

The Concept of Educational Assessment
And
Test Construction Techniques

BY

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Climate setting

- Please tell us:
 - Who are you?
 - What do you do?
 - What you Like or dislike (Hobby)
- Your expectation
- Setting ground rules

Tentative Schedule

No	Content	Activities	Date
1	<ul style="list-style-type: none">•Concept of Assessment•Test Planning	Presentation and Group Discussion	09/09/2013
2	<ul style="list-style-type: none">•Instructional Objectives	Presentation and Group Discussion	10/09/2013
3	<ul style="list-style-type: none">•Test Item Construction	Presentation and Group work	11/09/2013
4	<ul style="list-style-type: none">•Test Item Construction cont...•Test Item Analysis	Presentation and Group Discussion	12/09/2013

1. INTRODUCTION

- Educational assessment provides the necessary feedback we require in order to maximize the outcomes of educational efforts.
- The assessment of learners' learning provides objective evidences necessary in the decision-making process in education.
- A good measurement resulting in accurate data, is the foundation of sound decision making (Cone and Foster ,1991)

How ever there is doubt among educational practitioners about the special value of assessment as a basic condition for effective learning. Since the major problems of assessment of learners have been in the approaches or methods.

Discussion

- When people talk about the “falling standard of education what are they referring to?”
- Why are they so much concerned?
- Do you think that the way we measure the achievement of students matters?

1.2. Concerns

- Referring may be to forms of critical skills and knowledge expected to be known
- Parents complain that children are un able to write letters or their names
- Secondary school leavers un able to write or express themselves well
- The need to overhaul/revise/ educational program

1.3. Purpose of Educational Assessment

- Determine how well each student has achieved course objectives
- Diagnose student problems
- Identify areas where instruction needs improvement
- Motivate students to study
- Communicate what material is important

Purpose...

- Selection purpose
- For placement
- Establish basis for assigning grades
- Administrative purpose
- For guidance and counseling
- Certification purpose

purpose...

In general, it assess educational input, process and outcome .Since Information regarding educational outcomes is essential to effective formal education



 **Quality Education Assurance**

2. Basic Terms on Educational Assessment

Objective: To identify the basic terms

- ✓ Test
- ✓ Examination
- ✓ Measurement
- ✓ Assessment
- ✓ Evaluation
- ✓ Supervision and evaluation etc.

2.1. Test/Examination

Tests:

- Measurement instrument
- Designed to elicit specific sample of behavior
- are a set of items or questions
- are measurement devices that provide information about students and possibly others, although in the educational enterprise, the emphasis is certainly on students.

Examination :-is a collection of questions, problems, or physical responses designed to determine knowledge, intelligence, or ability.

2.2. Measurement

Discussion

- ▶ What do we measure literally?
- ▶ What do we use to measure?
- ▶ Why we measure ?
- ▶ If there is no common unit what follows?

Measure...

Measurement: is assigning quantitative value to a characteristic or a phenomenon

1. Quantification: assigning numbers
2. Characteristics: abilities, traits, attributes, constructs

2.3. Assessment

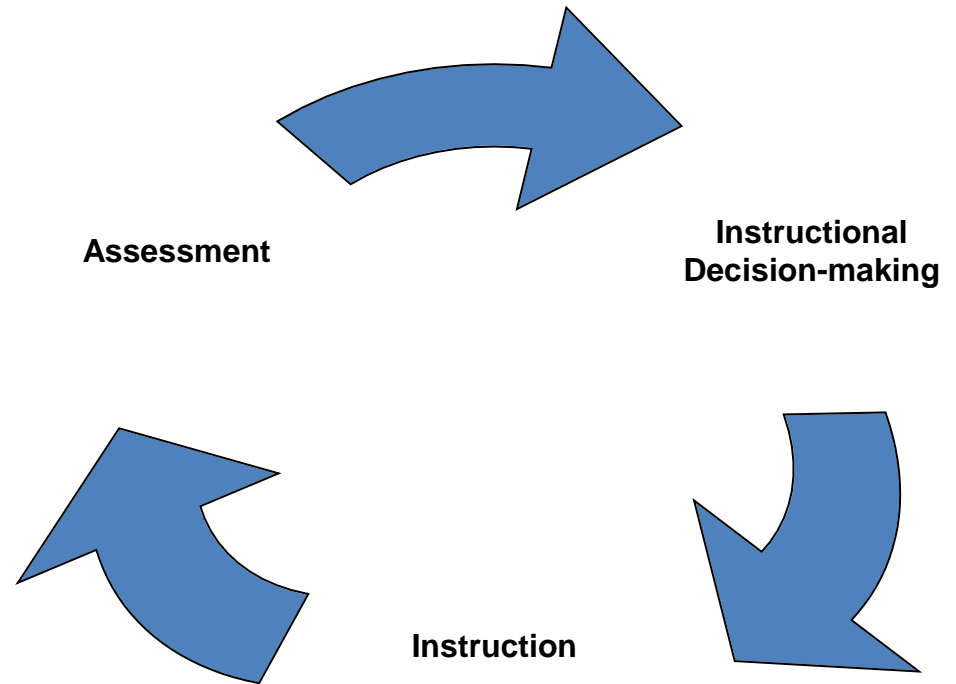
- A Process of obtaining information for making decisions/Nitco,1996/
- A student evaluation system that operates at the class room level/Capper,1996/
- The process of collecting, interpreting and synthesizing information to aid decision making/Airaisan,1997/
- A general term that includes many procedures used to gain information about student learning/Linn & Gronlund,2000/

Assess...

- In general, Assessment is a process for obtaining information formally or informally that is used for making decisions about students, curricula and programs, and educational policy
 - obtain information about student learning
 - make decisions about our teaching
 - ✓ in order to promote learning!!

Assessment as process

Assessment, then, is a cyclical process that involves reflective decision-making throughout

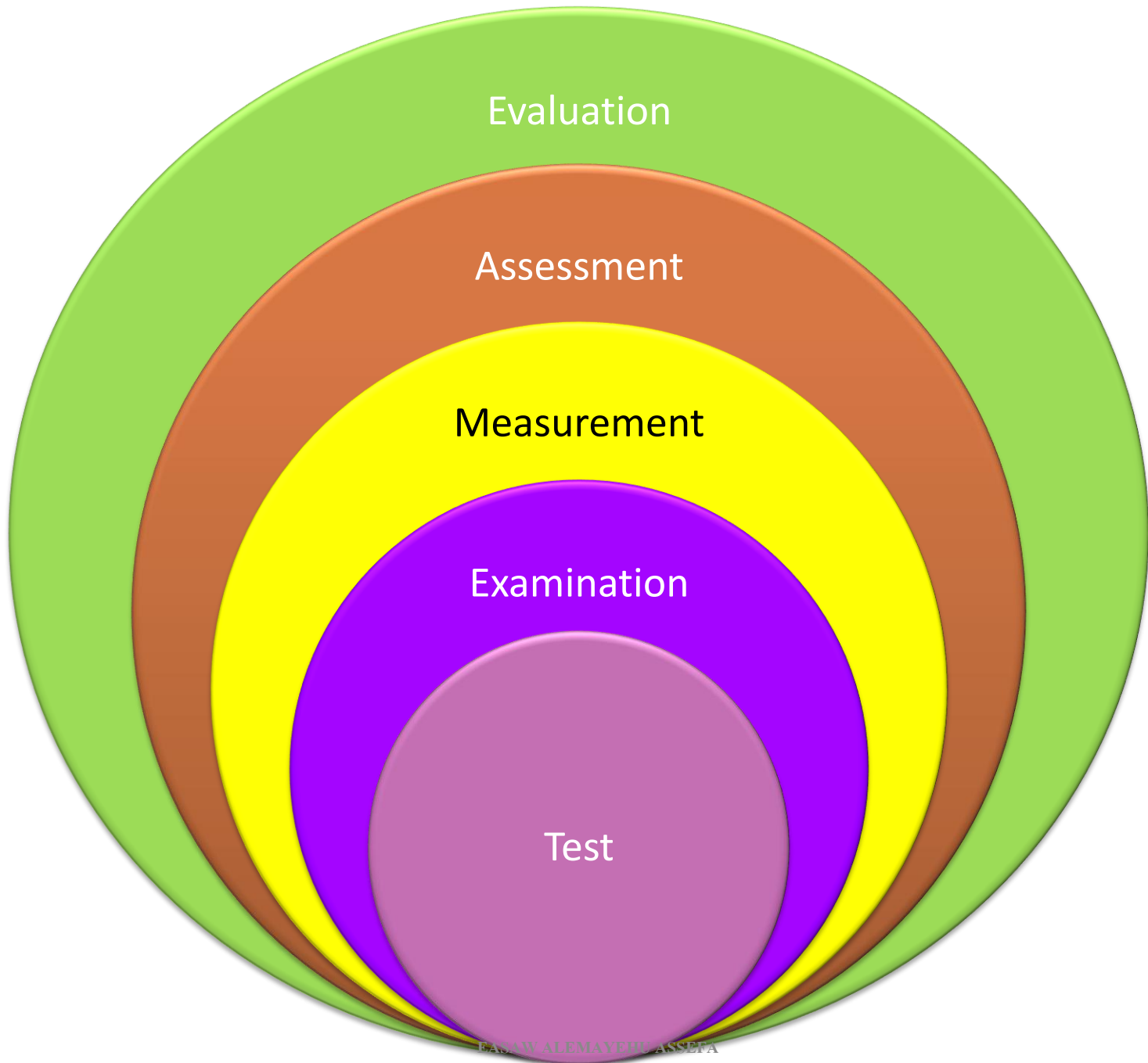


2.4. Evaluation

- Finding out the worth of a process or program or system /Ogunniy1986/
- A qualitative description of performance
- Judgmental in nature.
- Is based on other assessment results

Evaluation

- **Evaluation**: is a judgment exercise on certain observations or data collected by the evaluator
 1. Systematic
 2. Gathering of information
 3. Making decisions: value judgments



2.5. Supervision and Evaluation

One of the most important aspects of evaluation is supervision. The supervisor is principally concerned with helping teachers by means of:

- Guidance and evaluative activities
- Assessing teachers in overcoming their problems
- Organizing in-service programs or workshops
- Enforcing school regulations and safety

Cont...

- Ensuring the adequacy of personnel and materials
- Encouraging teachers resourcefulness, Ingenuity and dedication
- Rewarding good performance of teachers

The supervisor can not perform the above functions without the qualities below:

Cont...

- he must be well trained in the techniques of evaluation.
- he must be well acquainted with the planning, blue print, construction and implementation of the curricular programs
- he must possess admirable personal qualities such as integrity, fairness, firmness, friendliness, enthusiasm, and other characteristics of leadership.
- He must develop the ability to look at life in a different way

3. Continuous Assessment

- The continuous assessment approach has many advantages over the short method of assessment.
- It will make assessment more meaningful and more representative of the learners' overall abilities.
- However, still there is a problems in our schools to implement continuous assessment appropriately

Cont...

Discussion

- ❖ What do you think about teachers' :-
 - perception and understanding of continuous assessment ?
 - knowledge of skills of test construction and administration ?
 - a attitudes toward the program ?
- ❖ What is the relationship between continuous assessment scores and the final scores in the National Examinations?

Cont. Assessment

- **Continuous Assessment:** is an assessment approach which involves the use of a variety of assessment instruments, assessing various components of learning, not only the thinking processes but including behaviors, personality traits and manual dexterity.

3.1 Principles of Continuous Assessment

- ❑ **Systematic:** planned-where, when, what, how
- ❑ **Comprehensive:** carried out in different forms/ mid,final, written tests/ informal methods anecdotal records, rating scales, check lists, interviews etc./
- ❑ **Cumulative:** continuous-not a one shot activity for cumulative judgment

Cont....

- ❑ **Objective:** closely related to the objectives of instruction, instruments used be convenient for scoring and interpretation
- ❑ **Guidance oriented-** Immediate feedback- focus on areas of learning objectives and contents that are not mastered

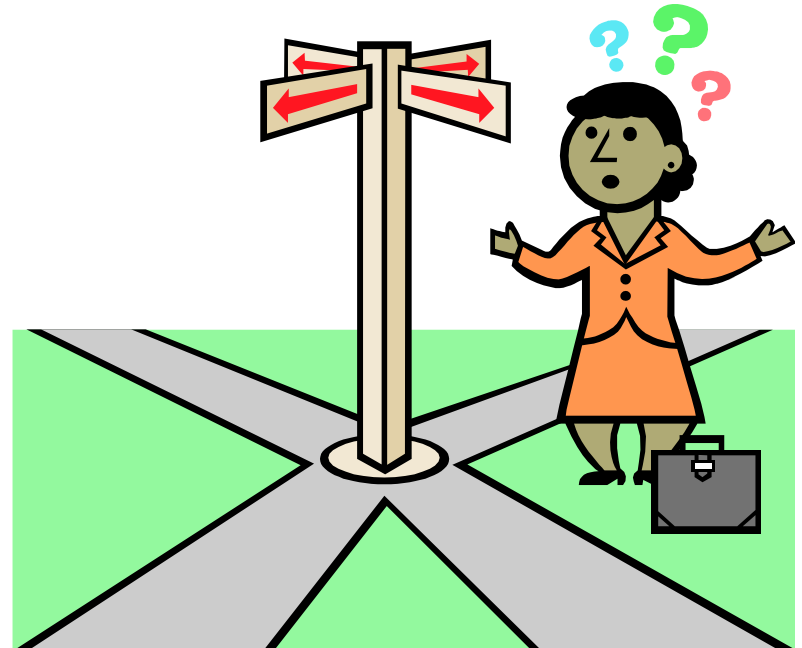
3.2 Major Types of Continuous assessment

- **Formative assessment:** monitor learning progress during instruction /each segment of instruction/
- **Summative assessment:** comes at the end of a course, unit

3.3 Stages of Continuous Assessment

What kinds of decisions teachers' made during the ff 3 stages in teaching/learning process ?

- Before
- During, and
- After instruction in the classroom



Decisions **Before** instruction

- What content do I need to cover?
- What abilities of my students do I need to take into account?
- What materials will I need?
- What learning activities will stimulate learning?
- What objectives do I want my students to achieve?
- How should I organize and arrange students in my class?

Decisions **During** instruction

- Is the lesson going well?
- Are they getting it?
- What should I do to improve what is happening?
- What feedback should I give them about their learning?
- Are they ready to move onto the next topic?

Decisions **After** instruction

- Are they achieving the short and long-term objectives?
- What strengths and weaknesses can I report about each student?
- How will this be reflected in the student's score?
- How effective was my teaching?
- How effective was the curriculum/ material ?

purpose of Cont. Assessment at each stages

- **Before** Instruction
 - Tests and assessment given at the beginning of an instructional segment to determine two key components
 - a. Whether students have the prerequisite skills needed for the instruction (determine readiness).
 - b. What extent students have already achieved the objectives of the planned instruction (placement or modification of instruction).

Purpose (cont)

- **During** Instruction
 - Tests and assessments given during instruction provide the basis for formative assessment.
 - a. They are used to monitor learning progress, detect misconceptions, encourage students to study, and provide feedback to students and teachers.
 - b. Using a different types of test items and complex performance assessment needs to ensure that the full comprehension of objectives is assessed (meaning choose questions carefully to have understanding in the classroom.)

Purpose (cont)

After Instruction

- The main interest is in measuring the extent to which the intended learning outcomes and performance standards have been achieved.
- Although these end-of-instruction test and assessments are used primarily for summative assessment they can serve as other functions,

purpose (cont)

- such as,
 - 1) Feedback to students
 - 2) Encouraging students to undertake advanced work
 - 3) Assigning of remedial work
 - 4) Assessing instruction as well as for grading purposes
 - 5) Function as both formative and summative
 - 6) Pre-test for the following unit
 - 7) Evaluating instructional effectiveness

3.4 Advantages and Limitations of CA

Discussion

What are the advantages and limitations of continuous assessment ?

Some Advantages of CA

To obtain information about:

- the present status of every student
- the students motivation in the teaching learning process
- students progress in learning
- students learning difficulties/diagnostic
- the subject matter content
- students interests, preferences and attitudes
- the effectiveness of teaching methods, materials.etc.

Some Problems of Continuous Assessment

- Teachers' lack of skills in test construction and administration
- Teachers' misunderstanding toward the continuous assessment approach
- The Problem of record keeping.
- Large class size