

Chapter 1.
Measurement's
Importance to Educational
Leaders

contents

- What's in Name?
- What you don't need to know
- What you do need to know
- Two Assessment Emphases

Definitions

- **Measurement:**

a process by which educators use students' responses to specially created or naturally occurring stimuli in order to make inferences about students' knowledge, skills, or affective status.

- **Assessment**

a process by which educators use students' responses to specially created or naturally occurring stimuli in order to make inferences about students' knowledge, skills, or affective status

- **Testing**

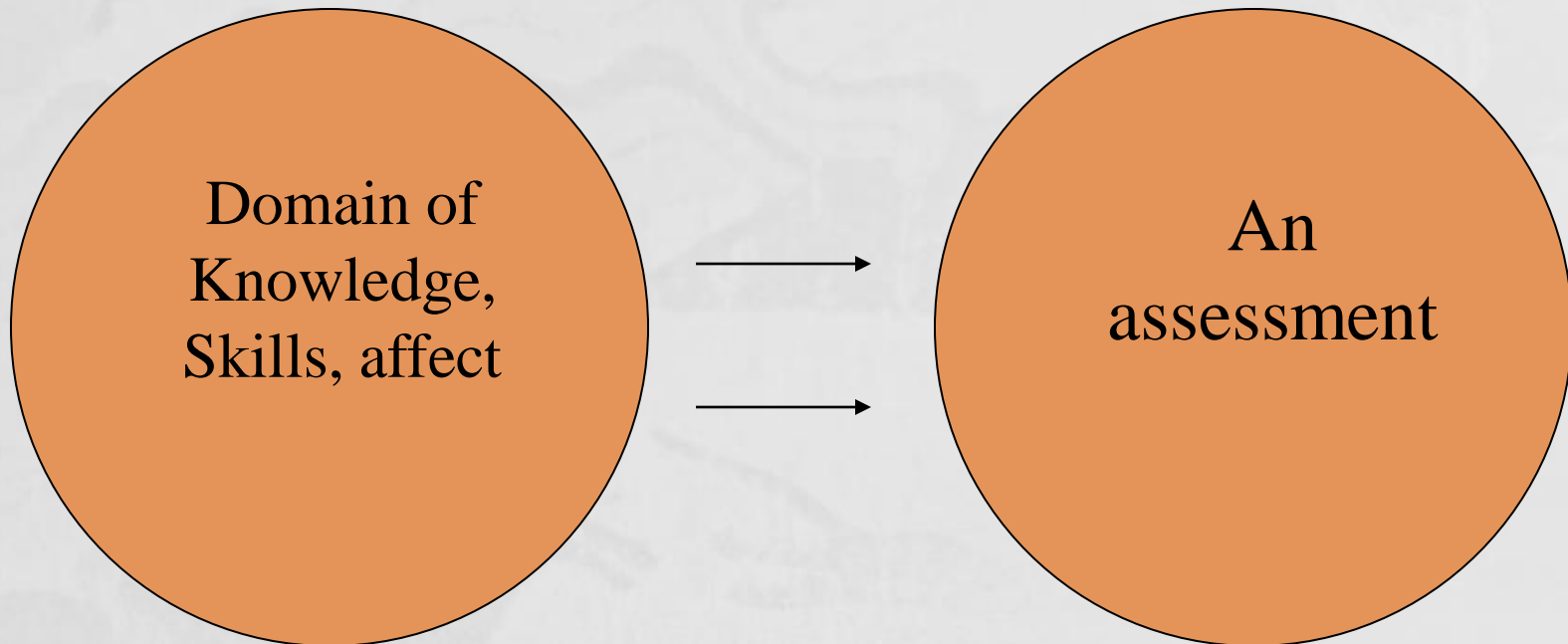
a process by which educators use students' responses to specially created or naturally occurring stimuli in order to make inferences about students' knowledge, skills, or affective status

What to measure

- Knowledge: how many of 500 hard-to-spell words a student can spell correctly from memory
- Skills: a students' ability to make a successful extemporaneous oral presentation to classmates after only forty minutes of preparation time
- Affective Status: students' attitudes toward specific subjects such as math, science, or art

Why we need assessment

- For decision-making
- But problem: Elusive to assess
- Inference = Interpretation



Sampling



Who are educational leaders?

- Educators whose decisions influence the decision of others who are responsible for educating students

What you don't need to know

- Assessment operation



(ii) 관성상존 : 균등속도여 보존.

$$\frac{1}{2} m V^2 = \frac{1}{2} (m) V_1^2 +$$

$$\left. \begin{aligned} V &= \frac{1}{3} V \\ &= \frac{4}{3} V \end{aligned} \right\} \therefore V_B - V_A =$$

관마키 도여 전라수 시간 : $\frac{\text{time}}{\text{cycle}}$

120° : 2m 분초

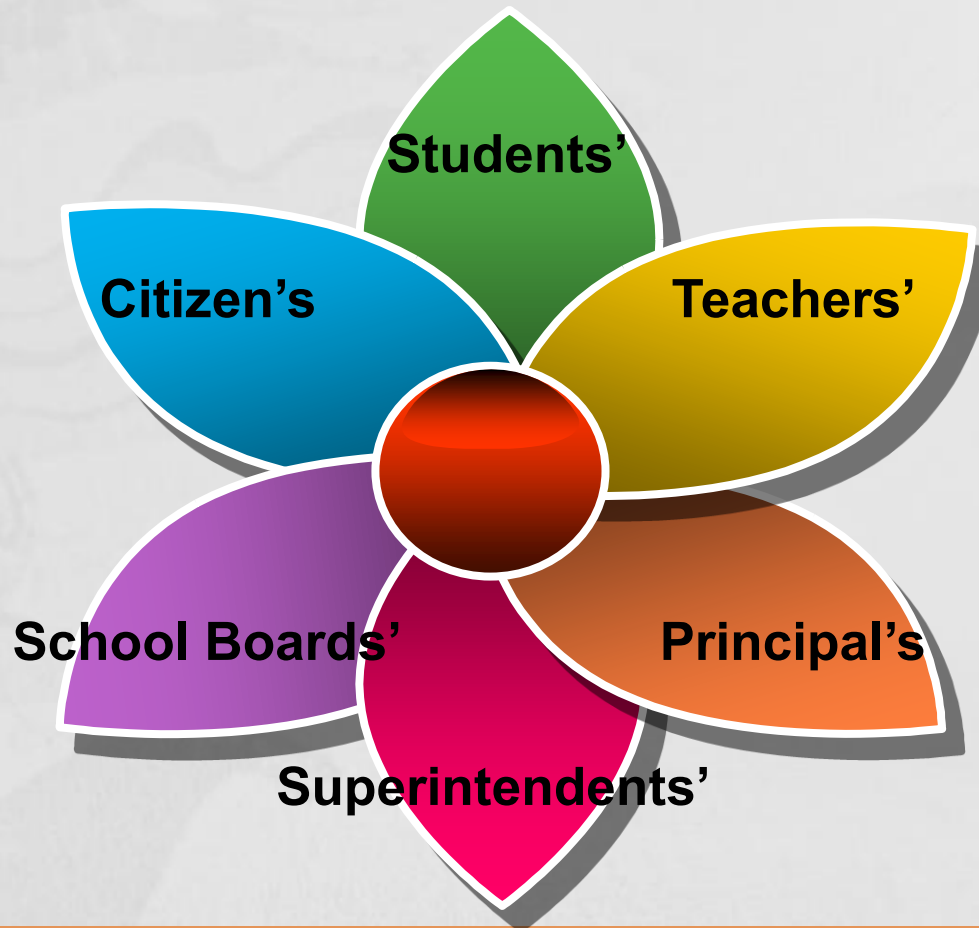
$$50^\circ = (360 + 120^\circ) = m \text{ 분초}$$



120° 되는 초여서 만난다.

What you need to know

1. Indicators of educational effectiveness



What you need to know (cont.)

BUT!!

Test score

≠

quality of education

What you need to know (cont.)

2. Assessment as an ally to instruction

Assessment helps Teaching

What you need to know (cont.)

Assessing

1. entry behaviors
2. en-route monitoring
3. closing the sequence

Two Assessment Emphases

1. an understanding of the proper and improper uses of test results as indicators of educational effectiveness
2. an understanding of the ways that test results, and tests themselves, can improve the caliber of classroom instruction

1. IMPROVING INSTRUCTION

2. EVALUATING EDUCATIONAL QUALITY



Thank you.