identify examples from varying levels of learning (low level to high level).
14. Identify the most appropriate method(s) for measuring specific objectives.
15. Explain the connections among objectives, instruction, and assessments in terms of *content* and *level of learning* using a specific example.