



WEST COAST BAPTIST COLLEGE

Training Laborers for His Harvest

CE 542 – Student Evaluations

Online Syllabus

Course Instructor: Dr. Jerry Goddard

I. Course Description

This course studies the intricacies of proper testing and measurement of a student's progress throughout their education. Effective testing, balanced evaluations, and principles for measurement are all studied in this course.

II. Course Objectives

The overall theme of this course is the practical application of principles of effective testing and measurement within the Christian school curriculum. Emphasis will be placed on classroom testing, standardized testing, and interpretation of test results. As a result of the instruction and course projects, the student will be able to:

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- A. Identify and apply basic principles of classroom testing and measurement.
- B. Demonstrate an understanding of educational objectives and their connection with teaching and testing.
- C. Demonstrate an understanding of norm-referenced and criterion-referenced testing.
- D. Demonstrate a basic understanding of different types of standardized tests available to the Christian educator.
- E. Demonstrate a basic understanding of elementary statistics as they apply to the interpretation of classroom testing results.

III. Course Textbook

Kubiszyn, Tom and Gary Borich. *Educational Testing and Measurement: Classroom Application and Practice*. New York: John Wiley & Sons, Inc., 2003.



IV. Course Requirements

Each student will complete the following course requirements:

1. Participate in classroom discussions.
2. Successfully complete a mid-semester examination.
3. Submit typewritten answers to textbook questions which are attached to this course syllabus.
4. Write a comprehensive unit examination based on the information in the textbook and the class lectures. The subject for which the examination is written is your choice. The Test Writing Project is due at the end of the course and will include the following:

A minimum of five educational objectives for this unit of instruction

A total of at least 50 questions:

At least 10 true-false items

At least 10 matching items

At least 10 multiple choice items

At least 10 completion/short answer items

Two or three essay questions

An accurate answer key

An explanation of how grades will be determined

Bibliographical information for a textbook used

Standard college title page

V. Method of Evaluation

The mid-semester and final grades for the course will be determined as a result of grades earned on these measures of learning:

Typewritten answers to textbook questions

Mid-Semester Examination

Comprehensive Final Examination

Test Writing Project

VI. Bibliography

The publications listed below may aid you in the successful completion of this course.

Bloom, Benjamin S., ed. *Taxonomy of Educational Objectives: the Classification of Educational Goals. Handbook I: Cognitive Domain*. New York: Longman, 1956.

Bulkley, Ed. *Why Christians Can't Trust Psychology*. Eugene, OR: Harvest House Publishers, 1993.

Buros, Oscar Krisen. *The Seventh Mental Measurements Yearbook, Volumes I and II*. Highland Park, NJ: The Gryphon press, 1972.



- Chase, Clinton I. *Contemporary Assessment for Educators*. New York: Longman, 1999.
- Kubiszyn, Tom and Gary Borich. *Educational Testing and Measurement: Classroom Application and Practice*. New York: John Wiley & Sons, Inc., 2003.
- Mager, Robert F. *Preparing Instructional Objectives*. Belmont, CA: Fearon Publishers, Inc., 1975.
- Oosterhof, Albert. *Developing and Using Classroom Assessments*. Second Edition. Upper Saddle River, NJ: Prentice Hall, 1999.
- Trice, Ashton D. *A Handbook of Classroom Assessment*. New York: Longman, 2000.
- Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. Sixth Edition. Chicago, IL: University of Chicago Press, 1996.

