

### **Programme 3: Construct Assessment Tasks**

In education, assessment has different meaning under different context, e.g. assessment of student achievement, programme assessment, institutional assessment, etc. In this Programme, we confine the meaning of Educational Assessment to the measurement, documentation, interpretation and applications of student learning outcomes.

Under this operational definition, Educational Assessment is still a complex topic: the process of facilitating student learning is an interactive process between teachers and students. In effective teaching, it is important for a teacher to have continuous feedback on whether students are engaged in learning as a measure of her/his effectiveness of teaching and also as reference to adjust and enhance her/his teaching process.

The process of obtaining feedback is an assessment process. There are different tools to meet the needs of different situations: the most primitive one is eye-contacts with students to see whether they are engaged in the learning process from their facial expression. Other form of assessment to obtain feedbacks include, but not limited to, forms such as questioning, exercise, project, presentation, written assessment, etc.

This programme is designed to develop the competencies of participants in the educational assessment. It will include modules such as the design of assessment tools, collecting and interpretation of assessment data, using assessment data for making informed educational decisions etc.

As a head start, two modules, of 6 hours each, are planned:

- Module A provides basic knowledge and concepts in constructing quality assessment tasks, i.e. the theory of constructing assessment tasks; and
- Module B will be a workshop where participants will go through the process of constructing assessment tasks, i.e. the practice of assessments.

Participants are strongly urged to take both modules to have better understanding about constructing written assessment tasks.

**Module 3A: What is educational Assessment and the most common assessment tool: written tests (6 hours)**

Target participants:	Practitioner of the Sector who wish to have better understanding of Educational Assessment
Aims:	To introduce to participants the meaning of Educational Assessment and basic concepts of assessment tools
Related competencies	LK61
Learning Outcomes	<p>After completing the Module, participants will be able to:</p> <ul style="list-style-type: none"> <li>a. Describe different functions of assessment in education</li> <li>b. Recognize the spectrum of item types in assessing student learning and the format, strength and weakness of each cluster of item types</li> <li>c. Describe the rationale and formats of two item types: one from objective type items and one from performance based items</li> <li>d. Recognize the quality indicators of an item (item difficulty and item discrimination) and of a test (reliability and validity).</li> </ul>
Structure of the Module	<ul style="list-style-type: none"> <li>a. This module will introduce to participants the big picture of educational assessment, which will include: functions of educational assessment; different types of assessments to match the needs of different functions.</li> <li>b. The most common assessment tools, written assessments (or paper and pencil tests) will then be highlighted. A spectrum of item types will be discussed.</li> <li>c. Two item types will be chosen for in-depth discussion: the formats and skills in constructing the items will be discussed.</li> <li>d. Quality indicators for (a) a test; and (b) an item will be highlighted</li> </ul>

**Module 3B: Constructing assessment task in practice (6 hours)**

Target participants:	Practitioner of the Sector with basic knowledge in educational assessment and wish to have hands-on experiences in constructing assessment task.
Aims:	To provide participants with hands-on experiences in constructing a written assessment (paper and pencil tests)
Related competencies	LP51
Learning outcomes:	<p>After completing the Module, participants will be able to:</p> <ol style="list-style-type: none"> <li>Assess whether written assessment is a good choice to assess the learning outcomes of the curriculum to be assessed</li> <li>Construct the specifications of written assessment</li> <li>Select and construct items according to the specifications</li> <li>Design scoring rubrics</li> <li>Tryout and analyze the quality of the items/test</li> <li>Interpret the results for improvement</li> </ol>
Structure of the Module	<ol style="list-style-type: none"> <li>Participants of this module will be asked to bring with them a course curriculum with clear learning outcomes.</li> <li>They will work, under guidance, to assess whether written assessment is a good choice to assess the course.</li> <li>Suggestions to supplement written assessment with other forms of assessment, such as project work, presentations etc. will be discussed.</li> <li>A specifications for written assessment of the course will then be constructed</li> <li>Item types will then be chosen for the written assessment. Some items, which should include at least two item types will be constructed as examples.</li> </ol>