



自資高等教育聯盟

Federation for Self-financing
Tertiary Education

Module 3A:

What is educational assessment and the most common assessment tool: Written Test

Mr. Howard Sou
hhpsou@gmail.com

Morning Session August 2015
Federation for Self-financing Tertiary Education

On a page of paper, put down:

- ▶ **Your perception of assessment**
- ▶ **List the modes of assessments you know**
- ▶ **List the modes of assessment you frequently use in your work**

What you should know in Assessment

- a. The big picture
- b. The technical know how
- c. The interpretation and application

Learning Outcomes

- ▶ Describe different functions of assessment in education
- ▶ Recognize the spectrum of item types in assessing student learning and the format, strength and weakness of each cluster of item types
- ▶ Describe the rationale and formats of two item types: one from objective type items and one from performance based items
- ▶ Recognize the quality indicators of an item (item difficulty and item discrimination) and of a test (reliability and validity).

Operational definition

Educational Assessment:

The measurement, documentation and interpretation of student learning outcomes.

Functions of Assessment

- ▶ Assessment is essential not only to guide the development of individual students but also to monitor and continuously improve the quality of programs, inform prospective students and their parents, and provide evidence of accountability to those who pay our way.”

Accountability

- To students and their families
- To government
- To society

Program Improvement

Evidence-based program improvement soundly answers questions such as:

- How well are student learning outcomes being met?
- Which outcomes need to be revised?
- Which programs/services/courses need to be revised to better fit the outcomes?
- Which programs/services/courses are no longer congruent with the mission and goals of the department?

Certification

To qualify individuals with knowledge, skills and attitudes to undertake :

- Further learning
- Work
- Particular profession

Can you briefly describe your interpretation of “Assessment”?

- Assessment
- Test
- Measurement

Assessment

- ▶ A full range of procedures (or tools) to gain information about student learning (observations, rating of performances or projects, skill tests, paper and pencil tests etc) and the formation of value judgments concerning learning process

Test

- ▶ A particular type of assessment that typically consists of a set of questions administered during a fixed period of time under reasonable comparable conditions for all students.

Measurement

- ▶ The assigning of numbers, or grades, to the results of a test or other type of assessment according to a specific rule (e.g. counting correct answers or awarding points or grades for particular aspects of an essay)

Technical Issues

- How to construct an assessment tool for the collection of data for educational decision making?
- What data collection tools are available?
- How to select the right tool for a particular assessment objective?

Data collection tools (Item types)

- Objective test items
- Performance assessment tasks

Objective test items

Some examples

Supply types: Short answers
 Fill in blank

Selection types: True-false
 alternative responses
 Matching
 Multiple-choice

Objective test items

- ▶ Objective test items present students with a highly structured task that limits the type of response they can make. To obtain correct answer, students must demonstrate the specific knowledge, understanding, or skill called for in the item; they are not free to redefine the problem or to organize and present the answer in their own words.

Objective test items

- ▶ The positive side of this item type is that it contributes to objective scoring that is quick, easy, and accurate.
- ▶ The negative side is that it is inappropriate for measuring the ability to select, organize, and integrate ideas.

Performance assessment tasks

Some examples

- Extended-response essay questions
- Restricted-response essay questions
- Oral presentations
- Project assessment
- Use of equipment or scientific instruments
- Playing a musical instrument

Performance assessment tasks

Performance assessment tasks allow students to decide which facts they think are most pertinent, to select their own method of organization, and to write as much as seems necessary for a comprehensive answer.

Performance assessment tasks

- ▶ The positive side is that such tasks tend to reveal the ability to evaluate ideas, to relate them coherently, and to express them succinctly. They also reflect individual differences in attitudes, values and creativity.
- ▶
- ▶ The negative side is that (1) they are inefficient in measuring knowledge of factual material; and (2) scoring is difficult and apt to be less reliable.

The process of preparing, administering and using assessment

- ▶ 8. Interpreting and using the results
- ▶ 7. Appraising the assessment
- ▶ 6. Administering the assessment
- ▶ 5. Assembling the assessment
- ▶ 4. Preparing relevant assessment tasks
- ▶ 3. Selecting appropriate assessment tasks
- ▶ 2. Developing specifications
- ▶ 1. Determining the purpose of assessment

Focus of the PM Session

- Alignment of Assessment with learning outcomes
- Planning of assessment: Programme level
- Planning of achievement test
- Quality assurance of assessment: item level and test level

End of Morning Session