

The New Teacher

A Teacher Training Series by Mote Oo Education

Module 4: Assessment

ပုံနှိပ်တိုက်အမည်

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ဦးအောင်မြတ်စိုး

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The New Teacher: Module 4: Assessment

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2. The New Teacher: Module 4: Assessment



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How to use

The New Teacher

in your training.

The aim of this module is to develop the knowledge, teaching skills and reflective practice that are important for successful practitioners of learner-centred pedagogy.

This introduction will help you to understand the learning outcomes and learning strategies presented in the course.

In the module, you will find:

Key Words and Phrases are technical terms we think are important to understand. You don't need to memorise them all. You will see these words in **bold** when you read the text.

Previews. Every section starts with a Preview task to get you thinking and talking about the topic and to activate your prior knowledge in an area. Answers to Previews, where possible, are at the back of the module.

Exercises check understanding of the ideas in the section. They offer ways to apply these theories and develop relevant teaching skills in your own teaching context. Answers to Exercises, where possible, are at the back of the module.

Activities are designed to help develop the skills necessary for best practice in learner-centred pedagogy. These include planning, designing and adapting activities to suit different types of learners, classroom arrangements and class sizes.

Answers to Activities, where possible, are at the back of the module.

Some chapters have *Case Studies*, describing a local, regional or international situation. These are selected as examples of one or more of the issues described in the chapter. They are followed by comprehension and discussion questions.

Discussions provide a chance to talk about trainees own experience and ideas about the topics in the chapter.

Reflections ask you to think about your own teaching and learning practices. This is based on the idea that all learner-centred teaching practice involves a process of planning, teaching and evaluating your teaching in order to plan the next lesson. Reflections focus on how the knowledge and skills used in this book are applied in a classroom.

Summaries remind you of the main ideas of the section.

Before and after the module...

Read the *Teacher Competencies* to see how the content of this module fits with Myanmar and ASEAN competency frameworks.

Read the *Themes and Main Ideas* to prepare you for the module.

Look at the *Learning Goals* for knowledge, teaching skills and reflective practice. These outcomes will help you to identify which units of learning are most useful for you, or for your trainees' professional development.

They will help you to establish short-term and long-term goals for this training course, and for future training.

At the end of the module is an answers section. This has answers and example answers to some of the exercises and activities. Some questions rely on your own opinions and experience. We don't provide example answers for all of these.

Module 4: Assessment

Themes and Main Ideas

This is the fourth book in The New Teacher series, which looks at how you can measure students learning. This will help inform lesson and course planning and explores techniques to grade how well students meet the course objectives.

It looks at the principles of assessment and explore different assessment components, tasks and techniques, such as assessing projects, group work, participation, reflection and self assessment. There is a section on writing good tests. The final chapter focuses on overall assessment systems for your class or school.

Learning Goals

Knowledge

(Exercises)

In this module you will increase your knowledge of:

- what assessment is and how it works;
- types and purposes of assessment;
- reliable, valid and practical assessments;
- how assessment tasks relate to learning objectives;
- basic rules of designing rubrics;
- assessing projects, group work, participation and reflection;
- open and closed assessment tasks;
- common problems with test tasks;
- self assessment;
- assessment systems and their components.

Skills

(Activities)

In this module you will improve your ability to:

- identify different purposes of assessment;
- plan reliable, valid and practical assessment;
- design assessment tasks that fit the learning objectives;
- construct assessment rubrics;
- assess projects, group work, participation and reflection;
- design open and closed assessment tasks;
- analyse common problems in test task design;
- construct a test;
- plan continuous assessment and portfolio systems;
- design and weight components in an assessment system.

Reflection

(Reflections)

In this module you will reflect upon:

- the role of assessment in teaching and learning;
- the importance of assessment being reliable, valid and practical;
- the relationship between learning objectives and assessment;
- product and process assessment;
- the benefits of marking guides and rubrics;
- the benefits of an appropriate assessment plan;
- the value of different systems and components of assessment.

ASEAN Competencies

The ASEAN competency framework for Southeast Asian teachers was developed in order to harmonise, complement and benchmark the standards used in the various ASEAN countries. Teaching competency standards represent an agreed definition for quality teaching.

'Having a quality teacher in every classroom is a goal all Ministries of Education aspire to attain. But we need to be more explicit about what teachers know and do, about what teachers need to know, and how well they need to perform in order to become more effective. The existence of teaching competency standards represents an agreed definition for quality teaching.'

http://www.seameo-innotech.org/wp-content/uploads/2014/01/PolRes_TeachingCompetencyStandardsInSEA.pdf

1. What is Assessment?

ASEAN H1: Acquire knowledge and skills on testing, assessment and evaluation

2. Principles of Assessment

ASEAN H1: Acquire knowledge and skills on testing, assessment and evaluation

3. Assessment Task Types

ASEAN H1: Acquire knowledge and skills on testing, assessment and evaluation

ASEAN H2: Develop formative and assessment tools

ASEAN H3: Assess students' learning using different and appropriate assessment tools

4. Creating Assessments

ASEAN B4: Promote students' participation and collaboration

ASEAN H1: Acquire knowledge and skills on testing, assessment and evaluation

ASEAN H2: Develop formative and assessment tools

ASEAN H3: Assess students' learning using different and appropriate assessment tools

ASEAN H4: Utilise assessment results

Myanmar's Teacher Competency Standards Framework

Myanmar's Teacher Competency Standards Framework is being developed alongside broader actions undertaken to raise the quality of the Myanmar education, recognizing that an improving education system needs teachers with the knowledge, skills and values to do be effective teachers.

'Myanmar needs a strong system of teacher education (pre-service and continuing), with programs that provide the theoretical foundations to produce graduates and a quality teacher workforce with the kinds of professional knowledge, understanding and skills associated with the role and duties expected of Myanmar's teachers and the process of teaching.'

Teacher Competency Standards Framework (TCSF) Draft Version 2.0, Ministry of Education, 18 July 2017

The following are competency standards and minimum requirements TCSF defines for beginning teachers.

1. What is Assessment?

- **TCSF A4:** Know the curriculum
- **TCSF 4.1:** Demonstrate understanding of the structure, content and expected learning outcomes of the basic education curriculum

2. Principles of Assessment

TCSF A4: Know the curriculum

- **TCSF 4.1:** Demonstrate understanding of the structure, content and expected learning outcomes of the basic education curriculum

3. Assessment Task Types

- **TCSF B2:** Assess, monitor, and report on students' learning
- **TCSF B2.1:** Demonstrate capacity to monitor and assess student learning

4. Creating Assessments

TCSF B2: Assess, monitor, and report on students' learning

- **TCSF B2.1:** Demonstrate capacity to monitor and assess student learning
- **TCSF B2.2:** Demonstrate capacity to keep detailed assessment records and use the assessment information to guide students' learning progress



1

What is Assessment?

Objectives

- Trainees will define assessment.
- Trainees will differentiate between formative and summative assessment.
- Trainees will explore the purposes and types of assessment.

Glossary

benchmark: စံအမှတ်အသား

checklist: စစ်ဆေးရန်စာရင်း

course planning: သင်ရိုးအစီအစဉ်ရေးဆွဲခြင်း

curriculum: သင်ရိုး

diagnostic: အားနည်းချက်ရှာဖွေခြင်း

evaluation: အကဲဖြတ်ချက်

feedback: အကြံပြုချက်၊ မှတ်ချက်၊ တုံ့ပြန်ချက်

formative: စဉ်ဆက်မပြတ်ဖြစ်သော၊ တည်ဆောက်ထောက်ပံ့ပေးသော

grade/mark: အမှတ်/အမှတ်ခြစ်သည်

high stakes: အရေးပါသော

identify needs: လိုအပ်ချက်များ သတ်မှတ်ဖော်ထုတ်ခြင်း

intensive: အပြင်းအထန်၊ အကြိတ်အနယ်

internal : အတွင်းနှင့်ဆိုင်သော

learning objectives: သင်ယူမှုရည်ရွယ်ချက်များ

mindmap: ဆက်စပ်မှုပြ ဖြာထွက်စက်ဝိုင်းပုံ

peer: အချင်းချင်း၊ မိတ်ဆွေ၊ အဖော်အပေါင်း

performance review: စွမ်းဆောင်ရည်ပြန်လည်စစ်ဆေးခြင်း

stakeholder: အကျိုးစပ်ဆိုင်သူများ

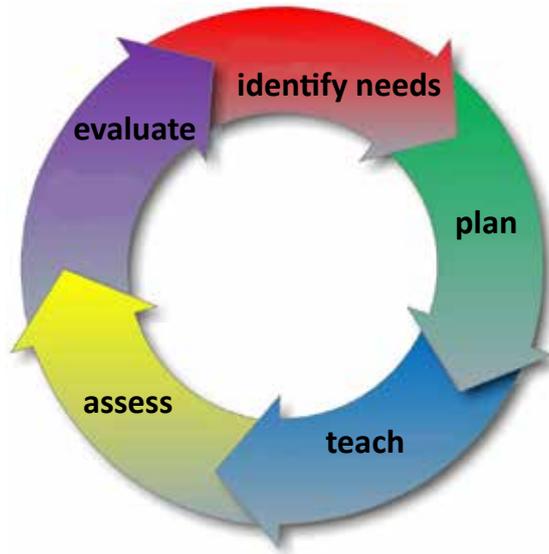
summative: အဆုံးပိုင်း အပြီးသတ်တွင်ဖြစ်သော

1.1 Why Assess?

Preview

A In pairs, discuss the teaching cycle.

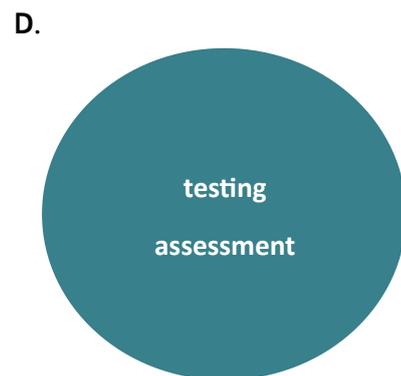
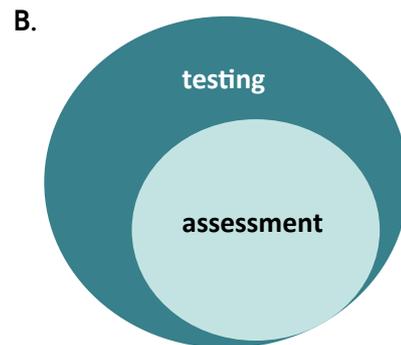
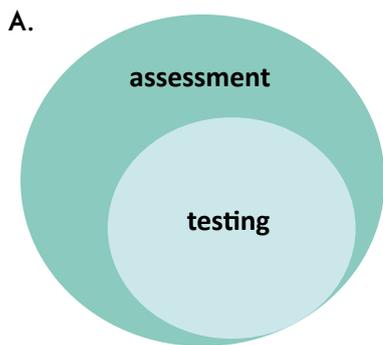
1. What stage of the teaching cycle is this book about?
2. How does it relate to the rest of the teaching cycle?



Exercise

B In pairs, answer the questions.

1. What is the difference between testing and assessment?
2. Which diagram best represents the relationship between testing and assessment?



Activity

C In groups, complete the chart.

1. Write some questions that you have about assessment.
2. Write answers to these questions.

Your questions	Your answers
What? <i>What should we assess?</i>	- <i>how much students can do</i> - <i>how much they have learned on a course</i>
a. Who?	
b. When? <i>How often do we assess?</i>	
c. Why?	- <i>to see how much students have learned</i>
d. How?	

Activity

D When do you use assessment? Tick the situations that apply to you.

1. ___ To see if students understand the content you have been teaching.
2. ___ To put students in the appropriate level class.
3. ___ To inform which topics you should teach, in what language and at what level.
4. ___ To see how effective your course is.
5. ___ To choose students to attend a class you are starting.
6. ___ To estimate students' likely scores on an IELTS exam.
7. ___ To know whether students can pass matriculation or not.
8. ___ To identify which skills and knowledge students are weak in.
9. ___ To check students' understanding of Unit 3, so you can start teaching Unit 4.
10. ___ To rank students into high-, medium- and low-performing.
11. ___ To decide whether students can get into a higher-level course.
12. ___ To choose students to receive a scholarship.
13. ___ To identify ways that you can change your teaching techniques to improve students' performances.

Assessment and the Teaching Cycle

We use assessment throughout the teaching cycle. During the 'identify needs' stage (before we teach), we use it to find the level that our students are at when they enter a course. What do they already know? What can they already do? What do they need to know? What do they want to do?

This information can help us to plan the course, and plan our teaching day to day.

As we teach, we want to know how well students are learning. This happens during and after the teaching stage. We look at what students have learned and see if it matches the learning objectives. Planning, teaching and assessment need to match, and to work together.

Assessment and evaluation are often confused. Evaluation is a type of assessment. We use evaluation to assess our teaching and planning. We then use this information to help us better prepare for teaching in the future. In The New Teacher series, we use 'assessment' to mean checking students' learning, and 'evaluation' to check teaching and course planning success.

This module focuses on assessment of students' learning. Module 5 covers evaluation.

Exercise

E True or false? If false, write a correct statement.

1. Assessment can show how much students have learned.
2. Assessment, teaching and planning are independent of each other.
3. We use assessment at all stages of the teaching cycle.
4. Assessment and evaluation mean similar things.

Discussion

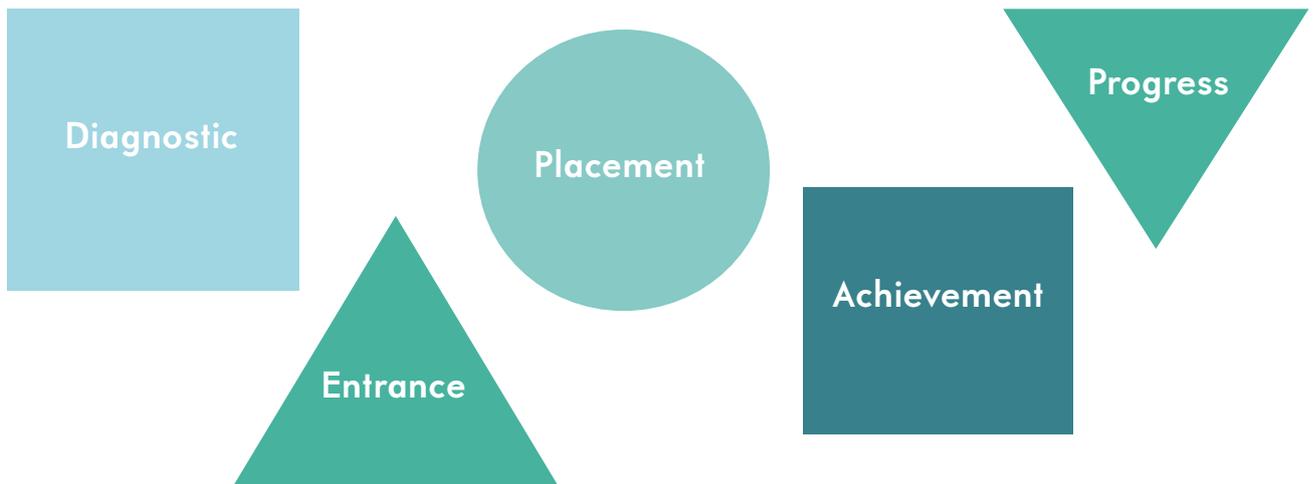
F Discuss the questions.

1. As a teacher, have you ever tried to check how well your students have learned what you taught? What did you do? What did you learn from this? Did this work well? Did it help you in your work as a teacher?
2. When you were a student, and the teacher wanted to check how well you had learned something, what happened? What did the teacher do? What did you do?
3. You are a course coordinator. You and the teachers on your team have just finished teaching the course. You want to find out if the course worked well, the curriculum was appropriate, and the students enjoyed it. You also want to find out what improvements to plan for next time. What can you do?

1.2 Purposes of Assessment

Preview

A What do these types of assessments do?
Read the text. Were you correct?



How We Use Assessment

ENTRANCE ASSESSMENT selects students to attend a class. It is usually done at the start of a course, often as part of the 'identify needs' stage.

PLACEMENT ASSESSMENT puts students into the right level of class. It usually also happens as part of the 'identify needs' stage.

DIAGNOSTIC ASSESSMENT provides information about students' strengths and weaknesses. It is often used to decide course content.

PROGRESS ASSESSMENT measures how well students learn the things that you have been teaching. It might involve weekly class quizzes, or regular homework assignments.

ACHIEVEMENT ASSESSMENT tells you how well students have learned material from an entire course (or one semester). It might inform a final or mid-term course mark, or provide information to pass or fail a student.

Sometimes an assessment can be used for more than one purpose. For example, a teacher might look at the results of a placement or progress test to learn what students need to know (diagnostic). Or an achievement assessment might also inform whether a student can get into a course the following year (entrance)

Exercise

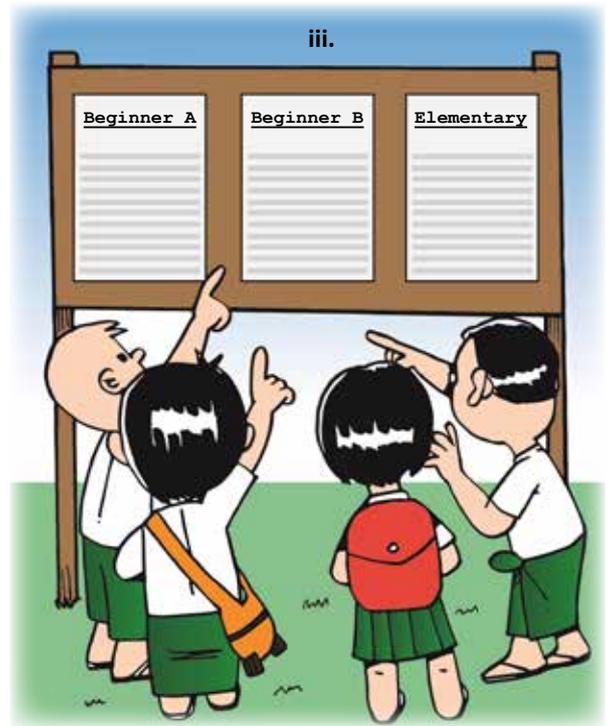
- B** Which type of assessment (from the previous page) could answer these questions?
1. How much did students learn this week?
 2. Which students have enough knowledge and skills to be on this course?
 3. Which students can join the advanced course, and which should do the basic course first?
 4. Did students successfully demonstrate the knowledge and skills from the course outline?
 5. What problems are students likely to have with this course?
 6. What do students already know about the topic?
 7. Did students improve key knowledge and skills from the previous unit?
 8. Which 20 students should get into the course?
 9. Which student will get the top student award for the year?
 10. Which students should go into classes A, B and C?

Exercise

- C** Match the assessment types to the examples. There is one example scenario (a-e) and one example picture (i-v) of each assessment type. Some examples match more than one assessment type.

1. Entrance
 - a. At the end of the year, students sit a test. This test is worth 50% of students' final marks.
 - b. Students applying for a scholarship sit a test. The 12 top-scoring applicants get a scholarship.
2. Placement
 - c. People joining a football club demonstrate their skills. The best footballers go into the A team, the others go into the B or C team.
3. Diagnostic
 - d. At a school for blind children, new students are given a test to see how much braille they can read. If they can't read fluently, they are given extra lessons.
4. Progress
 - e. After a month's car mechanic training, students are given a motor to repair. They get marks for how quickly and how well they fix the problems. The next month, they move on to gearboxes.
5. Achievement





v. **ပဲခူးအကသင်တန်းကျောင်း (အကပြိုင်ပွဲ)**



Activity

- D** What tasks could you use to assess these scenarios?
1. A placement assessment to teach Kayah literacy to middle school students. Some students have only spoken Kayah. Others can read it a little. Many can neither speak or write it.
 2. An entrance assessment to a very competitive pre-college programme. You want to select ten high school graduates, who will do an intensive course in sciences and arts, before they go to study at a top international university.
 3. A diagnostic assessment of a swimming team. The coaches want to see how their swimmers can improve their racing technique.
 4. A progress assessment of a grade three reading class. You want to know how well your students are doing with their reading skills.
 5. An achievement assessment of your Master's of Science class at a university. You want them to demonstrate a range of knowledge and skills from their two years of study. This information will give them a first, second or third class degree.

Discussion

- E** In groups, discuss your experiences, as either teacher or student, of each assessment type.
1. What assessment tasks did you use?
 2. Did they give the necessary information?

Examples:

“ When I applied for teacher training, the entrance test was multiple choice English grammar. This isn't really a useful way to measure my suitability for teaching ”



“ Progress assessments for my kindergarten students are a checklist. Are they curious? Do they help others? That sort of thing. I like this, as it gives the parents and school a useful picture of each child's educational experience. ”

1.3 Types of Assessment

Preview

A What is the most important assessment you have ever taken?

High-stakes and Low-stakes Assessment

HIGH STAKES means 'important'. High-stakes assessments are used to make important decisions about students. The outcome will affect students a lot. Matriculation exams are a good example – if a student fails, their life may be very different than if they pass.

Some examples of high-stakes assessment include:

1. international school exams such as IGCSEs and the GED;
2. performance reviews of all employees, aimed at only keeping the top 75%;
3. final exams at a school or university which determine a grade.

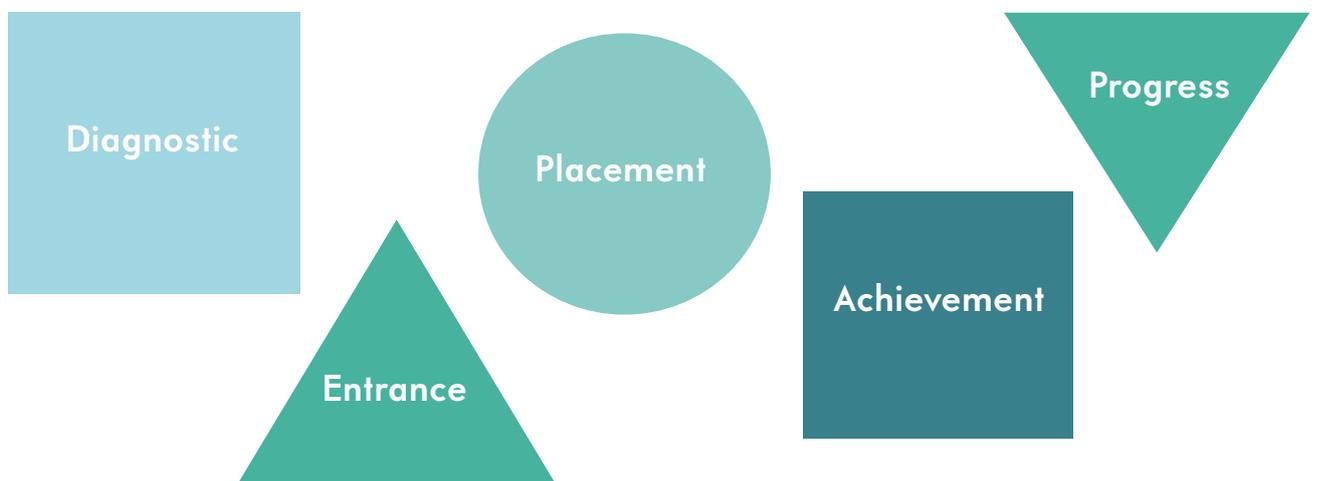
LOW-STAKES assessment is less important. It is usually internal and often informal. In low-stakes assessment, the outcome does not have a large effect on a student, although it might encourage them to work harder or focus on different things.

Examples of low-stakes assessment include:

4. a teacher observing students' group work to see whether they work better in large or small groups;
5. a weekly class quiz;
6. a checklist that students complete by themselves when they finish a unit.

Exercise

B Look at the examples of high- and low-stakes assessment above (1–6). Are these *placement*, *entrance*, *diagnostic*, *progress* or *achievement* assessments?



Formal and Informal Assessment

FORMAL ASSESSMENT is used to give a grade. That grade is usually a numerical, letter or percentage score. Often, formal assessment is part of a final grade. It often includes tests, projects and course work. External assessments, like TOEFL or the matriculation examination, are usually formal.

INFORMAL ASSESSMENT is usually not part of a final grade. It can include observation, checklists and peer or self-assessment. Informal assessment is almost always done internally.

Discussion

C Discuss the questions.

1. What external assessments do you know about? What was your experience of them?
2. Some educators think high-stakes assessment is bad for student learning. Why?
3. As a teacher, do you prefer formal or informal assessment? Why?
4. As a student, do/did you prefer formal or informal assessment? Why?

D Read the quote. What do you think formative and summative mean?



'When the cook tastes the curry, that's *formative* assessment.
When the guests taste the curry, that's *summative* assessment.'



Formative vs Summative Assessment

One way to classify assessment is into 'formative' and 'summative'.

FORMATIVE = assessment for learning | **SUMMATIVE** = assessment of learning

Formative Assessment

Formative assessment is used to gather information. This information is used by teachers to inform their planning and teaching, and as feedback for students, to improve their learning. It can help students to identify their strengths and weaknesses, and gaps in their knowledge and skills. They can use this to make a study plan. It can help teachers to address problems that their students are having, and see what learning objectives their students are meeting. They can use this to plan their teaching and plan their course.

Formative assessments are often informal and usually low-stakes.

Some examples of formative assessment include:

1. In groups, students make a mindmap that demonstrates their ideas about the topic that they have just studied.

2. For homework, students summarise a lecture.
3. Students show you their essay plans.
4. Students answer a series of questions at the beginning of a course, showing what they understand about the subject.

Exercise

E Look at the examples of formative assessment above (1–4). Are these *placement*, *entrance*, *diagnostic*, *progress* or *achievement* assessments?

Summative Assessment

Summative assessment measures learning objectives. It is designed to show how much learning has happened on a course. It can be used to determine the success of a student or the success of a course. It usually happens at the end of a course or semester. The results of summative assessments might go to students and teachers, and often other stakeholders, such as parents, school administrators or education authorities. The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark.

Summative assessments are often formal and high-stakes.

Some examples of summative assessment include:

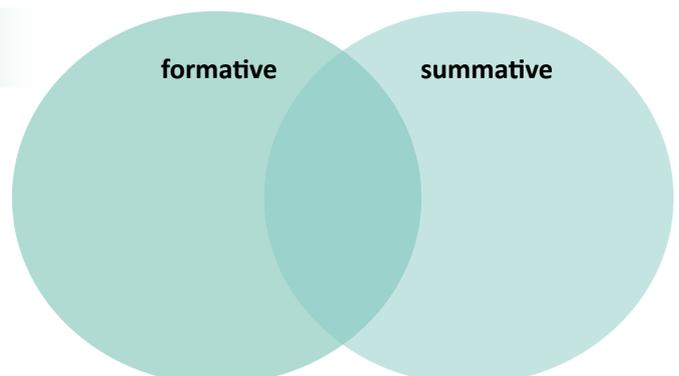
1. Students take an exam two weeks after teaching finishes for the year.
2. After doing self study for a year, a student sits the TOEFL exam.
3. After completing a group practical project, groups make a presentation to the rest of the class.
4. Students write sentences about themselves in English. If their sentences are good enough, they are allowed onto an English course.

Exercise

F Look at the examples of summative assessment above (1–4). Are these *placement*, *entrance*, *diagnostic*, *progress* or *achievement* assessments?

Activity

G Put each test type – *placement*, *entrance*, *diagnostic*, *progress* and *achievement*, in the Venn diagram.



Activity

H Look at the instructions for three classroom activities then answer the questions on the next page.

1. What Do You Know?

- 1 Draw a table on the board, with columns for *What do you know?*, *What do you think?* and *What do you want to know?*
- 2 Introduce the topic.
- 3 In groups, students complete the table.

'We're now going to study federalism. What do you know about federalism?'

What do you know?	What do you think?	What do you want to know?
- one country, different states - some laws are state laws, some are national	- new idea in Myanmar?	- how much autonomy for each State?

2. Define Key Phrases

- 1 Give students a list of key words and phrases related to the topic.
- 2 Students explain these in their own words.

decentralised – when power is not held in one place, but across lots of different locations
local responsibility – people in each area make decisions

3. True or False Class Quiz

- 1 In groups, students think of three true/false questions.
- 2 Check that their questions and answers are correct.
- 3 Groups in turn read their questions to the class.
- 4 Each group answers the other groups' questions.

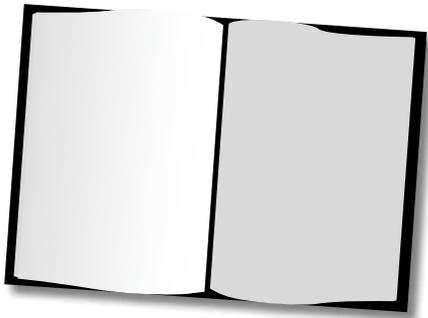
1. Federal systems have both central and local governments (T)
2. Federal governments must have a constitution (F)
3. Australia has a federal system. (T)

- a. Could you use them for formative or summative assessment, or both?
- b. What information about their students' learning could teachers get from these activities?
- c. What information about their own learning could students get from these activities?

Activity

- I Identify an assessment that you know well. This could be an international exam, a school grading system or an informal assessment technique that you use in class. Make a short presentation about this assessment. Explain:
1. What is the purpose of this assessment? Is it *placement, entrance, diagnostic, progress or achievement* assessment?
 2. Is it formative or summative, high or low stakes, formal or informal?
 3. What are the benefits of this assessment for the students and teacher?

Reflection



J In a *reflective journal*...

1. Describe something that you learned in this section that was significant for you.
2. Why was it significant for you?
3. How has learning about this topic changed the way that you think about your teaching?
4. Does it make you want to change the way that you teach? In what way will you change your teaching?

Summary – Chapter 1: What Is Assessment?

There are many different purposes of assessment. We can use assessment to measure how much students have achieved the learning objectives. We use it to inform our own teaching and planning. We use it to find out what students need and want to learn, so we can plan the program based on this information, or place them in the right level course.

The assessment type that we choose depends on the information that we want. Some assessment is informal, and some is formal. Some is high stakes, and has a great effect on the students' future lives. Formative assessment helps us plan and inform our teaching and helps students see their strengths and weaknesses. Summative assessment is usually used to give students a grade.

We choose different assessment tasks depending on the type and purpose of assessment.



2

Principles of Assessment

Objectives

- Trainees will recognise characteristics of valid, reliable and practical assessment.
- Trainees will integrate reliability, validity and practicality into assessment.

Glossary

consistent: ရှေ့နောက်ညီသော၊
တစ်သမတ်တည်းဖြစ်သော

coverage: ပါဝင်ခြင်း၊ အကျုံးဝင်မှု

criteria: စံနှုန်းများ

inclusive: အားလုံးပါဝင်ခွင့်ရှိသော

invigilate: စာမေးပွဲစောင့်သည်

open-answer: အမျိုးမျိုးဖြစ်နိုင်သောအဖြေများ

policy: မူဝါဒ

reliable: ယုံကြည်စိတ်ချရသော

standardised: စံသတ်မှတ်ပြီး
တစ်ညီတည်းဖြစ်စေသည်

task types: လုပ်ငန်း အမျိုးအစားများ

valid: ကျိုးကြောင်းညီညွတ်သော၊ ခိုင်လုံသော

2.1 Practicality

Preview

A Discuss the questions.

1. What does 'practical' mean?
2. How does practicality relate to assessment?

Designing Practical Assessments

Practical assessment is easy to design, invigilate and mark. How easy it is depends on a number of factors, including:

- what the objectives of the assessment are;
- whether the assessment is high stakes or low stakes;
- how many students you are assessing;
- what resources you have (how many invigilators, markers, etc.).

A weekly progress assignment for a small class has different practical issues to a high-stakes national exam for 100,000 students. You don't want to spend a long time designing progress assignments because you have to do them each week. Because it is low stakes, invigilating isn't really a problem. You will be marking it yourself, but there are not many students. Therefore, you can include open-answer or essay questions. They may take more time to mark, but will give you useful feedback on students' understanding of the material.

However the national exam is high stakes, so you need to carefully plan the design and marking systems. Because there are thousands of students, and a lot of people marking it, the marking system needs to be manageable. The markers will probably also need training.



Activity

B Read the scenarios then answer the questions.

- You need to select 12 people for a scholarship to an overseas university. You are planning an entrance test. Students must have fluent English and demonstrate higher-level thinking skills. Five hundred people have applied.
- In your writing skills course with six students, you want to make sure they understand the structure of an essay and can write proper introductions and conclusions.
- You teach 20 grade two students. At the end of the year, you want to assess their spelling in their first language.

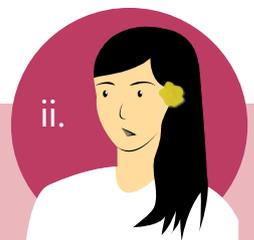
1. What practicality issues do you need to consider? Write these issues in the table.

	Design	Invigilate	Mark
a.	- as this is a high-stakes test, you should take time designing it		
b.		- easy, as small class, low stakes	
c.			- ensure you have enough time to mark all

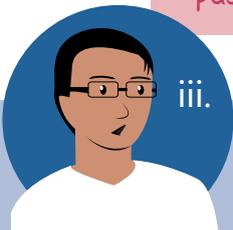
2. These three teachers are each talking about an issue with one of the assessment scenarios. Which assessment is each teacher talking about?



I need to watch them carefully to make sure they don't copy from their books.



I think it needs to be in two parts. An easy-to-mark multiple choice first. Then some more complex written answers for the people who pass the first test. Otherwise, marking will be too impractical.



It's easy to design this assessment. However, marking will take longer because I want to give useful feedback and use the information to plan next week's teaching.

3. How would you do these assessments?

Discussion

C Discuss this question in pairs or groups: *Last time you ran an assessment (as a teacher) or were assessed (as a student), what practicality issues were there?*

Example:

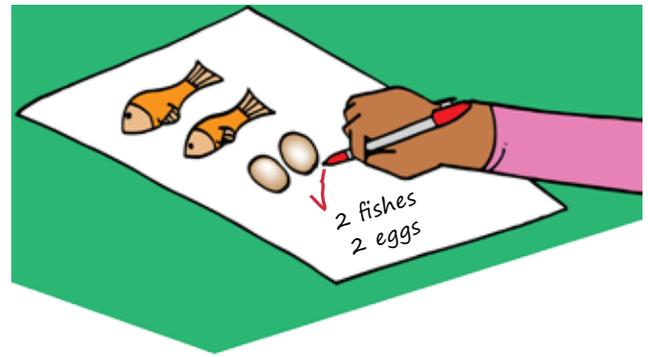
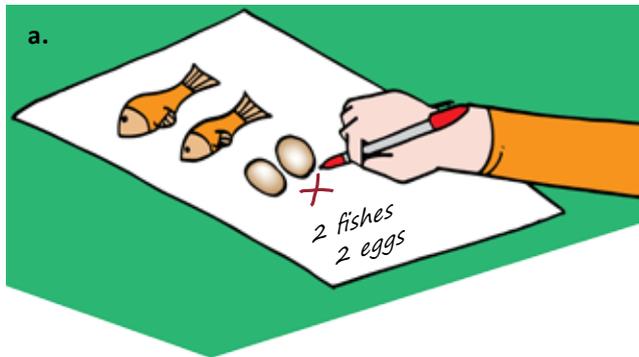
In the rainy season, the sound of the rain on the roof makes difficult to hear the speaking tasks I am trying to assess.



2.2 Reliability

Preview

A Look at the pictures. What is the problem in each one?



b. ONE SUNNY DAY...

What a nice morning!
I feel great.

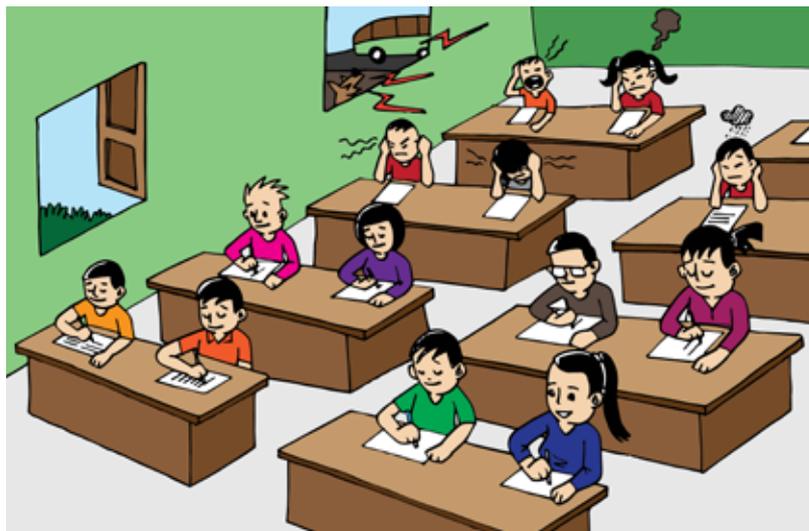


MANY HOURS LATER...

I am so tired. I
want to finish this
marking and go home.



c.



B Discuss the questions.

1. What does reliable mean?
2. How does reliability relate to assessment?

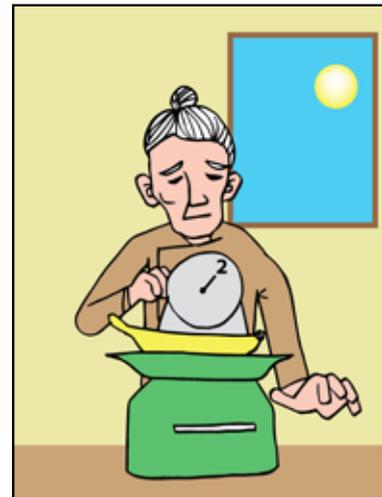
Designing Reliable Assessments

Reliable assessments, when completed to the same standard, should give similar results. They should give similar results even if different people mark them, or if students sit them in different locations or at different times of the day. They should give similar results if different students with the same knowledge and skills are being assessed. Reliable assessments are consistent.

Think about a set of weighing scales. If you weighed 2 kg of bananas in the morning, the scale would say 2 kg. They would also say 2 kg if you weighed them at night. If another person weighed these bananas, they would weigh 2 kg. If you weighed 2 kg of different bananas, the scale would still say 2 kg. These scales are consistent and reliable.

Like the scales, we want reliable assessment tools.

It is important that all the markers, and the students being assessed, know the assessment criteria. For example, if the assessment task is an essay, everyone must understand what the marking criteria are. Will students be marked for ideas? For grammar? A strong argument? Nice handwriting? If some students get high marks for perfect spelling, and other students get high marks for good ideas but the marker ignores the spelling, it is unreliable.



Exercise

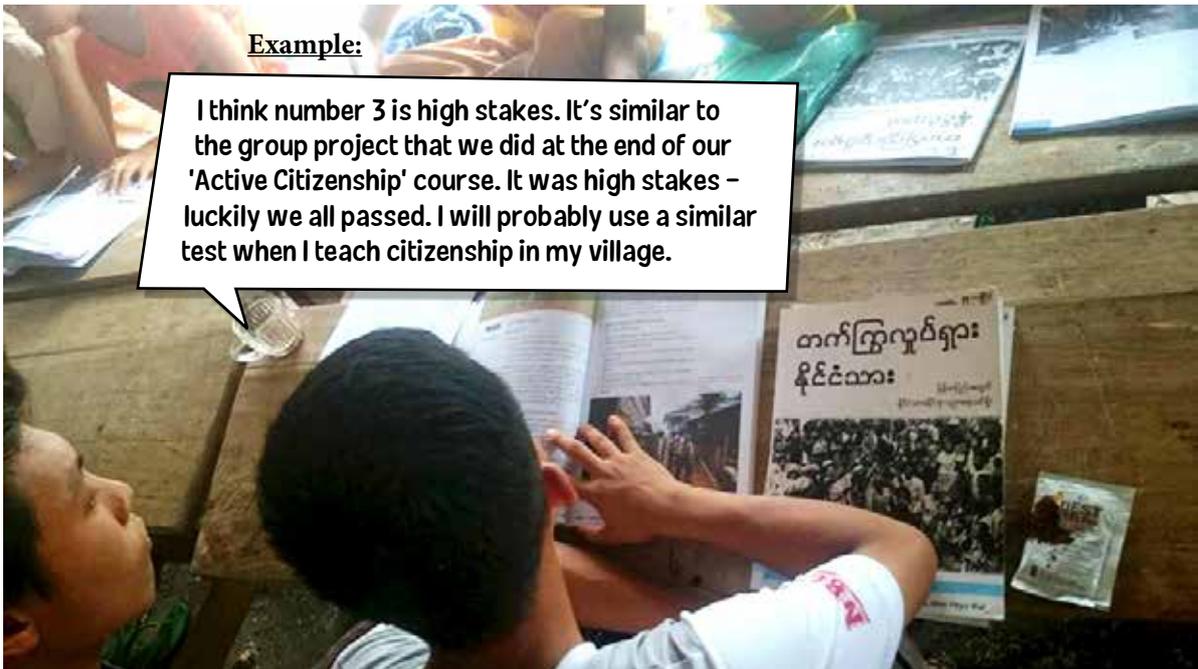
C Read the scenarios. Are they reliable or unreliable? Why?

- 25 students from an 8th standard history class sit a multiple choice test. Their teacher writes the test, and marks it himself.
- 250 Mon language students from a network of five schools write essays, as 20% of their final course mark. The essays are marked by the students' teachers. Some teachers give marks for creativity and structure, and others focus on correct grammar and spelling.
- Four students on a leadership training programme do a group project. The teacher explains to them the marking criteria – 50% for teamwork, 30% for good project planning, and 20% for presentation – and then marks according to those criteria.
- Two classes of 4th standard students sit a mid-year test. Class A does it on Monday, when the weather is good. Class B does it on Wednesday. There is a storm that day, so the students can't focus easily on the test.
- To gain entry into an English language academy, students have interviews with one of three teachers. The teachers have different levels of English. One teacher is very hard to understand because her pronunciation is not as good as the others.
- Kindergarten children are assessed on reciting the Myanmar alphabet. One after another, they recite it in front of the other children. If they get it correct, the teacher puts a tick next to their name.

Discussion

D Discuss the questions.

1. Look at scenarios 1-6 in 2.2 C Is each high stakes or low stakes?
2. What is the relationship between reliability and high-stakes tests?
3. Have you experienced similar scenarios, either as a teacher or a student?



Errors in Assessment

Errors can make your assessment unreliable. Errors lead to inaccurate assessment results. Here is an obvious example of error:

Choose the correct answer.

1. 20 % of 400 = a. 20 b. 50 c. 100 d. 200

Students cannot possibly answer this question correctly, as there is no correct option.

Errors can come from the assessment, the assessor, the student or the environment. The example above is an example of **ASSESSMENT ERROR**. The test itself is wrong. If there were two people marking the example above, and one gave all students one mark, and the other gave all students no marks, that would be an assessor error.

STUDENT ERRORS occur if a student gets things wrong, but it is not their fault. For example, if a student broke her hand recently and cannot complete all of the writing tasks in time.

Finally, if there were too few desks and some students had to work standing up or sitting on the floor, that would be an **ENVIRONMENT ERROR**, as those students may not be able to concentrate as well as the others.

Exercise

- E** Here are some sources of assessment error. Classify them into errors in the *assessment*, the *assessor*, the *student* or the *environment*.
1. The students are tired.
 2. Some markers give high marks for correct spelling, others give high marks for good ideas.
 3. The assessment lasts for four hours, so the last students to present are very hungry.
 4. The instructions are confusing so students don't know what to do.
 5. The instructions are in a language that students don't understand well.
 6. The examination room is noisy, so students can't hear the instructions.
 7. A student is sick.
 8. The essays should be typed but some students don't know this and write them by hand.
 9. It is too hot.
 10. The marker does not understand the essay question, so cannot give fair marks.
 11. The invigilator tells student to write answers on the exam paper. However, they are supposed to use a separate sheet of paper.
 12. There is more than one possible correct answer. However the marker only accepts one of the answers.

Assessment	Assessor	Student	Environment

Activity

- F** In pairs, design a checklist to ensure that your assessment is reliable. Next, join together with another pair and make a group list. Finally, make a class checklist.

Discussion

- G** In a high-stakes assessment, reliability is very important. A checklist is useful, but what are some other ways that you can ensure that your assessment is reliable?

2.3 Validity

Preview

A Discuss the questions.

1. What does 'valid' mean?
2. How does validity relate to assessment?
3. What is the relationship between learning objectives* and validity?

Designing Valid Assessments

A valid assessment assesses the things that it is supposed to assess. The assessor needs to identify the skills and knowledge to assess, and then design an assessment that includes these things.

ENTRANCE and **PLACEMENT** assessments measure skills and knowledge that students already have – the skills and knowledge that they would need to successfully participate in the course. For example, if you teach a course on advanced mathematics in Myanmar language, you need to know whether applicants already have enough maths skills to join the course. A valid assessment would probably be a test on mathematics. However, if that test was written in English, and students failed because their English was not good enough, it would be an invalid assessment.

A **PROGRESS** or **ACHIEVEMENT** assessment measures the amount that learners have learned. It assesses what is in the syllabus. Achievement assessment must also ensure that there is broad coverage of the syllabus. You should not focus all your achievement assessment on only a small section of a long course.

To ensure an assessment is valid, you and your students need to know the learning objectives of your course. These are what you will assess.

*Learning objectives are covered in The New Teacher 3, Chapter 2.

Exercise

B Read the scenarios and answer the questions below.

- a. A private school has a course which aims to get students through the GED exam. Their entrance test is a GED exam paper.
- b. In a swimming class, students have learned to swim on their front and back, to swim underwater and to dive into the water. The final assessment is a swimming race where they have to swim as fast as they can to the other side.
- c. You are teaching a class on conversational English. There is no fixed syllabus – you pick a topic each week and students discuss it. At the end of the course, you tell students to make a formal speech and assess them on this speech.
- d. In a network of ten schools with a standardised curriculum, students have a final test for each subject. The test is written by the most senior teacher from one of the schools. Sometimes there are test questions on topics that not all the schools have covered.

1. What are the validity issues with each?
2. What could you change to make them more valid?

Activity

C Look at the three assessments below.

1. Match the assessments (i-iii) with the descriptions (a-c, on the opposite page).
 - a. A formative progress assessment to check how well students work collaboratively and can demonstrate an understanding of scientific method.
 - b. A placement assessment to put people into correct levels at a language academy.
 - c. A diagnostic assessment to see how well students know parts of the body and what they do.
2. Complete the chart for each assessment.

Validity issue	How to improve it
<i>i. They are testing English vocabulary, not knowledge of what body parts do.</i>	
	<i>Remove the picture. Observe group using a checklist.</i>

Activity

- D** Below are three subjects, each with learning objectives. In groups, follow the instructions to design achievement assessments.
1. Choose one subject. Think of three different tasks to ensure full coverage of all objectives. There are some suggested tasks on the right.
 2. Join with another group and check that each other's assessments are valid.
 3. Either present your assessments to the class or put your assessments on the wall. Check other groups' assessment tasks for validity.

Environmental Studies (High School)

By the end of the course, students should be able to:

- explain the scientific principles behind 'natural' disasters, including climate change, cyclones, volcanoes, earthquakes, tsunamis, flooding, famines, and diseases;
- analyse how much a disaster is natural or caused by human actions;
- list actions likely to reduce the threat of disasters.

Myanmar Handwriting (Early Primary School)

By the end of the course, students should be able to:

- write all the major consonants of the alphabet and identify the sound that each one represents;
- modify consonants with vowelisers and identify the sound that each one represents;
- correctly spell 100 common words;
- write their family's names, their address and village.

Tasks

- a roleplay
- a poster
- a survey
- an article
- a picture
- a presentation
- a graph
- an experiment
- a description
- a biography
- a test
- a project

Assessment (Teacher Training College)

By the end of the course, students should be able to:

- describe the characteristics of a practical, reliable and valid assessment;
- identify issues in practicality, reliability and validity of common assessment tasks;
- design examples of reliable, valid and practical placement, diagnostic and achievement assessments.

Activity

- E** In pairs, design a checklist to ensure your assessment is valid. Next, join together with another pair, and make a group list. Finally, make a class checklist.

Face Validity vs Content Validity

FACE VALIDITY means that assessments look like they are assessing what they are supposed to assess. With low face validity, teachers, students and other stakeholders may not have confidence that the test is useful.

However, face validity does not necessarily mean that the assessment is valid. **CONTENT VALIDITY** means that assessments actually *do* assess what they are supposed to. For example, parents of students at an English-for-overseas-study course may expect to see a lot of grammar in tests (and high scores). However, grammar is only one aspect of English language learning. Grammar-heavy tests will not tell you much about a student's ability to pass an interview or to write a structured essay.

Activity

- F** Read the issues below, and answer the questions.
1. What kind of people do you think have issues with face validity?
 2. How could you respond to each of the complaints?
 3. Has face validity ever been a problem for you, as a teacher or a student?

a. That reading test did not have enough grammar in it. How can I measure my understanding of a language without a lot of grammar in the test?

b. The maths assignment was all about problem solving, and not about assessing that they remember formulae. If they want to get into engineering school, they need to know all the formulae.

c. How can you assess my daughter's art skills unless she has to draw accurately?

Discussion

- G** Discuss the questions.
1. Is face validity a problem in your teaching and assessing?
 2. Is content validity a problem in your teaching and assessing?

2.4 Putting It Together: PRV

Preview

A Discuss the questions.

1. Which criteria – practicality, reliability or validity – do you consider the most important?
2. Can you think of any other important criteria for assessment apart from practicality, reliability and validity?

Exercise

B Below are learning objectives and two possible assessments for an achievement assessment of post-secondary history students. Read them and answer the questions.

By the end of the course students should be able to:

- summarise key actors and events throughout Myanmar's history;
- describe the influence of key ideologies on events throughout Myanmar's history;
- research using primary and secondary sources, and differentiate between them.



i.

I think a multiple choice test is best. We can make sure that questions from all parts of the syllabus are covered.

I think an oral history project is best, where students record five interviews with history teachers and ask their opinions on different events and eras. They then fact-check what these teachers tell them using sources from the internet.

ii.



1. Which assessment is more valid?
2. Which is more reliable?
3. Which is more practical to design?
4. Which is more practical to invigilate?
5. Which is more practical to mark?

Activity

- C** In groups, look at these assessment examples. There is a problem with each one.
1. Is the problem about practicality, reliability or validity? Some have more than one issue.
 2. How could you correct each problem?

a. A question from a progress test for elementary (A1) English language students:

The functionaries _____ their new premises.
a. like b. likes c. liking d. to like

b. A question from a progress test for intermediate (B1) English language students:

We _____ to see the new James Bond movie.
a. go b. should go c. should have gone d. should to go

c. An entrance presentation to choose six students for an intensive business studies course. There are 120 applicants.

1. Write a business plan for a small business that you would like to start.
2. Present your business plan to the assessors. Your presentation should take 20-30 minutes.

d. From an entrance test for a social studies course:

1. What is the tallest mountain in Wales?
2. What is the capital city of Mexico?
3. What is the main export of Nigeria?

e. In an IELTS preparation course, students get progress tests once a week. The teacher writes mock IELTS exams each week.

f. In a test of elementary level English language reading comprehension:

'U Tin Oo is a rich man. He owns three cars and six houses. He eats in expensive restaurants every night.'

Fill the gaps.

1. U Tin Oo is a _____ man.
2. He owns three _____.
3. He eats in expensive restaurants _____ night.

g. In a test of intermediate level English language reading comprehension:

Many organisations use a top-down approach to management, where the senior directors make all the decisions, and the junior members implement them. Other organisations take a more bottom-up approach, where all members are involved in decision making.

Answer the questions:

1. Is consensus decision making usually used in top-down or bottom-up management?
2. Does the United Nations use top-down or bottom-up management styles?

h. In a nationwide assessment of vocational students' life skills awareness, 30 students from each vocational college are interviewed. Interviewers have different opinions about the most important criteria.

i. For a final mark in a chemistry course:

You have now completed a research project in the laboratory. Write up the results of your research.

- 30% – grammar
- 30% – organisation of essay
- 20% – spelling
- 20% – research methodology

Discussion

D PRV is not the only important factor when assessing students. Look at this list and discuss why each is important.

1. Transparency – that students know they are being assessed.
2. Inclusivity and fairness – the assessment does not disadvantage some groups.
3. The assessment is not too easy.
4. The assessment is not too difficult.
5. Student are familiar with the task types used in the assessment.



Activity

E Read the case study on the opposite page. Work in groups and follow the instructions.

1. Circle the words that you could use to describe this assessment.

formal informal high-stakes low-stakes
formative summative
reliable unreliable valid invalid
practical impractical

2. Answer the questions.
 - a. What are the reliability issues?
 - b. What are the validity issues?
 - c. What are the consequences of this assessment on Thailand's education?
 - d. Is your education assessment system the same Different? How?
3. How could Thailand's education system improve? Think of some ideas for possible changes.
4. Present your ideas to the class.

Case Study

THAILAND'S NATIONAL EDUCATIONAL ASSESSMENT

Thailand's national educational assessment, the Ordinary National Educational Test (O-Net), has problems. This year's O-Net results were disappointing. Too many 12th graders failed several subjects each. Scores for mathematics and English were particularly low.

The National Institute of Educational Testing Service (NIETS) hires university lecturers to write questions for the O-Nets but most of them have no experience in assessment or test design. The test uses mostly multiple choice questions, and many of these are badly designed.

Another problem is that NIETS does not work with Thailand's national curriculum designers. There are big gaps between these high-stakes tests and the school curriculum. NIETS assessments focus on factual knowledge.

Many teachers don't teach skills such as how to research, and how to write critical essays, as this is not in the exam. This leads to the tests dictating the curriculum, rather than supporting it.

The low exam scores mean that the assessment system is unreliable and inadequate. National assessments should provide data to improve education systems, evaluate teaching practices, inform policy makers and help individual learners improve.

After 12 years of education, high-school graduates are assessed using an exam which is different from what they have learned.

Adapted from <http://www.bangkokpost.com/opinion/opinion/1234458/a-yearly-reminder-of-utter-incompetence>



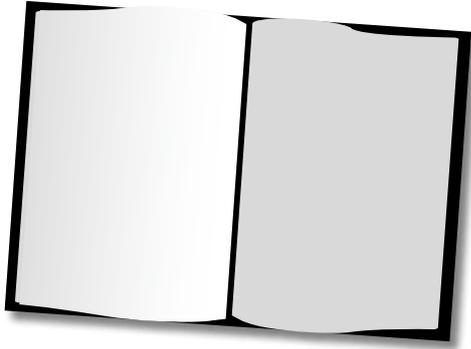
Activity

- F** In groups, make a checklist to ensure your assessment is reliable, valid and practical.
- Include any important points from 2.2 and 2.3.
 - Include anything new from this section.
 - Make a class checklist. Divide the sections into P, R and V.
 - Make copies for everyone and use this as you develop assessments for your students (optional).

What?	Y/N
- Does your assessment format exclude students with disabilities?	



Reflection



G In a *reflective journal*...

1. Describe something that you learned in this section that was significant for you.
2. Why was it significant for you?
3. How has learning about this topic changed the way that you think about your teaching?
4. Does it make you want to change the way that you teach? In what way will you change your teaching?

Summary – Chapter 2: Principles of Assessment

The three main principles of assessment are practicality, reliability and validity. All three are important for making a good assessment, and they also affect each other. Good assessment balances these three principles.

Specific practicality, reliability and validity issues all depend on whether your assessment is high or low stakes, formative or summative, and on how many students you are assessing, as well as on the specific purpose of assessment.

To make sure you have a reliable, valid, and practical assessment, you have to consider the number of students taking the assessment, the purpose of the assessment, the assessment conditions, the types of questions and the information they will give you, as well as who is going to mark the assessment and how.



3

Assessment Task Types

Objectives

- Trainees will define assessment.
- Trainees will differentiate between formative and summative assessment.
- Trainees will explore the purposes and types of assessment.

Glossary

apply: လက်တွေ့အသုံးချခြင်း

attitude: စိတ်နေစိတ်ထား

descriptor: ရှင်းလင်းဖော်ပြချက်များ

guidelines: လမ်းညွှန်ချက်များ

high-control/
controlled: ထိန်းကျောင်းကန့်သတ်မှုမြင့်သော

higher order thinking skills:
အဆင့်မြင့်တွေးခေါ်ခြင်း ကျွမ်းကျင်မှုများ

low-control/free: ထိန်းကျောင်းကန့်သတ်မှု နည်းသော

hypothesis: မှန်းဆချက်

participation: ပူးပေါင်းပါဝင်မှုပါသော

rating scale: အမှတ်ပေးသည့်အဆင့်ဆင့်

realia: ပစ္စည်းပစ္စယများ

realistic: လက်တွေ့ကျသော

relevant: ဆီလျော်သော

rubric: အမှတ်ပေးဇယား

spectrum: ရောင်စဉ်၊ အစွန်းနှစ်ဖက်ရှိသော မျဉ်းပေါ် စစ်တမ်း

trick: လှည့်ကွက်

3.1 How to Assess

Preview

A What tasks can you use to assess student learning? Make a list.

- *test*
- *presentation*

B What factors do you consider when choosing an assessment task? Make a list.

- *the type and purpose of assessment (progress/formative/low stakes etc)*
- *subject*

Using Activities to Assess

Any teaching activity, task or technique can also be used to assess learning. The most appropriate ones will depend on many factors, including the learning objective(s) being measured. Many assessments measure a few things at the same time. For example, you might set your students a project, where you are assessing their knowledge of the topic, research skills and teamwork.



Activity

C These learning objectives are based on Mote Oo's *Active Citizenship*, Chapter 1.

KNOWLEDGE	SKILLS	VALUES
By the end of the chapter you will increase your understanding of: <ul style="list-style-type: none">the difference between 'legal' and 'active' citizenship;	By the end of the chapter you will develop your ability to: <ul style="list-style-type: none">give a presentation on an active citizen in your community;	By the end of the chapter you will reflect on: <ul style="list-style-type: none">the advantages of being an active citizen;

1. Look at the assessment tasks below. Are they useful for assessing any of the objectives? If so, which one? Are there any issues with any of the tasks?
2. Think of an assessment task that measures two (or all three) of these objectives.

a. Which of these is a legal citizen and which is an active citizen?

1. Mi Mon has a national ID card and a passport.
2. Saw Gay belongs to several community groups and helped set up a local free school.

b. Write an essay describing the differences between a legal and an active citizen.

c. Choose the best answer.

A good presentation involves _____ .

a. <i>food</i>	b. <i>Powerpoint</i>
c. <i>preparation</i>	d. <i>photographs</i>

d. Make a five minute presentation about your active citizen to the class. Include information about the work they do and some background about their life.

MARKING CRITERIA:

- 50% information
- 30% background research
- 20% presentation skills

e. How do communities benefit from active citizens? Discuss as a class.

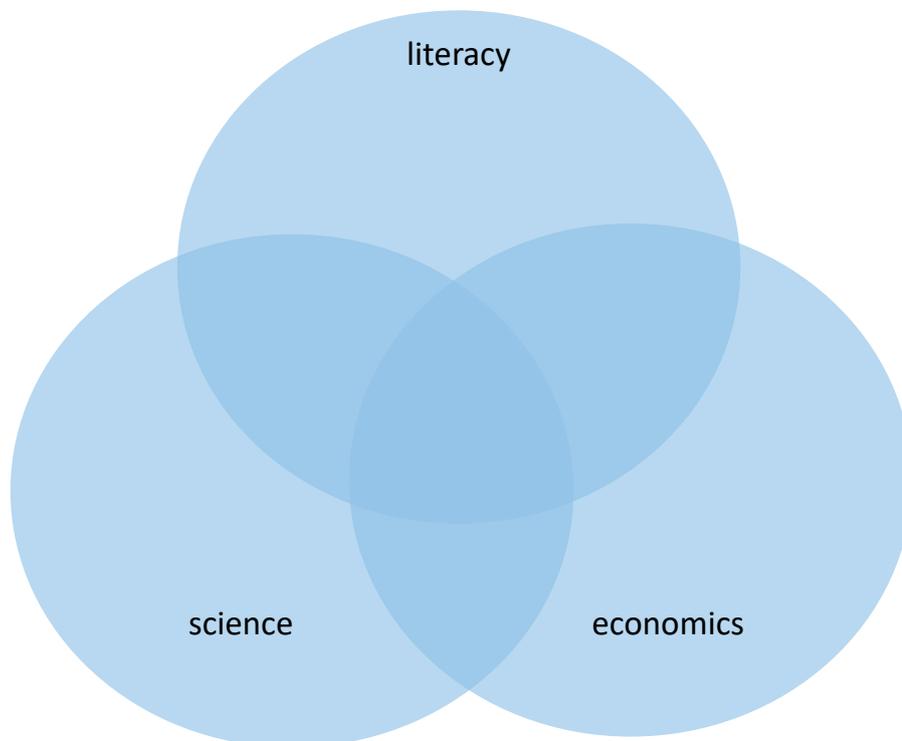
f. True or false?

1. Active citizens always obey the law.
2. Active citizens encourage participation in communities.
3. Active citizens are kind people who care about others.

Activity

D Look at the assessment tasks:

- Put them in the Venn diagram according to which subjects you might use them in.
 - put information in a diagram
 - gather data
 - participate in a discussion
 - write a book review
 - create a timetable
 - design a training workshop
 - give directions
 - test a hypothesis
 - identify fact and opinion in an article
 - design an experiment
 - complete a survey form
 - list famous people and their achievements
 - paint a picture
 - calculate a percentage from a graph
 - write a report
 - draw a map
 - analyse a case study
 - recite a poem
 - correct the mistakes in a text
 - grow a plant
- Circle the tasks that you could use to assess your subject.
- Make class lists of useful assessment tasks for each subject taught by your classmates. Add tasks of your own to these lists.



3.2 Assessment Task Types

Preview

A What are the differences between marking a multiple choice test and an essay?

Exercise

B Look at these examples of assessment tasks. For each task, decide what subject it is assessing and match it with the task types below.

i. Sort these into countries, cities and ethnicities.

India Scottish Hmong Laos Delhi
Iran Khmer Arabic Kuala Lumpur Sydney
Kunming Vietnamese Thai Mexico

ii. Put these events on the timeline.

Aung San-Attlee agreement
Independence
Assassination of Aung San



iii Choose the best answer.

Which of these is not an element?

a. *gold* b. *nitrogen* c. *radium* d. *salt*

iv. Choose the best answer for each question.

- | | |
|----------------------|-----------------|
| 1. How are you? | a. fifteen |
| 2. How old are you? | b. 1,500 MMK |
| 3. How much is that? | c. fine, thanks |

v. Describe the process of photosynthesis (100 words).

vi. Answer the questions.

1. What are the main characteristics of communist governments?
2. What are the main characteristics of monarchies?
3. What are the main characteristics of anarchist societies?

vii. Write the missing word.

Je m'_____ Louis. J'_____ vingt ans. J'_____ à Paris. Je _____ un étudiant.

suis appelle habite ai

viii. Answer the questions.

1. Salai has 14 oranges. He wants to share them equally with his 3 friends. How many oranges does each person get?
2. Su Su is painting her house. She has 3.1 litres of paint. She needs 7.5 litres. How much paint should she buy?

ix. Complete the sentences.

1. One benefit of social media in Myanmar is...
2. One disadvantage of social media in Myanmar is ...

a. matching

b. essay

c. ordering

d. open-answer questions

e. closed-answer questions

f. classifying

g. multiple choice

h. open gap fill

i. closed gap fill

Open and Closed tasks

CLOSED (controlled, high control) tasks have one correct answer. Students are either correct or incorrect. For example: 'How many legs do spiders have?' The only correct answer is 'eight'. If students answer '7, 6.25' or '12,000', they are incorrect.

OPEN (low control, free) tasks have many possible correct answers: 'What is your favourite colour, and why?', has many possible correct answers – a student can get full marks for an answer that has a colour, and a reason. For example

'Yellow, because I love baby chickens.'

'Green, because it makes me feel peaceful.'

'Green, as photosynthesis is important to all human life.'

are all correct. This example

'White – I am wearing a white shirt.'

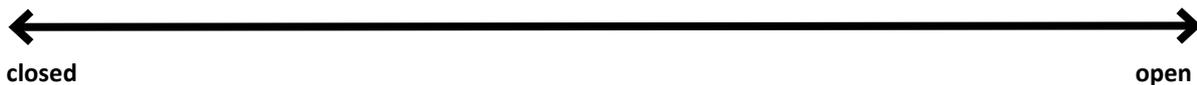
is partly correct, as the answer has a colour, but no reason.

Some tasks are a little open (there are a few possible correct answers). Others are very open, and you need a marking guide to help you know how to mark.

Closed tasks typically assess lower-level thinking skills – remembering and understanding – whereas open tasks are often used for assessing higher-level thinking such as applying, analysing, evaluating, creating. Therefore, when assessing knowledge, teachers may use more closed tasks and when assessing skills and values they more often use open tasks.

Activity

C Put the tasks from 3.2 B on the spectrum from 'completely closed' to 'very open.'



D Look again at the tasks in 3.2 B.

1. Choose three closed tasks and make them more open.
2. Choose two open tasks and make them more closed.
3. For each, do you think this change had made it better? Why or why not?

Discussion

E Discuss the questions.

1. Which type of assessment task, open or closed, did you most often do as a student?
2. Which type of assessment task, open or closed, do you most often use as a teacher?

Example:

When I was at school, we had a lot of tests with multiple choice questions.

3.3 Closed Task Types

Preview

A Discuss the questions.

1. What is the most difficult thing about writing closed assessment tasks?
2. What are the problems with closed assessment tasks?

Activity

B Look at this English language test task.

Fill the gaps with the correct word.

I live _____^a a large house with my mother, my _____^b and my brothers. We also have _____^c dog. My dog's _____^d is Rambo.

1. Write the answers to the test task.
2. The answers are at the bottom of the page. Were you correct?
3. Here are Aye Khaing's answers. How would you mark them?

Fill the gaps with the correct word.

I live near^a a large house with my mother, my cat^b and my brothers. We also have two^c dog. My dog's friend^d is Rambo.

a. in b. father c. a d. name

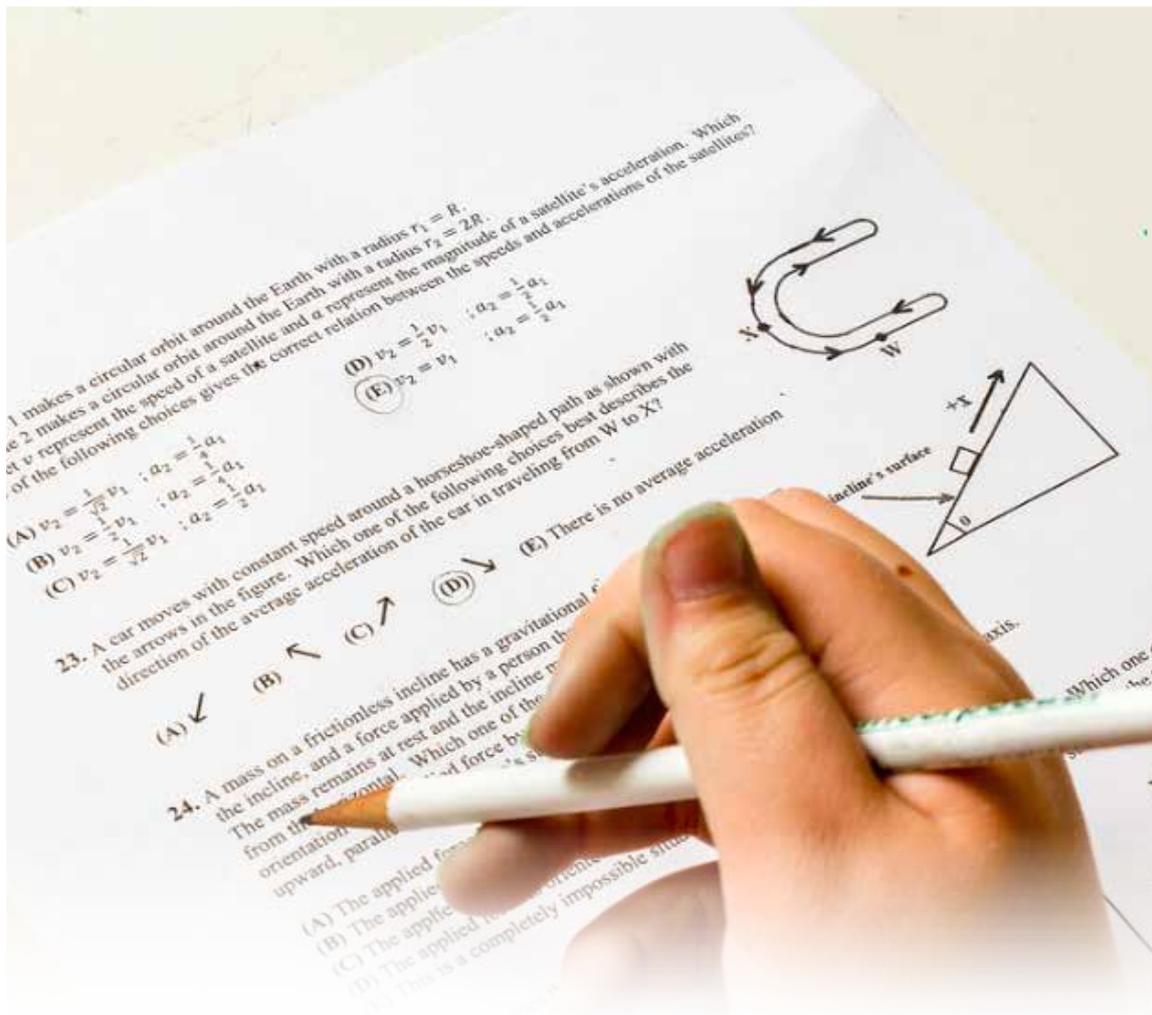
Designing Reliable Closed-answer Tasks

Closed-answer tasks are popular with teachers because they are very easy to mark. However, it is important to ensure they are reliable. Often, teachers design closed tasks that are not completely closed. Sometimes students write an answer that is correct, but not the answer that the teacher is looking for.

Be careful to check closed tasks before you use them to assess students.

- Are you sure there is only one possible answer?
- If there are other possible correct answers, does the marker know to allow these?
- If there are other possible correct answers, does the student know that they are allowed to use them?

Closed questions are practical to mark. They can be less practical to design, as you need to check them carefully, especially for high-stakes assessment.



Activity

C Take this short reading comprehension test then answer the questions about it.

READING COMPREHENSION (12 marks)

Read the text and answer the questions.

Sometimes people talk about *mainland* Southeast Asia and *maritime* (or island) Southeast Asia. Mainland Southeast Asia is joined to the rest of Asia. Maritime Southeast Asia is separated from the mainland by sea. It is made up of many large and small islands. There are long rivers and mountain ranges running through mainland Southeast Asia. The fertile valleys and plains around the rivers are used for agriculture. Mainland Southeast Asia is often divided into western and eastern regions.

The seas around the islands of maritime Southeast Asia have been important for ships and trade. Most Southeast Asian countries are on mainland Southeast Asia or in maritime Southeast Asia. However, Malaysia has two regions: West Malaysia and East Malaysia. West Malaysia is part of the mainland and East Malaysia is in maritime Southeast Asia, on the island of Borneo.

Adapted from: ASEAN, Mote Oo Education, 2014

A. Choose the best answer.

- i. Maritime Southeast Asia has a lot of:
 - a. islands
 - b. valleys
 - c. agriculture
- ii. Which of these maps is correct?



B. Identify the word or phrase in the text with the same (or similar) meaning as these.

- i. discuss
- ii. oceans
- iii. apart
- iv. areas

C. Complete the sentences.

- i. Maritime Southeast Asia is surrounded by _____.
- ii. Areas near _____ are used for farming.
- iii. _____ is in both mainland and maritime Southeast Asia.

D. True or false?

- i. Seas around the islands of maritime Southeast Asia have been important for ships and trade.
- ii. Mainland Southeast Asia can be separated into northern and southern regions.
- iii. Part of Malaysia is in Borneo.

1. Match the task types below with the questions in the test.
 - i. matching
 - ii. closed-answer questions
 - iii. multiple choice
 - iv. closed gap fill
2. Which questions are completely closed? Which are partially open (have more than one possible answer)?
3. Make a reliable marking guide for this test.
4. For the partially open questions, how could you close them?

Discussion

D Look at question *i* in part A of the reading comprehension test in 3.3 C.

1. What is the problem with this question?
2. How can a teacher ensure that closed assessment tasks are reliable?

Exercise

E Here are four rules for writing closed assessment tasks and explanations of the rules. Match the rules and the explanations.

- | | |
|---|---|
| <ol style="list-style-type: none">1. Use simple sentence structure and common words (unless it is an advanced language test).2. Ensure all possible correct answers can be marked as correct.3. If checking understanding of a text, do not use the exact same wording in the text as in the question.4. Make instructions clear and simple. | <ol style="list-style-type: none">a. Students might know the content but fail because the instructions are confusing. Where possible, use task types that they have already done in class.b. Students might give answers that are correct, but not the answer that the teacher had planned when they designed the test.c. This tests word recognition, not understanding.d. Complex wording is testing their knowledge of language, not subject knowledge. |
|---|---|

Activity

F Look at this reading comprehension test.

1. Which of the rules in 3.3 E is it breaking?
2. How could you improve it?

Read Kyi Kyi's letter to Zainab.

Dear Zainab,

My name is Kyi Kyi. I am 11 years old and live in Yangon with my mother and auntie. We live in a small apartment in Yankin.

I like reading, playing volleyball and dancing. My favourite subject is science.

I am glad to be your pen pal and look forward to hearing from you.

Yours truly,
Kyi Kyi

A. Fill the gaps.

1. Kyi Kyi lives in a _____ apartment in Yankin.
2. Her favourite subject is _____.

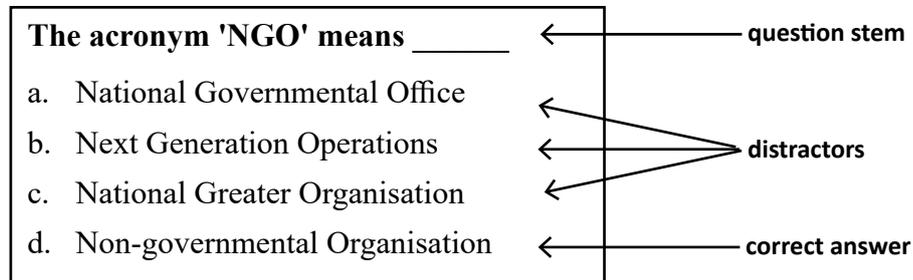
B. True or false?

1. Kyi Kyi is 12 years old.
2. She likes reading, playing football and dancing.
3. She is sad to be Zainab's pen pal.

Designing Multiple Choice Questions

Multiple choice questions are a popular assessment task type. However, there are a lot of things that can go wrong with them. Therefore, there are specific rules for them.

The parts of a multiple choice question are:



When writing multiple choice questions, be sure to:

1. make all the options – the distractors and the correct answer – a similar length;
2. make all the options realistic;
3. make sure that there is only one correct answer (if there is supposed to be only one correct answer);
4. make sure that there is a correct answer;
5. not trick students with complex wording or double negatives;
6. have the same number of options (usually three or four) for each question;
7. be careful using 'all of the above' or 'none of the above'.



Activity

G Take this elementary English multiple choice test then answer the questions.

1. Each question goes against one or more of the rules on page 51. Which questions go against which rule?
2. Why are these rules useful? What can happen if the questions don't follow these rules?
3. Change the questions so that they follow the rules.

ELEMENTARY ENGLISH (10 marks)

A. Bo Bo and Jenny are having a conversation. Choose the best word.

i. **Bo Bo:** Hi, Jenny. How are _____?

- a. *me* b. *she* c. *I* d. *it*

ii. **Jenny:** I'm good. Where are you _____?

- a. *go* b. *doing*
c. *do* d. *went*
e. *going* f. *eat*

iii. **Bo Bo:** To my sister's house. She _____ Bhamo.

- a. *live* b. *is currently living in*
c. *goes* d. *is*

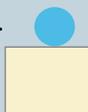
iv. **Jenny:** What _____ is your train?

- a. *banana* b. *table*
c. *time* d. *elephant*

v. **Bo Bo:** At _____.

- a. *3.30* b. *3.45*
c. *4.00* d. *4.15*

B. Fill the gaps where there is a line in the text with the most appropriate word or verb tense that you can see.

i. The ball isn't _____ the box. 

- a. *beside* b. *not on*
c. *with* d. *on top of*

ii. Yesterday, my brother _____.

- a. *is going to the doctor*
b. *will see a doctor for a checkup*
c. *was sick*
d. *is not healthy because he smokes*

iii. _____ is an example of a vegetable.

- a. *cabbage* b. *potato*
c. *carrot* d. *all of these*

iv. 'The floor is wet. Walk _____.'

- a. *carefully* b. *careful*
c. *slowly* d. *slow*

v. My favourite school subject is _____.

- a. *blue* b. *boat*
c. *fast* d. *none of these*

Activity

- H** Find a partner who teaches the same subject as you (if possible).
1. Write a closed-answer test of at least ten questions. Include five multiple choice questions, and five (or more) other types of closed question.
 2. Have your partner sit your test. Sit your partner's test.
 3. Check that their questions follow the guidelines on pages 48 and 51.
 4. Give your partner feedback on their questions

Discussion



- I** Discuss the questions.
1. Have you ever taken a test where a lot of the rules in this section were broken? When you took the test, did you know there was anything wrong? Did you get a good grade?
 2. What are the most common mistakes that teachers make when they design closed test tasks?

3.4 Open Task Types

Preview

A How do you mark essays, projects and presentations?

The Limitations of Closed Assessment Tasks

Closed (high-control) assessment tasks – where there is a right and a wrong answer – are very practical and usually reliable. This is why multiple choice, true/false, matching and other closed questions types are so popular with assessors.



However they are not a valid way to measure everything. Assessing skills, written work, groupwork, presentations or speeches, attitudes and participation all need more open (free, low-control) tasks.

B How could you assess these activities? What might be the assessment criteria?



Activity

C Look at this mathematics assessment task.

i. _____ x _____ = 24

iii. _____ > 4

ii. _____ % of 50 = _____

iv. _____ + 15 = _____

1. Complete the task.
2. In pairs, mark each others' tests. Were you correct?
3. At the bottom of the page are a student's answers. How would you mark them? Are they correct?

Activity

D Look at these politics tests. Mi Chan and Kyaw Zaw have answered them differently.

POLITICAL SYSTEMS (8 marks) Mi Chan

- i. What is the difference between a monarchy and a theocracy? Give an example of each.

A monarchy, example in brunei ruled by sultan brunei, king or queen is ruler and in a theocracy example tibet rule by Dalai Lama religion leader in charge.

- ii. What are the main characteristics of anarchism? What are its advantages and disadvantages?

Anarchism no leaders and no government and no state. Good because bad people cannt control over everyone. Bad because maybe a lot of fightings.

POLITICAL SYSTEMS (8 marks) Kyaw Zaw

- i. What is the difference between a monarchy and a theocracy? Give an example of each.

Monarchy and theocrcy are very different. They are not the same. They have different systems and different ideas and produce different consequences and different lifestyles They are not similar.

- ii. What are the main characteristics of anarchism? What are its advantages and disadvantages?

Anarchism is a political system that does not want government. It want no government.

1. Mark their tests.
2. In groups of three or four, compare each other's marks. Are they similar?
3. Discuss your marks.
 - a. If they are very different, why is this a problem?
 - b. How could you mark it so different markers give similar marks for similar answers?

iv. $15000000 = 15 + \left(\frac{15}{100}\right) \times 24$
 iii. $4 < 4$

ii. $15000000 = 50\% \text{ of } 750$
 i. $4 \times \left(\frac{100}{100}\right) = 24$

Activity

E Read the example essay and answer the questions.

1. What do you think is the subject and level of the class?
2. If this is an English language class, and the assessment task is, 'write an essay about your town', how could you mark this essay? Give it a mark out of 100.
3. If this is an *Introduction to Economics* course taught in English, and the assessment task is, 'briefly describe your local economy', how could you mark this essay? Give it a mark out of 100.
4. In groups, discuss the marks. Did you all give the essay similar marks, for both English and economics?

My Essay

Near to my house there are a market. A lot people from town work. Because our town us a market town. It is beside sittaung river and lot roads go in the town so people come to my town to the market.

Many things at the market. People bring thing for sell. Some fishers bring fish from sittaung river. Some wooders bring wood cutting in forest. Some growers are vegetables and farmers also rice. Our town is famous for good animals so you can get high-society cows and buffolas.

Because our town is impotant for roads and river and people like our animal and vegetables our town is popular for buyyers. So our town can get money and build schools and roads.

Rubrics

Open-answer assessment tasks can be a valid way to measure how students use new information and skills. However, they can be less practical and reliable to mark. It is important to ensure that all answers are marked correctly and fairly.

When you design an assessment, check the open tasks carefully.

- Does the marker understand all the possible correct answers?
- Are guidelines available to guide markers?

Open assessments can be easy to design. However you need to ensure that the marking is reliable. This often requires a rubric.

Assessing open tasks needs a reliable measuring tool. When marking open task assessments, it is very useful for teachers to use a rubric to ensure that marking is fair for all students.

Rubrics can be simple – a list of criteria, with a mark for each. Or they can be more detailed, with a rating scale and level descriptors. The type of rubric that you use will depend on how high stakes the assessment is, how many markers you have and how much time you have to create a rubric.

Below are two examples of rubrics – one basic and one more detailed.

Detailed rubrics take more time to create than simple ones, making them slightly less practical. However, they are useful tools for defining your expectations for the performance of your students, which makes them more reliable and valid. Moreover, detailed rubrics are very useful for students because they provide them with more specific feedback than a simple rubric.

The detailed rubric has three levels:

- 1 point for below expectations
- 3 points for meeting expectations
- 5 points for exceeding expectations

With this rubric, students can get a 4 if they meet some descriptors at level 5 and some at level 3. Likewise, they can get a 2 if they meet some descriptors at level 3 and some at level 1.

Example A: Basic Rubric

Ideas	/5
Content	/5
Relevance	/5
Presentation	/5
Total	/20

Example B: Detailed Rubric

		Performance Ratings and Descriptors		
		1 point below expectations	3 points meets expectations	5 points exceeds expectations
Criteria and Available Marks	Ideas and Content	<ul style="list-style-type: none"> • Few original main ideas • Few original supporting ideas • Little detail 	<ul style="list-style-type: none"> • Some original main ideas • Some original supporting ideas • Describes ideas with some detail 	<ul style="list-style-type: none"> • Original main ideas • Original supporting ideas and reasons • Describes ideas with lots of detail
	Relevance	<ul style="list-style-type: none"> • Addresses few main points • Ideas do not connect 	<ul style="list-style-type: none"> • Addresses some main points • Ideas mostly connect 	<ul style="list-style-type: none"> • Addresses all main points • Ideas always connect
	Presentation	<ul style="list-style-type: none"> • Poor organisation • Difficult to understand • Uninteresting 	<ul style="list-style-type: none"> • Good organisation • A little boring 	<ul style="list-style-type: none"> • Strong organisation • Very entertaining • Very informative

Activity

F Look at the essay in 3.4 E. It is from an *Introduction to Economics* class.

Write a 200 word essay on the main economic activity in your home town.
Describe which economic activities are successful and which are unsuccessful.

1. Mark the essay according to the basic rubric.
2. Mark the essay according to the detailed rubric.
3. Make these marks into percentages. Are the percentages from the basic and detailed rubrics similar?
4. In pairs or groups, discuss the marks you gave.

Exercise

G Here are the steps to build a detailed rubric with a rating scale. Match each step with the example rubric.

1. Define the task. Describe in detail what you expect students to do.
2. Decide on the assessment criteria.
3. Identify three, four or five levels for each criteria.
4. Write descriptors of each level for each criteria.

Research Project

Choose an environmental problem that affects your community. Describe the causes and effects of this problem. Identify one or more groups who are working to solve this problem. Find out about the activities and methods they use, and the challenges they face. Write about 800-1000 words.

		Performance Ratings and Descriptors				
		5 - Poor	10 - OK	15 - Good	20 - Excellent	Total
Criteria and Available Marks	Research	no primary or secondary sources	few or not relevant primary or secondary sources	some relevant primary and secondary sources	variety of relevant primary and secondary sources	
	Content	incomplete, not accurate	some inaccuracies, some gaps	mostly accurate and complete	accurate, complete and interesting	
	Language	poor spelling and grammar, limited vocabulary	some mistakes in spelling and grammar	few mistakes but limited vocabulary	very few mistakes, wide vocabulary	
	Presentation	boring and confusing, too short	a little confusing, too long or short	mostly clear and well structured	interesting and well structured, correct length	

Discussion

H Look at the two example rubrics - the economics essay one (Example B: Detailed Rubric) on page 57, and the research skills one above. Discuss the questions.

1. How many criteria should a rubric have?
2. How many descriptors should each criteria have?
3. How many levels should each rubric contain?

Activity

- I Build a rubric to assess the assignment (right).
1. Decide on three or four assessment criteria.
 2. Identify three levels for your criteria: (e.g. *1 – below expectations*, *2 – meets expectations* and *3 – exceeds expectations*).
 3. Write descriptors of each level for each criteria. Write a sentence, or two-three bullet points for each level.
 4. Do the assignment yourself. Mark yourself using your rubric.
 5. Swap paragraphs with a partner. Mark their paragraph using your rubric.
 6. Discuss your rubrics and marking systems.
 7. In groups, decide on assessment criteria and design a simple rubric.
 8. Choose one group member's paragraphs. Individually, assess that paragraph with the group rubric.
 9. Compare marks. Are all group members' marks similar?

Write a paragraph about your educational experience, and how that influences the way you (would) like to teach. Include a recommendation for new teachers. Write about 100 words.

Activity

- J Read the case study on the opposite page. In groups:
1. Circle the words you could use to describe this assessment.

formal informal high-stakes low-stakes placement
entrance diagnostic progress achievement formative summative
reliable unreliable valid invalid practical impractical

2. Answer the questions.
 - a. What are the reliability issues?
 - b. What are the validity issues?
 - c. What are the practicality issues?
3. What criteria might you use to assess students' 'collaborative problem solving level'?
4. The PISA tasks 'reflect situations that students face in and out of the classroom'. Why is this a useful assessment?

Case Study

THE PROGRAM FOR INTERNATIONAL STUDENT ASSESSMENT'S COLLABORATIVE PROBLEM SOLVING TEST

The Program for International Student Assessment (PISA) is an international assessment used to compare education systems in over 70 countries. It measures 15-year-old students' reading, mathematics, and science literacy every three years.

PISA also assesses collaborative problem solving: 'The capacity of an individual to effectively engage in a process whereby two or more agents attempt to solve a problem by sharing the understanding and effort required to come to a solution.'

Students sitting the CPS assessment work on computers, where they collaborate with one or more agents (a computer-designed fake student) in a chat room to solve a problem for example. Setting up an aquarium, where the student negotiates with an agent to provide a suitable living environment and food for some fish. The student and agent have different resources.

The CPS assesses the student's ability to communicate, manage conflict, organise a team, build consensus and manage progress. Tasks reflect situations that students face in and out of the classroom, and skills they will need in the workplace and in further studies.

The student's interactions, decisions and responses are recorded in the computer, and used to assess their CPS skills.

Adapted from <http://www.oecd.org/pisa/pisaproducts/Draft%20PISA%202015%20>



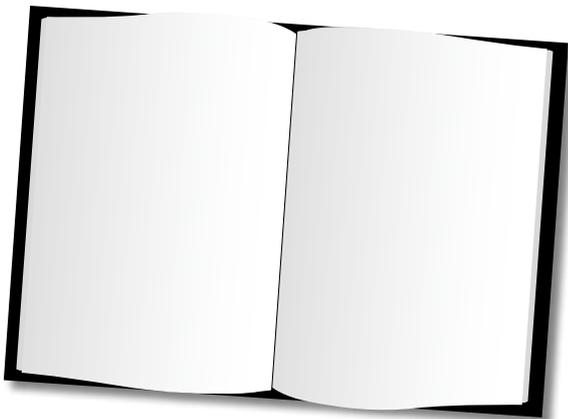
Activity

- K** Build a detailed rubric. Choose a short assignment that you have used in your classroom (or are planning to use).
1. Define the task. Describe in detail what you expect students to do.
 2. Decide on three or four assessment criteria.
 3. Identify three levels for your criteria: (e.g. *1 – below expectations*, *2 – meets expectations* and *3 – exceeds expectations*).
 4. Write descriptors at each level for each criteria. Write a sentence, or two-three bullet points for each level.
 5. In pairs, discuss your rubrics and marking systems.

Discussion

- L** Discuss the questions.
1. What are the advantages and disadvantages of using rubrics?
 2. How do rubrics affect validity?
 3. How can a teacher use a rubric to provide feedback to students?

Reflection



M In a *reflective journal*...

1. Describe something that you learned in this section that was significant for you.
2. Why was it significant for you?
3. How has learning about this topic changed the way that you think about your teaching?
4. Does it make you want to change the way that you teach? In what way will you change your teaching?

Summary – Chapter 3: Assessment Task Types

Most classroom activities can be used for assessment. The important thing is to ensure that the assessment tasks match the learning objectives of the course. This makes them valid assessments.

Some assessment tasks are closed, – you have to choose or fill in a correct answer from a limited set of possible answers. Closed assessment typically focuses on lower-order thinking such as remembering and understanding. Closed tasks are easy to mark, but when you design them, you have to make sure you follow the rules, so they are reliable and valid.

Open tasks have a selection of possible correct answers. Usually open tasks require students to write their own answers, from a word to an essay. Marking open tasks can be time consuming, and it is best to have a clear marking guide to ensure reliability. Rubrics are useful tools commonly used to assess open tasks.



4

Creating Assessments

Objectives

- Trainees will explore the issues in test design.
- Trainees will explore ways to assess projects, group work, participation and reflection.
- Trainees will evaluate methods in assessing these criteria.

Glossary

cooperate: ပူးပေါင်းဆောင်ရွက်သည်

credible: ယုံကြည်စိတ်ချဖွယ်ရှိသည်

gesture: ကိုယ် အမူအရာများ

higher-order thinking

skills: အဆင့်မြင့်တွေးခေါ်ခြင်း ကျွမ်းကျင်မှုများ

label: နာမည်တပ်သည်/ တပ်ထားသည့် အမည်

modify: ပြုပြင်ပြောင်းလဲသည်

oral: နှုတ်အားဖြင့်

prioritise:

ဦးစားပေးအစီအစဉ်သတ်မှတ်သည်

process (n): ဖြစ်စဉ်

product: ထုတ်ကုန်၊ ရလဒ်

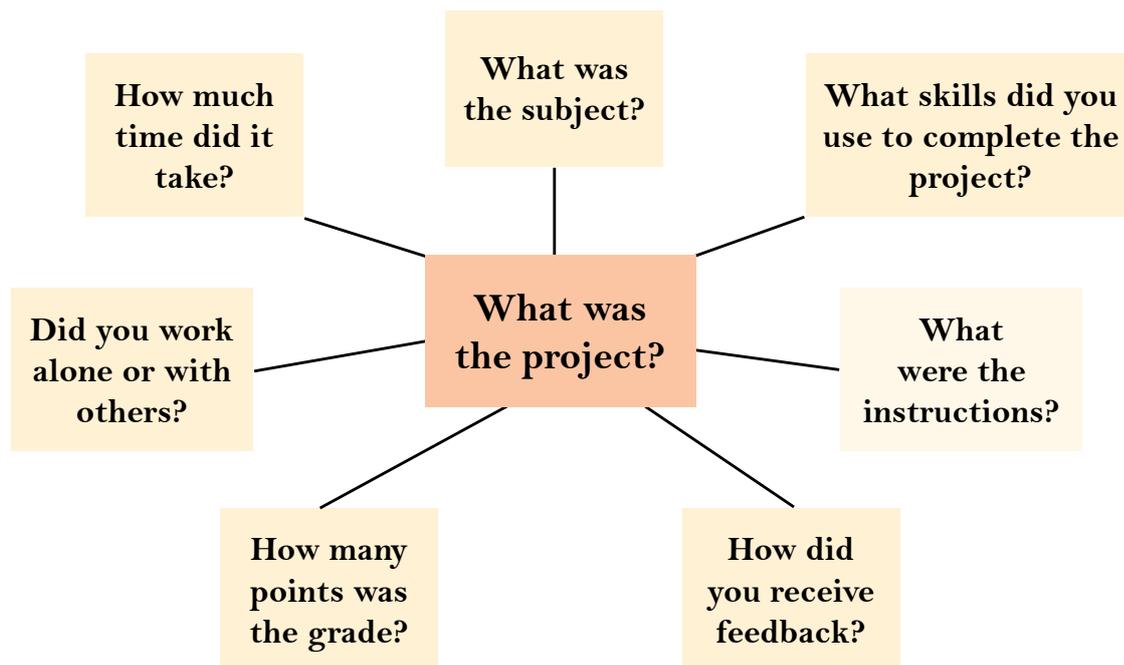
realia: ပစ္စည်းပစ္စယများ

trial: စမ်းသပ်ချက် ဖြစ်သော

4.1 Assessing Projects

Preview

- A** Reflect on your experiences of doing a project.
1. Make a mindmap based on the questions below.
 2. In groups, compare your mindmaps.
 3. What did you like and dislike about doing this project?



Activity

B Look at the projects and:

1. Put them in the table according to which subject(s) you might use them in.
 - a. write a research paper
 - b. review a book
 - c. build a well
 - d. make a traffic underpass more attractive
 - e. design and deliver a survey
 - f. hold a panel discussion
 - g. make a documentary
 - h. plan and deliver a training workshop
 - i. design a poster

English Language	History	Community Development	Art	Science

2. Would you use any of these projects for your own subject? Which?
3. What subjects do you teach? As a group, make list of additional, useful projects for these subjects.

Why Are Project Used in Teaching and Learning?

Projects are a useful way to assess how well your student can apply the knowledge and skills they have learned in class. Projects require students to make use of several skills they have learned in order to create or produce something.

Projects are good way to assess a student's higher-order thinking skills – applying, analysing, evaluating, creating – but they require the teacher to be a careful planner. Make sure you give specific instructions to your students so that they know your expectations. Consider how long your students need to complete the project. Use a rubric so that you can grade your students reliably and give them appropriate, detailed feedback.

Exercise

C Read these teachers' project ideas and answer the questions.

1. Which project is high stakes and which is low stakes?
2. Which project is formal assessment and which is informal assessment?
3. Which project is summative and which is formative?
4. Are the projects closed assessment or open assessment?
5. What tools does each teacher need to prepare for their assessment?



a.

'For the final project of my community development course, students do a needs analysis of a neighbourhood. They interview ten households to identify the community's needs. Then, they write a project proposal to address one of these needs. Then, they receive a little money to carry out the project. At the end of the two weeks, they submit a final project report and give a presentation to the class. Both of these are graded.'



b.

'In today's English class, groups create a short roleplay about going to the doctor. In this lesson they prepare it, and tomorrow they perform their roleplay to the class. I will note their strengths and weaknesses, so we can review these next week.'

Activity

D Look at this rubric.

1. What sort of project could you use it for?
2. Complete the missing descriptors.

	no points	3 points	6 points
Organisation of Ideas	a.	<ul style="list-style-type: none"> • has introduction and conclusion • Ideas mostly relevant to topic 	b.
Persuasion	<ul style="list-style-type: none"> • audience can't understand argument • argument not logical • argument not credible 	c.	d.
Speaking skills	e.	f.	<ul style="list-style-type: none"> • excellent pronunciation • excellent grammar • good use of gesture

3. Here are some more criteria. What projects might you use them for?
 - a. grammar
 - b. pronunciation
 - c. relevance
 - d. presentation
 - e. time management
 - f. creativity
 - g. cooperation
 - h. spelling
4. What other criteria might you use to assess your subject?

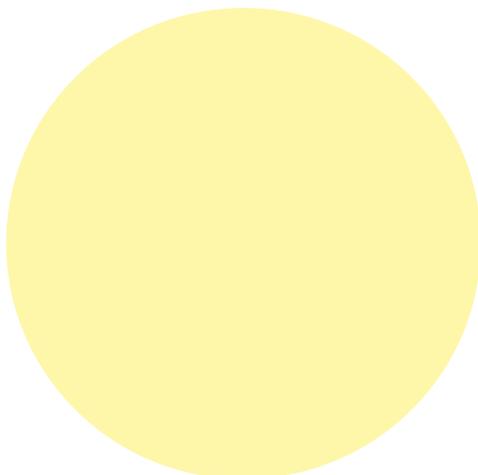
Activity

- E** Think about a class that you are teaching or are going to teach.
1. Identify what knowledge and skills you would like to assess your students on, and design a project for them to do.
 - Write clear and specific instructions.
 - Allow your students enough time to complete the project.
 - Design an appropriate rubric.
 2. In groups or as a class, present your project ideas. Give feedback on other projects.

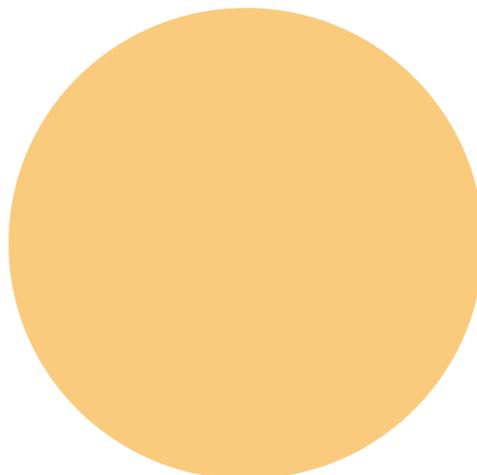
Discussion

- F** Discuss the questions.
1. What are the benefits of assessing students by using projects?
 2. What responsibilities does a teacher have when using projects as assessment tasks?
 3. What types of projects could you use in your class for formative assessment?
 4. What types of projects could you use in your class for summative assessment?

Formative assessment



Summative assessment



4.2 Assessing Group Work

Preview

A Discuss the questions.

1. In what situations do you assess group work?
2. How can you ensure that group assessment is fair to all group members?

B Look at the pictures.

1. What is happening?
2. What assessment criteria might a teacher mark these students on?



The Principles of Assessing Group Work

The principles for assessing individual performance – such as practicality, reliability and validity – are also true for assessing group work. However, there are two important points:

- Assessing group work involves assessing both **PROCESS** (how students do something) and **PRODUCT** (what they do).
- Group performance must be turned into individual grades, in a fair way.

The problem is that most teachers only see the final product. You can't know about group processes and teamwork skills from looking at a design, poster or presentation. You can't see each group member's individual contribution. You need ways to get this information. One way to get this information is through reflection, which is covered in 4.3

Activity

C Look at the rubric.

1. What types of tasks might you assess with the rubric below?
2. Which criteria might assess process, and which might assess product?
3. Which criteria might assess individuals, and which might assess the whole group?
4. Does this rubric prioritise groupwork or individual performance?

		Performance Ratings and Descriptors			
		1 – Poor	2 – OK	3 – Good	Total
Criteria	Participation	Little participation	Average participation	Full participation, helped others	
	Effort	Minimal effort	Average effort	Extra effort	
	Design	Design confusing, hard to use	Design is OK, some difficulties	Well designed	
	Explanation	Explanation hard to understand	Explanation mostly understandable	Clear and well structured explanation	

Discussion

D Below is the task that the rubric in 4.2 C assesses. Discuss the questions below.

Teamwork in Community Development

In groups of four-five, design a map of community services in your area. Explain the importance of each service, and how community members can use it.

1. What are the possible practicality issues with this assessment?
2. What are the possible reliability issues with this assessment?
3. What are the possible validity issues with this assessment?

Example:

Different markers might mark this differently. Some groups might get overall lower or higher marks because of one or two students.

Exercise

E Read the advice. Which is dealing with reliability issues, which with validity issues, and which with practicality issues?

1. Have your students assess their own process work. Give them a rubric and have them mark themselves for participation, effort and communication. If you are confident that your students are fair-minded, you could have them assess each other. I would not do this for high-stakes assessment.

2. Ensure that students know the marking criteria. You could show them the rubric. That way, they will know what they will be marked for, and make more effort with process skills as well as try to produce a good map.

3. If you have a lot of students, you might not be able to observe the process well enough to give each individual student a fair mark. You could get students to assess this themselves, by giving them the rubric and having them assess the process criteria and perhaps product criteria as well.

Another idea is to have the group assess their own process criteria, and give themselves a group mark, rather than try to give everyone an individual mark.

Activity

F Read the task.

Choose a short task you know how to do, but that some people might not, e.g. how to create a complex hairstyle, how to change a bicycle tyre, how to cook *hmo'lonc ya baw*. Prepare a step-by-step demonstration of how to do this task. Use realia, diagrams, miming and/or explanations. Perform your demonstrations to another group or to the class.

1. In groups of three-five, decide on some assessment criteria to use for it.
2. Develop a rubric to assess the task.
3. Work with another group. Explain your assessment criteria to them, and give them your rubric.
4. In your group, plan the task, remembering the criteria you will be assessed by.
5. In your group, perform your task.
6. Observe the other group's performance, and assess it according to your criteria.
7. Discuss the questions.
 - a. Were you assessed fairly?
 - b. Do you think their assessment of you was reliable, valid and practical?
 - c. Did either group use self-assessment or peer-assessment? Why or why not?

4.3 Assessing Participation and Reflection

Preview

A How can teachers measure the participation of their students?

Participation

Participation is a common type of progress and achievement assessment.

Participation assessment typically assesses the attendance, attitude, cooperation and effort of each student. It can be very useful to make participation a formal assessment in your class because it will then hold your students more responsible for their behaviour – if they are not actively trying to participate, it will affect their final grade.

It is important to tell your students your expectations for participation. If you don't tell them, then they won't know how to successfully participate in your class.

You could post your participation expectations on the wall so that students always know what to expect



Discussion

B Answer the questions.

1. Why is it useful to assess students' participation? List reasons.
2. Is participation usually a high- or low-stakes assessment?

Activity

C These teachers have issues with participation in their classes.

1. Are their issues related to *effort*, *attendance*, *cooperation* or *attitude*?

a.

I wish my students would get to class on time.

b.

Some of the students look at their phones all the time instead of paying attention. It's really annoying.

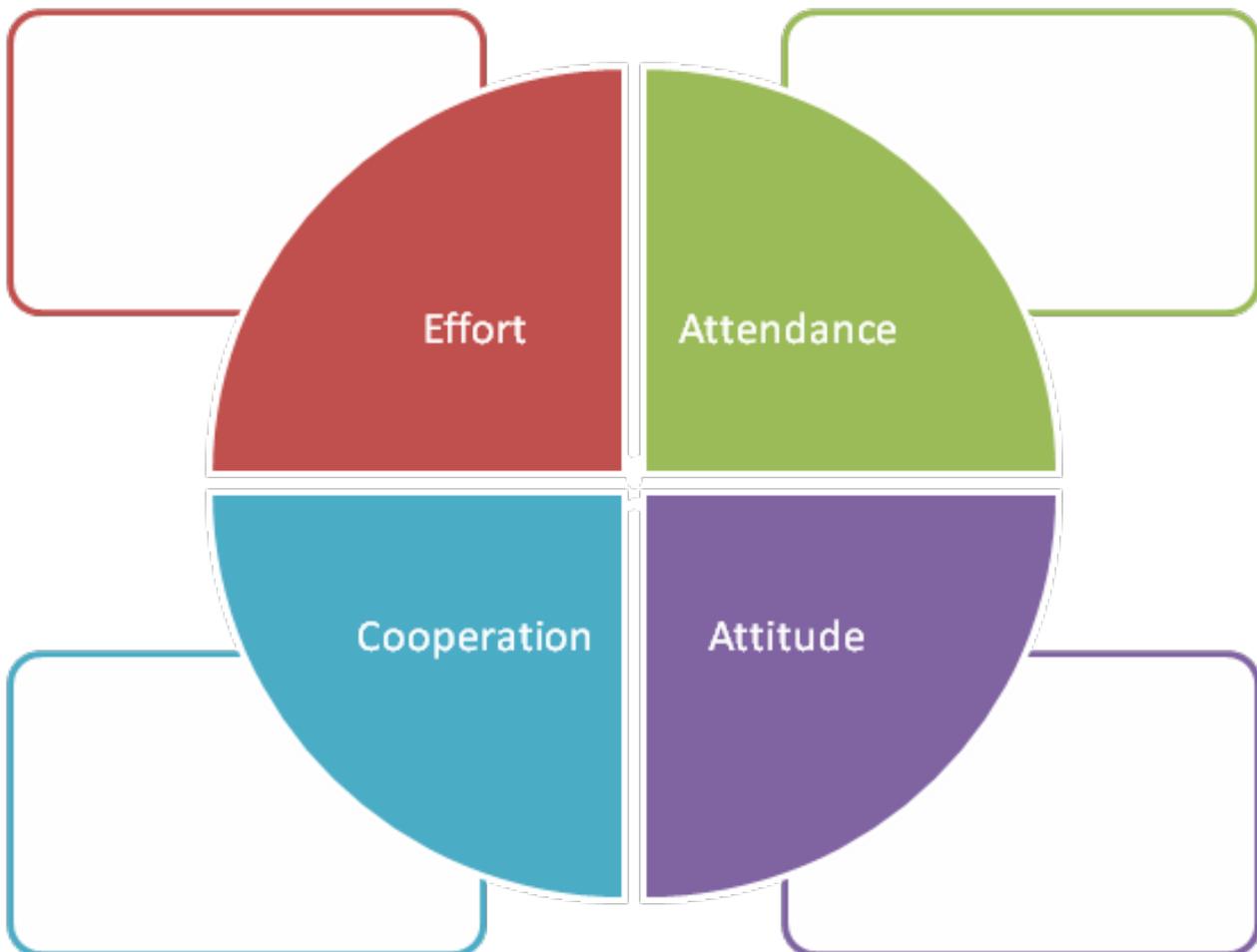
c.

They don't like writing essays, so always give short, poor quality work.

d.

Two students always help others, and I would like to recognise that in their marks.

2. Complete this mindmap with your own expectations of student participation.



Activity

- D** Create a participation assessment plan for your classroom. Include a rubric that you can use.
- What criteria will you have?
 - How many possible points will there be?
 - How will you present your expectations to your students?
 - How often will you assess this?

Discussion

- E** This teacher has his students use self assessment for participation. Read his comment and answer the questions.
1. Would this work with all classes?
 2. What are the potential problems with this self assessment?
 3. What are the advantages of self assessment?

I get my students to assess their own participation. I give the rubric each week and they grade themselves. That helps them understand my expectations. I usually find they are very fair with themselves.

Reflection

Reflective learning involves students thinking about what they have been learning. Assessing reflective learning is a useful strategy for formative and diagnostic assessment. This means that the teacher can assess what the students feel they have been learning, which will help the teacher prepare for future teaching.

There are two common ways of assessing reflective learning:

REFLECTIVE JOURNALS give your students an opportunity to share what they have been learning by writing a short journal entry about what they have learned each week or month in your class.

SELF ASSESSMENT lets your students give themselves a grade based on their own performance in the class. Self assessment can be very useful for projects and participation because it allows the students to reflect on their experiences. Some teachers give the student a grade using one rubric, and then ask their students to give themselves a grade according to a different self assessment rubric.

Activity

F Reflect on what you have learned so far in Chapter 4.

1. Write two paragraphs about new things you have learned, assessments you think will be useful and assessments you think will be challenging to use.
2. Give yourself a self-assessment grade based on this rubric.

Criteria	Score	Comment
Identifying new things you've learned	/5	
Identifying useful assessments	/5	
Identifying challenging assessments	/5	
Writing with detail and giving reasons	/5	

Activity

G Think of a class that you are teaching or plan to teach:

- When could you use reflective journals in your classroom?
 - When could you use self assessment in your classroom?
1. Write instructions to your students for *either* a self assessment task or a reflective journal task.
 2. In pairs, compare your instructions.

Discussion

H What would you do in these situations?

1. Aye Mon has given himself a high mark on his self assessment for participation, but you feel like he has not done such a good job.
2. Kham Beh has given herself low marks on her self assessment for a community development project, but you feel she has done a much better job than that.
3. In their reflection journals from last week, some of your students wrote that they had trouble understanding last week's lesson on reading strategies.
4. Moe Moe makes grammar and spelling mistakes in her reflection assignments. Should you reduce her marks because of this?
5. Gabriel Htoo clearly tries hard on his classwork and homework, but his answers are often incorrect. Should he lose marks because of this?

4.4 Creating Tests

Preview

A Discuss the questions.

1. Do you like creating tests? Why/why not?
2. What is the most difficult thing about creating tests?
3. As a student, did you like sitting tests? Why/why not?

What Is a Test?

Tests are a very common form of assessment. Most education systems use regular testing as a main part of their assessment plan. Some schools and courses use only tests to assess students' proficiency or progress.

Tests might include exams – high-stakes tests which determine whether a student passes or fails a course, or whether a student can enter a course. They might include low-stakes weekly quizzes, where the teacher checks to see how well students have learned the week's work. They might include external exams, such as IELTS or matriculation.

Tests contain one or more test task types. Some tests, especially computerised tests, might have only multiple choice task types. Others contain a range of task types, from closed (e.g.: multiple choice, matching) to open (e.g.: an essay or open questions).

An important principle of test design, especially for achievement tests, is coverage. Your test should cover all necessary skills and content, rather than just focus on a few of these. Including the full range of skills and content that you have been teaching ensures that your test will have stronger content validity.

Discussion

B Discuss the questions.

1. Do closed questions encourage guessing more than open ones?
2. What covers more course content, essay-based tests or closed-answer tests?
3. Which is a better measure of students' skills and knowledge, open or closed tasks?
4. What is it important to cover in:
 - a. a placement test?
 - b. a progress test?
 - c. an achievement test?

Discussion

C Here are some students' complaints about tests they sat recently. As a teacher, what would you do? Would you change the tests next time, or would you give the student some advice?

1.

There was a choice of eight essay topics. I didn't know how to choose and spent too much time trying to decide.

2.

The test was too big. The long answer questions in Part Two took ages, so I never even started the shorter questions in Parts Three, Four or Five.

3.

I spent my time revising the whole course, but the final exam was two essays on only two topics. Most of my study was a waste of time.

Choosing the Right Task Types

Choosing the right balance of test task types depends on:

- the size of the group you are testing;
- how many markers you have, and how skilled they are;
- whether the test is high stakes or low stakes;
- the learning objectives.

Both open and closed items are useful for measuring content knowledge and thinking skills. However there are more appropriate test tasks to measure different objectives. Some tasks are useful to test memorising, and others are more suitable to test creating.

Ensure you use task types that students are familiar with. If you don't, they may answer wrongly because they don't understand the instructions.

With high-stakes tests, it is a good idea to trial the test beforehand. Find some students similar to those who will sit the test. Have them do the test. and mark it. This will help you identify any mistakes in the test, and anything that is not fair or valid. Get their feedback, and change the test if necessary.

Activity

D Match the objective with the most appropriate test task to measure it. Some objectives may have more than one appropriate task.

- | | |
|---|----------------------|
| 1. memorise the elements and chemical symbols in the periodic table | a. gap fill (closed) |
| 2. evaluate a poem | b. essay |
| 3. describe four examples of violations of press freedom | c. open questions |
| 4. identify characteristics of mammals | d. matching |
| 5. correctly use adverbs of frequency | e. labelling |

Activity

E Sit this short English writing skills test.

WRITING SKILLS (20 marks)

A. Add punctuation to the text. (5 marks)

in 2014 malala yousafzai became the youngest ever nobel prize winner she was born in 1997 in mingora pakistan in 2012 she was shot by the taliban for speaking in favour of girls education she was seriously injured but recovered slowly after this she was called the most famous teenager in the world ever since she has worked for equal education access for all

B. Write an introduction and concluding sentence to this paragraph. (6 marks)

You can use FRESHAIR soap powder to wash by hand or in machines, with hot or cold water. It leaves no powder residue after drying, and clothes dry crisp and soft. For a very low cost, your clothes will smell like a walk in a flower garden. _____

C. Complete these sentences so they are true for you. (9 marks)

i. I really enjoy _____

ii. After I finish this test, _____

iii. If I had a lot of money, _____

1. In pairs, mark each other's tests.
2. Discuss each question. What objective was each question testing?

Example: A – use basic English punctuation accurately.

3. Which list is criteria for which task? Match the lists with the tasks.

i. ____	ii. ____	iii. ____
- relevant to the topic	1–3 corrected 1 mark	- appropriate tense and agreement
- correct spelling and grammar	4–5 corrected 2 marks	- correct spelling, grammar and punctuation
- uses appropriate beginning and ending phrases	6–7 corrected 3 marks	- wide vocabulary
- persuasive	8–9 corrected 4 marks	- interesting
	10+ corrected 5 marks	

Written and Oral Tests

Some tests include longer writing questions or oral questions. For entrance and placement tests, these are usually designed to:

- assess students' motivation and commitment to the course;
- check their prior knowledge of the subject.

For progress and achievement tests, these often need to:

- assess students' content knowledge of the course material;
- assess students reasoning skills.

Sometimes these tasks are to assess students' ability to write or speak clearly and accurately, solve problems or argue a case, The important things are to ensure the marking criteria match the course objectives, and that markers and students know the marking criteria.

Oral tests can take the form of an interview, a presentation or a conversation.

Question	Score
1. What was the most useful thing you that learned on this course?	
2. How has your thinking changed during this course?	
3. How will you apply ideas from this course in your community work?	
4. What would you change about this course?	

Activity

- F** You are designing an entrance test for a teacher training course or a course that you are teaching, or planning to teach.
1. Design an oral test (interview) of five questions to select students for your course.
 2. Develop a marking guide for this task. What marking criteria will you use? How will you inform the students about the criteria?
 3. In pairs, interview each other. Mark your partner according to your criteria.
 4. Discuss your criteria.

Activity

- G** You are designing a written achievement test for a class that you have been teaching. It is worth 40% of the final mark, and will take two hours.
1. You intend to include these task types. What order would you have them in the test?
 - a. long answer (open) questions
 - b. multiple choice questions
 - c. essay (choice of two topics)
 - d. a matching task where students match ideas about the topic to examples.
 - e. Some incorrect statements about the topic. Students have to write correct statements.
 2. In pairs or groups, discuss your ordering, and why you chose that order.
 3. How can you ensure each task contributes to coverage?



Activity

H In groups, look back at your checklists from 2.4 F.

- Adapt your checklist for test design. Do you need to change or add anything?
- Make a class checklist for good test design.
- Make copies for everyone and use this as you develop tests for your students (optional).

What?	Y/N
- Does it cover all relevant skills and content?	

Activity

I Create a 30-minute progress test for a subject that you teach or plan to teach.

1. Choose a short section of the syllabus (about a week's worth) and:
 - decide on three or four task types – some closed, some open;
 - write five questions for each closed task, and one-three for each open task;
 - ensure you have coverage of all the week's content and skills.
2. Think of your students. Is this test the right level for them? Will the hard workers and enthusiastic learners do well? Will most students be able to pass?
3. Think of the time available. Is there enough time to complete the test?
4. Give your test to a partner, and sit your partner's test.
5. Analyse your partner's test according to your checklist.
6. Give feedback to your partner on their test.

Discussion

J Discuss the questions.

1. What are the advantages and disadvantages of longer written or oral answer test tasks?
2. Should students know the marking system and criteria of a test?
3. How can you help your students prepare for a test?

Case Study

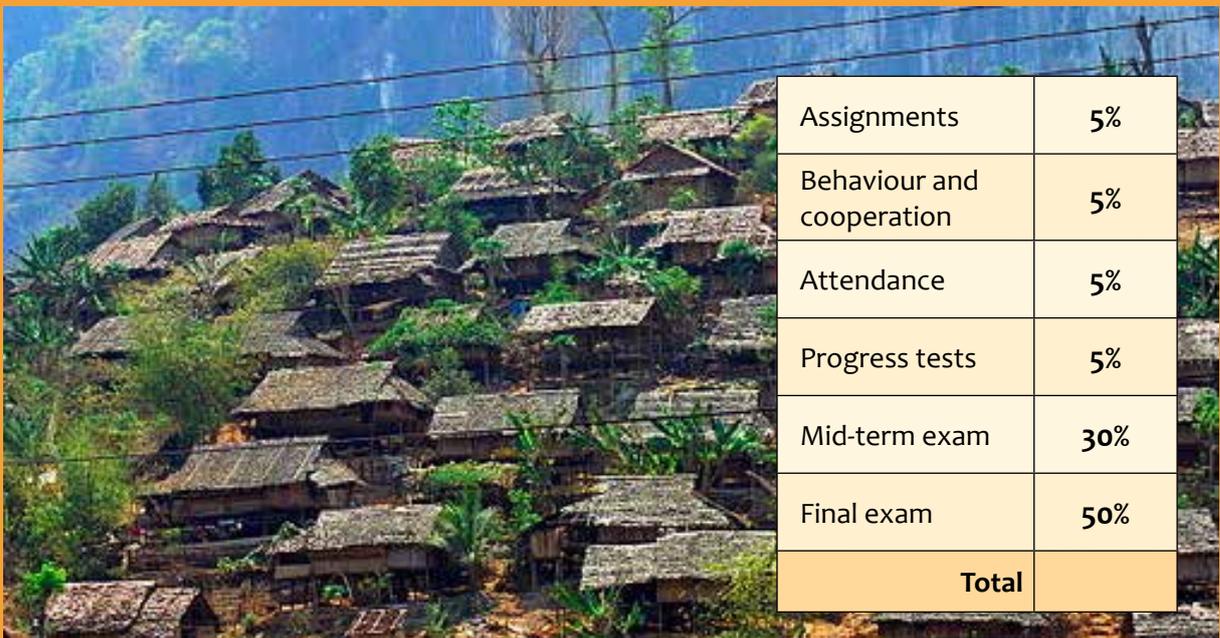
THE KAREN REFUGEE COMMITTEE EDUCATION ENTITY INSTITUTE OF HIGHER EDUCATION'S EXAM BANK

The Karen Refugee Committee Education Entity (KRCEE)'s Institute of Higher Education provides a standardised curriculum to seven junior colleges in refugee camps and in Kayin State. Subjects covered in their two-year lower division programme include maths, science, English, Kayin and social studies.

The assessment system includes marks for assignments, attendance, behaviour and regular tests. The mid-term and final exams for each course are worth a high percentage of the final mark, so are very high stakes. Previously, teachers were designing exams every year. Teachers from all schools sent suggested exam questions to KRCEE head office, where the questions were sorted into exam papers. This process was very time consuming, especially as communication with remote schools is not always easy. In addition, newer teachers were often not confident to contribute questions, as they didn't know the material well.

In 2016, KRCEE-IHE decided to experiment with an exam bank for social studies and English. They held a workshop for all teachers to decide on task types. Trainers then went to each school to provide training in test question design. Teachers contributed as many questions for each task type as they could. Senior teachers and trainers checked all the questions to ensure validity and reliability. Comprehensive marking guides were developed to accompany the exam banks.

Now IHE has a bank of hundreds of questions they can choose from to compile English and social studies tests. This bank will develop and change as more teachers contribute questions, and as the curriculum is modified.



Assignments	5%
Behaviour and cooperation	5%
Attendance	5%
Progress tests	5%
Mid-term exam	30%
Final exam	50%
Total	

Activity

K Read the case study on the previous page. In groups:

1. Circle the words that you could use to describe the tests in the exam bank.

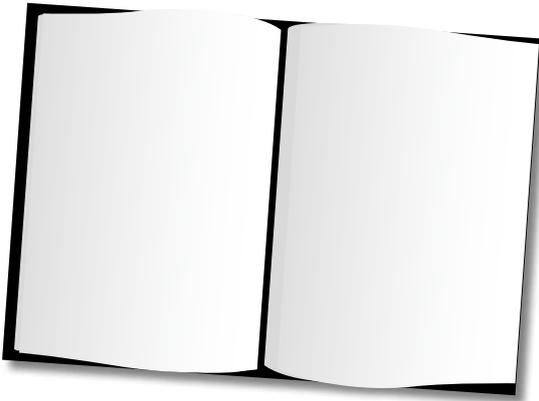
formal informal high stakes low stakes formative summative
reliable unreliable valid invalid practical impractical

2. Answer the questions.

- a. What were the reliability, validity and practicality issues with the previous system?
- b. How do you think the exam bank system might help with these issues?
- c. In what situations might a test bank be useful?



Reflection



L In a *reflective journal*...

1. Describe something that you learned in this section that was significant for you.
2. Why was it significant for you?
3. How has learning about this topic changed the way that you think about your teaching?
4. Does it make you want to change the way that you teach? In what way will you change your teaching?

Summary – Chapter 4: Creating Assessments

There are many different assessments that we can create for our students, and it is best to use a mixture of these within our course assessment systems.

Tests are the most common form of assessment. They can be used as any type of assessment, from entrance to achievement. Tests are most valid if they include a mixture of test task types, and include both closed and open tasks.

Projects often assess higher-order thinking, and because they are open assessments, they require a rubric. This can make projects more difficult to plan for and to mark. Project-based assessment can present students with assessment situations similar to the real world.

Groupwork, participation and reflection can all be assessed in your course and they will help your students develop skills related to effort, cooperation, attitude and reflective learning.



5

Assessment Systems

Objectives

- Trainees will explore components of assessment system.
- Trainees will weight components in assessment systems.
- Trainees will create an assessment system.

Glossary

component: အစိတ်အပိုင်းများ

continuous assessment: စဉ်ဆက်မပြတ် အကဲဖြတ် သုံးသပ်ခြင်း

portfolio: နည်းလမ်း ကျွမ်းကျင်မှု အစုစု

weighting: နှိုင်းရ အရေးပါမှု သတ်မှတ်သည်

5.1 Continuous Assessment and Portfolios

Preview

A Think of a course you have taught or studied. How were the marks calculated? What things were assessed? Make a class list.

- *attendance*
- *final exam*

B Brainstorm class lists. What do you know about:

1. portfolio assessment?
2. continuous assessment?

Read the text below. Were you right?

Continuous Assessment and Portfolios

CONTINUOUS ASSESSMENT involves giving marks for a number of assessment tasks throughout the course. These might include marks for classwork, homework, projects and tests. It could also include marks for things like attendance, participation or group work or reflection. In a continuous assessment system, the teacher records the marks for these individual assessment tasks and then calculates an overall or final mark for the student at the end of the semester or course.

A **PORTFOLIO** is where a student collects a number of examples of work – assignments, projects and presents them in a file. This portfolio is then used as a basis for assessment. The teacher or school might specify what types of work have to be included, or the student might choose examples of their best work.



Exercise

C Which of the tools below would you use with:

1. portfolio assessment?
2. continuous assessment?
3. self assessment?

a.

	score	comment
identify conflict actors	4/5	Mostly correct
compare conflict goals	2/5	difficult – need to do more research
design identity chart	5/5	fun – also I helped my friend do hers
outline needs and values	3/5	didn't get time to complete

b.

This folder contains:

- diagram of car engine
- essay on history of motorised transport
- evaluation of new type of engine (EP4I3)
- photos from project
- slides from presentation on practical project

c.

	homework 1	assignment 1	homework 2	assignment 2
Mi Chan	75%	100%	100%	75%
Kyaw Hsan	75%	75%	25%	50%
Bawk Nu	50%	25%	-	75%
Maung Gyi	25%	50%	75%	50%
Sai Sai	75%	50%	100%	-

Exercise

D True or false? If false, write a correct statement.

1. Testing can be part of continuous assessment.
2. Students can choose their best work to go into their portfolio.
3. Attendance in class can be a part of portfolios.
4. Projects can be a part of continuous assessment.
5. Projects can be a part of portfolios.
6. Portfolios can be a part of continuous assessment.

Activity

E Look at this assessment system for a reading skills course. It has five components. Answer the questions.

1. What is the most important part of this course?
2. How could students report on their reading?
3. What other documents and resources might be needed during the course?
 - *books at an appropriate level for students*
 -
4. What might be challenging about using this example assessment system?
 - *ensuring that the portfolio was marked reliably*
 -
5. How could you address these challenges?
 - *design marking guides for each part of the portfolio*
 -

READING SKILLS COURSE (10 weeks) Assessment Components

Students will be assessed on:

Portfolio 50%

- 3 x book reviews
- 1 x book cover design
- 1 x essay

Extensive Reading 10%

Students must read one book or article every week. 1 Mark will be taken away for each week not read.

Tests 20%

- 2 progress tests (weeks 4 and 8)
- Final exam (week 10)

Participation and Attitude 10%

Self assessment 10%

Discussion

F What are the advantages and disadvantages of using:

1. portfolio assessment?
2. continuous assessment?

5.2 Weighting in Assessment Systems

Preview

- A** Look again at the continuous assessment system from 5.1.E. Different components have different percentages. What effect does using percentages in a continuous assessment system have on the final marking?

Weighting

Continuous assessment systems are common when teachers need to give students a final mark for each semester or course. Often, teachers weight the components within an assessment system so that different components count for different percentages of the final grade. In the example system in 5.1 E the 'portfolio' component is worth 50% of the student's final grade, and participation and attitude count for 10%. Here, the portfolio is a much more important mark for the student's final grade. This teacher considers portfolios very important, tests quite important, and participation and attendance less important.

Sometimes teachers decide on weighting of assessment components, and sometimes a school has a system used for all classes.

Exercise

- B** Calculate how many marks, out of the total marks, each student will receive for these components.
1. Lu Reh got 6 marks out of 10 for participation, which is worth 5% of the final mark. What is his final participation mark?
 2. Sandar Win's portfolio is marked out of 20 points, and she gets 18. It is worth 50% of the final grade. What is the final mark for her portfolio?
 3. Khu Paw gets 39/50, 42/50, 49/50, 35/50 and 40/50 for her progress tests. The progress tests are 20% of the final mark. What is her final grade for progress tests?

Activity

C This is an example assessment system from the Gaw Yin Gyi Institute of Social Science.

1. Is this assessment system formative or summative?
2. Is it formal or informal?
3. Which assessment components have the most weight?
4. Does the teacher or the school decide on the number of marks given to students?

Components	% of Total Grade	Method of Assessment
Attendance and Participation	20%	<p>Daily attendance records assess:</p> <ul style="list-style-type: none"> • Regular attendance in class • Arriving to class on time <p>Weekly participation records assess:</p> <ul style="list-style-type: none"> • Participation in activities and discussions • Cooperation with classmates
Continuous Assessment	25%	<p>Closed and Open Assessment Tasks:</p> <ul style="list-style-type: none"> • Classwork • Homework Assignments • Presentations <p>Classwork is graded once a week and homework is graded twice a week. Presentations are twice per semester. The presentations rubric measures both presentation skills and content knowledge.</p>
Progress Tests	15%	<p>Throughout the program, regular tests assess students' understanding of the lessons. All tests are based on materials covered in the class, and aim to measure acquisition of knowledge, key concepts and important vocabulary.</p>
Self assessment	20%	<p>Students submit weekly reflective learning journals where they write freely on their learning process throughout the course. Teachers mark the reflection according to students' effort.</p>
Exam	20%	<p>Students sit an examination at the end of the semester. They are be tested on their understanding of key concepts and skills.</p>

Activity

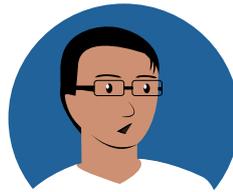
D Sayar Ba Tin Shwe teaches at the Gaw Yin Gyi Institute of Social Science. He teaches a ten-week course, with lessons five days a week.

If they come to class on time, they get two points for attendance. Late, they get one. Not at all, zero, unless they have a good excuse.

I give them a weekly mark out of five for participation.

Twice each semester, they do a presentation on a topic that we are studying. I mark these out of 25 – we use a detailed rubric.

They fill in reflective journals each week. I only mark them for effort. For a thoughtful reflection of at least two paragraphs, they get two points. If it is short, one point. I usually write a personal reply.



I don't include every class activity in the assessment. I choose two classroom tasks each week – sometimes a writing task, project or group task. I do the same for homework, and grade it for correctness. Each assessment is worth five points.

At the end of every two-week unit, they get a 20-point progress test. There's a final exam at the end of the semester, which is worth 100 points.

1. Fill in the chart according to how Sayar Ba Tin Shwe uses the school's assessment system, outlined in 5.2 C.

Assessment	a. Frequency (per semester)	b. Possible Points per Assessment	c. Total Number of Assessments per Semester	d. Total Possible Points per Semester
Attendance	Every day	2	50	100
Participation				
Classwork				
Homework				
Presentations	Two per semester			50
Reflective Journals				
Tests				
Exam			1	

2. James is a student in Saya Ba Tin Shwe's class. Here are his scores for the semester. Calculate his final grade.

Components	% of total grade	Assessment	Student's Marks	Possible marks	Total
Attendance and Participation	20%	Attendance	94	100	$\frac{170}{200} \times 20\% = 17$
		Participation	76	100	
Continuous Assessment	25%	Classwork	73	100	
		Homework	82	100	
		Presentations	34	50	
Self assessment	20%	Reflective Journals	17	20	
Progress Tests	15%	Tests	65	100	
Exam	20%	Exam	88	100	

Discussion

E Discuss the questions.

1. What are the benefits of using the assessment system in 5.2 C?
2. What challenges might you have with it?
3. How could you address these challenges?

Examples:

The teacher has to keep a lot of records of students' grades.

The teacher could use a notebook or spreadsheet to record grades.

Activity

F Think about a class you are teaching.

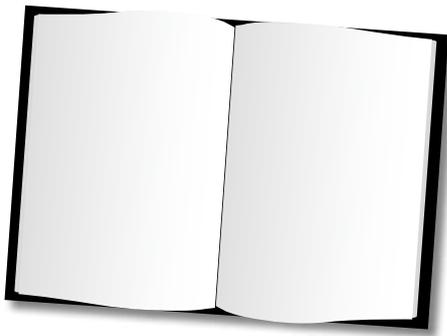
1. Design an assessment system that you can use during your academic year. Remember to think about:
 - criteria and components;
 - percentage of total grade;
 - assessment methods.
2. Present your assessment system to the class.

Activity

G How would you assess this assessment course?

1. What assessment tasks would you choose? How would you weight them in an assessment system?
2. Look at the test on page 96. Would you want to include this in your assessment components? How would you weight it?
3. Assess yourselves, each other, or have the trainer do an achievement assessment of your performance during this assessment course.

Reflection



H In a *reflective journal*...

1. Describe something that you learned in this section that was significant for you.
2. Why was it significant for you?
3. How has learning about this topic changed the way that you think about your teaching?
4. Does it make you want to change the way that you teach? In what way will you change your teaching?

Summary – Chapter 5: Assessment Systems

Continuous assessment is a way to assess students' marks to reflect the many different types of skills and knowledge needed in a course. Portfolios are a type of continuous assessment where students select the best examples of different types of work and present it for assessment.

In a continuous assessment system, teachers assign different percentages – weights – to the assessment components within an assessment system. This is done to give some components more importance.

It is good for teachers to plan their assessment systems before their class starts. This makes it easier to plan the different assessment tasks (tests, projects, homework, classwork, participation, reflections, etc.) that they will use throughout the course.

Teachers should share the assessment system with their students so that the students can know how they will be graded during the school year.

ASSESSMENT TEST

100 Marks

A. Multiple Choice. Choose the best Answer. (14 marks)

- How does testing relate to assessment?
 - testing and assessment are the same
 - assessment is one method of testing
 - testing is one method of assessment
 - assessment and testing are not related
- What sort of assessment determines which students should get into a course?
 - entrance
 - placement
 - diagnostic
 - achievement
- What sort of assessment measures students' learning throughout the whole course?
 - entrance
 - diagnostic
 - progress
 - achievement
- What type of assessment helps us decide what to teach?
 - high stakes
 - formal
 - formative
 - summative
- High school matriculation exams are an example of _____.
 - high-stakes assessment
 - informal assessment
 - formative assessment
 - progress assessment
- How should you choose appropriate assessment tasks?
 - they fit the course objectives
 - they are not too easy or too difficult
 - through formative assessment
 - through progress assessment
- What is a closed test task?
 - a task with only one correct answer
 - a task you do by yourself
 - a task with many possible correct answers
 - a task you have check for correctness
- Open-answer questions are:
 - easier to mark than closed questions
 - harder to mark than closed questions
 - more reliable than closed questions
 - more valid than closed questions
- How can you make assessment of essays more reliable?
 - only allow one correct answer
 - have a team of markers
 - use a rubric when marking
 - have a variety of different tasks
- When assessing group work, which of these would you usually include in your criteria?
 - presentation and design
 - communication and effort
 - spelling and grammar
 - process and teamwork
- Which of these is always true about exams?
 - Exams are a high-stakes form of testing.
 - Exams are the most important type of assessments.
 - Exams have a variety of test task types.
 - Exams are part of every assessment system.
- Which of these is always true about multiple choice questions?
 - There should be at least four options.
 - There should be three distractors.
 - Ensure there is only one correct answer.
 - Don't use 'all of the above' as an option.
- What is weighting in an assessment system?
 - using only open assessment tasks
 - using only closed assessment tasks
 - giving percentages to each component
 - making sure there is a variety of tasks
- Continuous assessment can include _____.
 - self assessment
 - regular tests
 - a portfolio
 - all of the above

B. Read the scenarios. Is the problem validity (V), Reliability (R) or Practicality (P)? (8 marks)

- | | |
|---|--|
| 1. There are three different markers, who each mark an assignment using different criteria. | 5. Although there are many possible correct answers, the marker will only accept one. |
| 2. The test is assessing science skills, but some people get low marks for poor English spelling. | 6. The instructions are confusing, so a lot of students write the answer in the wrong place. |
| 3. The students on the left-hand side of the room can't hear the listening test very well. | 7. A teacher spends three days designing, a short informal low-stakes progress assessment. |
| 4. You have 200 applicants and one assessor. The entrance assessment involves an hour-long interview. | 8. Some of the topics in an achievement test were not taught to all the students. |

C. For each scenario in B, explain how you can correct the problem. (16 marks)

D. What are the important issues with these assessments? Write a short paragraph for each. Outline the issues, and suggest an appropriate assessment task. (12 marks)

- | | |
|--|--|
| 1. You want to choose 12 students for an intensive English language course. 250 students have applied, from many different areas. You want to select the students with the highest level of English. | 3. In your teacher training programme, trainees are doing a group project worth 20% of the mark. The project involves designing a lesson plan, teaching it and writing a reflection on what worked and what could be improved. |
| 2. You teach young children. You want to know how well they can count from 1-20, so you know whether to spend more time on this. If they can do it will, you will focus on 21-100. | 4. You want to quickly check whether your middle school students understand the week's geography classes. |

E. Essay/Assignment (50 marks)

Think of a course you teach, plan to teach, or would like to teach.

Briefly outline your course objectives. Design a continuous assessment system for your course, and write about 150-200 words explaining criteria in it and the criteria for assessing them.

It will be marked according to this following rubric.

	1	2	3	4
Relevance	Objectives, criteria and components not explained	Objectives, criteria and components partly explained	Objectives, criteria and components explained	Objectives, criteria and components explained well
Ideas	Little knowledge of assessment principles	Some knowledge of assessment principles	Good knowledge of assessment principles	Good knowledge of assessment principles
Writing	Difficult to understand, badly organised	Could understand most, some organising needed	Easy to understand, some organising needed	Easy to understand and well organised

Answers

1 What is Assessment?

1.1 Why Assess?

A Answers:

1. The 'assess' stage.
2. You assess to measure students' learning, after you have finished teaching. This informs evaluation of your teaching, which informs identifying the future needs of your students.

B Answer:

1. Testing is a part of assessment. You can also assess students through marking their assignments and projects, or observing their participation, or reading their journals. Testing is a common method of assessment. However there are many different ways of assessment other than testing.

2. A

C Possible answers:

- a. Who should we assess?
 - Students.
- b. Who assesses?
 - Teachers.
- c. Who benefits?
 - Teachers and students.
 - The whole course or program.
- d. When do we assess?
 - Before the course.
 - At the beginning of the course.
 - At the end of the course.
 - Throughout the course.
- e. Why do we assess?
 - To find out the level of the students.
 - To find out how much they have learned.
 - To check on the students' progress.
 - To find out what students know and can do.
- f. How often do we assess?
 - Whenever we start a new class.
 - Once a week.
 - At the end of every semester.

How do we assess?

- Tests.
- Assignments.
- Marking homework.
- Performance in class.

E Possible answers:

1. T
2. F – Assessment, teaching and planning are all related to each other as part of a cycle.
3. T
4. T

1.2 Purposes of assessment

B Answers:

1. progress
2. entrance
3. placement
4. achievement
5. diagnostic
6. diagnostic
7. progress
8. entrance
9. achievement
10. placement

C Answers:

1. b, v
2. c, iii
3. d, iv
4. e, i
5. a, ii

D Possible answers:

1. A brief multiple choice test that starts with simple words in Kayah, up to complex paragraphs.
2. A detailed test in every subject that the course is going to teach. The difficulty of the test should start at the level of the start of the course.
3. A race. Record each swimmer's timing and assign points for specific technique.
4. A selection of reading tasks similar to the ones in the unit you have just taught.
5. A series of tasks and tests covering all the topics from the course, plus an independent research project on a topic approved by the professor.

1.3 Types of Assessment

B Answers:

1. achievement

2. progress
3. achievement
4. diagnostic
5. progress
6. diagnostic and progress

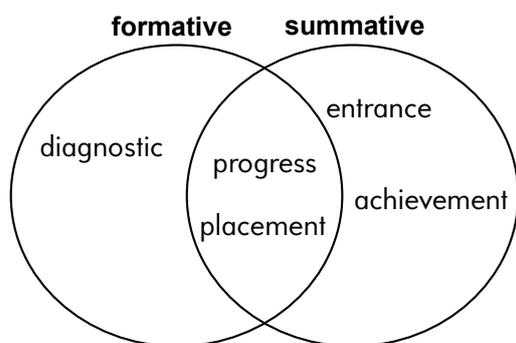
E Answers:

1. progress
2. progress
3. diagnostic
4. diagnostic

F Answers:

1. achievement
2. achievement
3. achievement
4. entrance

G Answer:



H Possible answers:

1.
 - a. formative
 - b. What students already know on the topic, what their gaps are, and what they would like to know.
 - c. Their own gaps and their own prior knowledge. They can give feedback to the teacher about what they would like to learn.
2.
 - a. Formative (an exercise done during a lesson) or summative (to grade students on their knowledge of the topic).
 - b. How the students have learned the key words on the topic.
 - c. Students can check their own learning.
3.
 - a. Can be formative but more likely summative.
 - b. Information on how well students have learned the topic.
 - c. Check their own learning, compare their learning to others in the group.

2 Principles of Assessment

2.1 Practicality

A Possible answers:

1. useful, suitable, easy to organise
2. Assessments need to be practical so teachers and students can focus easily on demonstrating the topic or skills.

B Possible answers:

1.
 - a. **Invigilate:** You need a few invigilators. You will need to find a large space or use several rooms. You need to ensure students can't cheat.
 - **Mark:** You will need a lot of markers and very clear marking guidelines. The makers need to be trained.
 - b. **Design:** Needs to ensure all six students understand these things.
 - **Mark:** As only six students, you can spend more time on each students' issues.
 - c. **Design:** Make sure there is enough paper and erasers for everyone.
 - **Invigilate:** Make sure they don't copy from their books or from each other.
2.
 - i. c
 - ii. a
 - iii. b
3.
 - a. A two-step process. Firstly a multiple choice test that you can mark quickly. The highest scoring 10% of candidates then do an essay and/or an interview.
 - b. An assignment where students write essay outlines, introductions, and conclusions.
 - c. One or more writing tasks, such as a story or dictation in the target language.

2.2 Reliability

A Possible answers:

1. The marking is inconsistent. Two different teachers are giving different marks for the same answer.
2. The teacher is tired after a whole day of marking, so her marking style may not be the same as in the morning. The teacher is giving lower marks as she gets more tired.
3. The conditions are different for students sitting in the back and in the front.

B Possible answers:

1. dependable, accurate, you can trust it

2. Assessments need to be reliable so teachers and students can trust the result.

C Answers:

1. Reliable – there are clear right and wrong answers and only one person marks the answers.
2. Unreliable – different teachers use different marking criteria.
3. Reliable – the criteria has clearly been stated and was used when marking.
4. Unreliable – the test conditions are not the same for all students.
5. Unreliable – the interview conditions are not the same for all students.
6. Unreliable – the students who go last can learn or review the alphabet as they listen to all their classmates recite it.

D Possible answers:

1. 1 – probably low; 2 – high; 3 – high; 4 – high; 5 – high; 6 – probably low
2. The higher the stakes, the more important reliability is.

E Answers:

1. student
2. assessor
3. assessment
4. assessment
5. assessment
6. environment
7. student
8. student
9. environment
10. assessor
11. assessor
12. assessor

F Possible answers:

- Do all the students have the same test conditions/environment?
- Has the assessment been checked for any errors?
- Are all the instructions clear and students can understand them?
- Do the markers have the knowledge and skills to mark it?

- G** Trial the assessment before administering it. If there are any problems you can adjust them before the assessment is taken. It is best to trail it, where possible, with a group that is similar to the

students who will take the test.

- Train all markers before they mark the assessment.

2.3 Validity

A Possible answers:

1. Reasonable, makes sense, does what it claims to do.
2. Assessments need to be valid so teachers and students know the result indicates students' proficiency at the target skills and knowledge.
3. Valid assessments measure how much students meet the learning objectives.

B Possible answers:

1.
 - a. Students applying for a course to prepare for GED will probably not be able to do a GED exam paper. They have not studied for it yet.
 - b. It only tests speed, and doesn't test at all students have learned during the course.
 - c. Formal speech is different from conversation. This test is not testing what the students have been taught.
 - d. It is not valid to test students on topics they have not covered. The test should only include the topics that all the students have covered.
2.
 - a. In order to prepare for a GED exam students need to have a certain level of English and mathematics. An English and maths test would be more valid.
 - b. An assessment where swimmers have to demonstrate all skills learned during the course, e.g.: swimming on their front, some on their back, some underwater, and some diving.
 - c. A valid test should only focus on skills and topics that have been covered.
 - d. Test questions should be checked with each school. Only topics covered by all schools should be included.

C Possible answers:

1.
 - a. iii
 - b. ii
 - c. i
2.
 - a. **Validity issue** – They are testing English vocabulary, not how body parts work
How to improve it – Change the images of body parts to a description of body part functions.

- b. **Validity issue** – This only tests grammar, not other aspects of English language.
How to improve it – include other questions testing vocabulary, reading, writing, etc.
- c. **Validity issue** – The picture shows the answer.
How to improve it – Remove the picture, have an observation rubric to assess the students.

E Possible answers:

- Are all important topics from the syllabus covered?
- Does my test assess what I think it does?

F Possible answers:

1. People who have strong ideas that certain things should be assessed.
2. a. Grammar is part of language. You don't need to test isolated grammar items to get an idea of someone's level of English.
- b. Memorising formulæ is only one part of maths knowledge, and is often incorporated into problem solving tasks.
- c. Art is not about accuracy, it is about being able to express yourself through drawing, painting, or another medium.

2.4 Putting it Together: PRV

B Possible answers:

1. ii – when students do this project, they demonstrate how they can summarise, describe, and research, as part of their assessment.
2. i – multiple choice tests are very easy to mark reliably, and you can control the conditions so they are the same for everyone.
3. ii – you don't need to create a large number of questions that cover all topics taught during the semester/course, and make sure they don't have errors.
4. *i* is easy to invigilate. *ii* might be difficult to administer, depending on how easily the students might have access to the teachers for interviews and what the internet access is like. Also *ii* will take much more time.
5. *i* is much more practical to mark.

C Possible answers:

- a. 1. validity
2. Change vocabulary 'functionaries' and 'premises' to something students might study in an elementary course.

- b. 1. validity
2. Change the options so that only one answer is correct.
- c. 1. practicality
2. Use this assessment as a second round, when you have fewer candidates, and have one that is faster to mark as a first round.
- d. 1. validity
2. This isn't testing social studies, this is testing random knowledge of information that they might or might not have studied.
- e. 1. practicality
2. That's a lot of work. Use existing IELTS practice tests (there are a lot of free IELTS tests on the internet)
- f. 1. validity
2. This question only tests the students' copying skills. Change the sentences so that students have to use their knowledge of English to fill in the information.
- g. 1. validity
2. Change the questions so that the questions test the students' knowledge of English rather than their understanding of management styles. Base the questions on the text provided.
- h. 1. reliability
2. Train all interviewers to use a standardised rubric for interviews.
- i. 1. validity
2. This looks like a test of English. Don't give any points for grammar, or spelling and maybe only a few points for organisation. Give most points for the science part: research, methodology, and results.

E Possible answers:

1. formal, high stakes, summative, unreliable, invalid, practical
2. a. Test designers and markers do not have training in assessment and their test design and marking is inconsistent.
- b. Test designers did not consult the curriculum so the assessment tests things not in the curriculum.
- c. This results in only teaching students to memorise the facts for the test and not teaching any higher-order thinking skills.
3. Develop cooperation between the centralised assessment people and curriculum people.

- Decentralise at least part of the assessment and have teachers develop some assessment tasks (and check that they are in the curriculum).
- Have more open ended assessment tasks, such as essays, presentations, projects, etc.
- Train assessment designers in developing multiple choice items.

F Possible answers:

- Do students know they being assessed?
- Do students know what they are being assessed on?
- Are all students physically able to do the assessment?
- Is the assessment the right level (not too easy and not too difficult)?
- Are students familiar with the tasks used in the assessment?

3 Methods of Assessment

3.1 How to Assess

A Possible answers:

- essay
- project
- assignment
- dictation
- interview

B Possible answers:

- number of students
- age of students
- level of students
- practicality/validity/reliability
- learning objectives

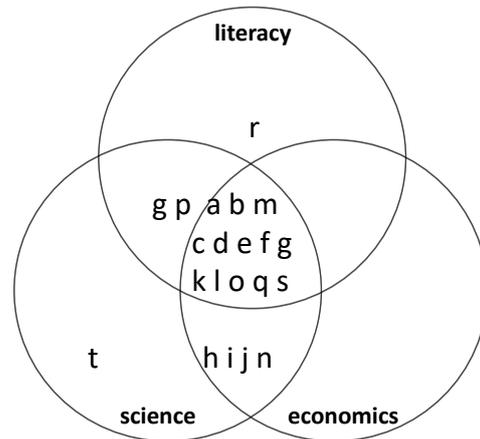
C Possible answers:

- a. This task is useful for measuring the knowledge objective.
 - b. This task is useful for measuring the knowledge objective.
 - c. This task is somewhat invalid, as it focuses only on presentation skills and not on whether someone is an active citizen. However presentation skills are part of the skills objective, so it is not completely invalid.
 - d. This is a more valid task than c to measure the skills objective, as although they are assessed on the presentation skills, the main focus is active citizenship.
 - e. This task is useful for measuring the values objective.
 - f. This task is a little useful for measuring the knowledge objective.

2. A presentation about active citizenship projects, organisations, people or events in the community, The presentation could define active citizenship, distinguish it from legal citizenship, and point out how the community has benefitted from these people or projects.

D Possible answers:

1. It is possible to use any of these activities to assess any subject, if you think creatively.



3.2 Assessment Task Types

A Possible answers:

2. A multiple choice test is harder to design, and if not designed well it can be unreliable. It is not always the most valid way to test certain skills, especially higher-order thinking skills.

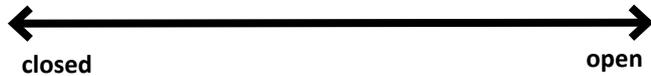
B Answers:

- i. geography (or maybe language)
 - ii. history (of Burma)
 - iii. science, chemistry
 - iv. (English) language
 - v. science, biology
 - vi. politics, civics
 - vii. (French) language
 - viii. mathematics
 - ix. community development, social studies, language, media studies
- i. classifying
 - ii. ordering
 - iii. multiple choice
 - iv. matching
 - v. essay
 - vi. open-answer questions
 - vii. closed gap fill

- viii. closed-answer questions
- ix. open gap fill

C Answers:

- i, ii
- iii, iv
- vii, viii
- ix
- v, vi



D Possible answers:

1.
 - i. Students list more examples of countries, cities and ethnicities.
 - ii. Students add more events to the timeline.
 - iii. Students follow up by explaining the characteristics of an element.
 - iv. Students answer the questions about themselves.
 - vii. Do not provide the correct answers in the box.
2.
 - v. Write the steps of photosynthesis and students put them in order.
 - vi. Provide possible answers in multiple choice format.
 - viii. Provide key words that students could use in their answers.

3.3 Closed Task Types

A Possible answers:

1. They are harder to design, and if not designed well they can be unreliable.
2. They are not always the most valid way to test certain skills, especially higher-order thinking skills.

B Answers:

3.
 - a. correct
 - b. correct
 - c. incorrect
 - d. correct

C Possible answers:

1.
 - i. B
 - ii. D
 - iii. A
 - iv. C (except it isn't completely closed).
2. D is completely closed.
A(i), B and C are partially open.

3. Marking Guide

Give one point for each correct answer.

- A.
 - i. a, b, and c, are all correct
 - ii. a
- B.
 - i. talk about
 - ii. seas
 - iii. separated, divided
 - iv. regions
- C.
 - i. sea, water, ocean
 - ii. rivers, water
 - iii. Malaysia
- D.
 - i. T
 - ii. F
 - iii. T

4. Ensure there is only one possible correct answer, e.g.:

- A. Change two of the possible answers to incorrect ones.
- B. Change *iii* to a word with only one possible answer.
- C. Provide the correct words in mixed order for students to choose from, e.g.: *Malaysia, sea, rivers.*

D Possible answers:

1. All answers are correct, so there is no choice.
2. Make sure that there is a correct answer, and that there is only one correct answer.

E Answers:

1. d
2. b
3. c
4. a

F Possible answers:

1. Rule 3
2. Reword the questions so they are different from the text. This ensures you are testing comprehension, not letter recognition.
e.g.
A1. *Kyi Kyi's apartment is ____.*
A2. *She likes studying ____.*
B1. *Kyi Kyi's 12.*
B2. *In her free time, she enjoys football.*
B3. *She does not want a pen pal.*

G Possible answers:

1. A.
 - i. rule 4
 - ii. rule 6
 - iii. rule 1
 - iv. rule 2
 - v. rule 3

- B.**
- i. rule 3, rule 5
 - ii. rule 1
 - iii. rule 3, rule 7
 - iv. rule 3
 - v. rule 2, rule 3, rule 7
2. These rules are important for reliability and validity. If these rules are not followed, students can't answer correctly even if they know the content, or correct answers might not be marked as correct.
3. **A.**
- i. Make one of the options correct.
 - ii. Remove two distractors.
 - iii. Make the answer a similar length to the distractors, i.e. 'lives', or make the distractors as long as the answer.
 - iv. Change the distractors to words that are more realistic, e.g.: *clock, moment, now.*
 - v. Change three of the options to be incorrect, e.g. *Monday, June, day.*
- B.**
- i. Remove the double negative, and make one answer correct, e.g.:
The ball is ___ the box.
 - a. *on*
 - b. *under*
 - c. *in*
 - d. *behind*
 - ii. Make the distractors shorter or the correct answer longer.
 - iii. Remove one vegetable option, remove 'd. all of these' and add another non-vegetable option.
 - iv. Make one of the correct answers incorrect.
 - v. Include one correct answer, e.g. *maths*, and remove 'd. none of these'.

3.4 Open Task Types

B Possible answers:

1. Criteria could be correct spelling of family words, that they have worked hard to draw a nice picture, or perhaps artistic criteria such as use of colour or interesting art style.
2. You could listen, observe and check the performer for accuracy, and/or style.

C Answers:

3. These are all correct answers.

D Possible answers:

1. The main thing to recognise here is that Mi

Chan has answered the questions. She gave examples of a monarchy and a theocracy in question i, and explained advantages and disadvantages in question ii. Kyaw Zaw did not give examples or list advantages and disadvantages, so he should get lower marks.

3. **a.** If two or more different markers give very different marks for very similar answers, it makes the test task unreliable.
- b.** This task needs better marking guidelines, e.g.:
 - i. Give 4 marks for clear explanation of the differences between monarchy and theocracy with an example of each system.
 - ii. Give 4 marks for a list of characteristics of anarchism, and some advantages and disadvantages of it.
 (You could make a rubric that explained a 3, 2, and 1 mark answer, or provide example 'perfect' answers.)

G Answers:

1. The grey box, titled 'Research Project'.
2. The blue cells, titled 'Research', 'Content', 'Language' and 'Presentation'.
3. The green cells, titled '5 - poor'; '10 - OK'; '15 - good'; '20 - excellent'.
4. The red cells with the descriptors.

H Possible answers:

The answer to all of these depends on how detailed the results you want. The more criteria, descriptors and levels, the more time it will take to mark. The higher the stakes, the more important to have detailed assessment.

J Possible answers:

1. formal, diagnostic, low stakes, reliable, impractical
2. **a.** Students in different countries might have very different testing conditions that might affect their scores.
- b.** If the test is not in the students' first language they might not understand something due to language. If students are not familiar with computers this could be a validity issue.
- c.** It's very hard to mark open tasks on such a large scale. A lot of markers need to be involved and they need a lot of training.
3. analysis, collaboration/teamwork, managing conflict, leadership, decision making, etc.

4. It is like tasks students have to do in real life. Therefore it gives students information they can use after they leave formal education, no matter what sort of job or life they have.

L Possible answers:

1. **Advantage** - Makes marking more reliable, especially if there is more than one person marking. They help markers to mark consistently, using the same criteria and at the same level.
Disadvantage - They take time to design, and can make marking take longer.
2. You can design rubrics using learning objectives. This ensures the assessment is assessing what it is supposed to assess.
3. The teacher can present to students the criteria and descriptors, and compare their performance to these. They can then plan ways to improve on these criteria.

4 Creating Assessments

4.1 Assessing Projects

B Possible answers:

1. - English language - a, b, e, f, g, h, i
- History - a, b, e, f, g, h, i
- Community Development - a, b, c, d, e, f, g, h, i
- Art - b, d, e, f, g, h, i
- Science - a, b, c, e, f, g, h, i

C Possible answers:

1. a = high stakes; b = low stakes
2. a = formal; b = informal
3. a = summative; b = formative
4. open
5. **a.** Specific instructions for students.
Rubric for the proposal.
Rubric for the final project report.
Rubric for the presentation.
(The teacher might decide not to formally assess all these, so fewer rubrics would be needed. She might also decide to assess groupworking skills, in which case another rubric would be needed).
- b.** Rubric for roleplays.

D Possible answers:

1. public speaking, debate
2. **a.** No introduction, no conclusion, ideas mostly unrelated to topic.
b. Strong introduction, strong conclusion all ideas related to topic.

- c.** Uses some logic and credibility message is understandable to audience.
- d.** Very logical and credible audience is persuaded by the message.
- e.** Poor pronunciation, confusing grammar, few hand gestures, poor eye contact.
- f.** Some confusing pronunciation, few grammar mistakes, some gestures, good eye contact.

3. - Essays, reports, stories - a, c, d, f, h
- Roleplays - a, b, c, e, f, g
- Community projects - c, e, f, g
- Presentations - a, b, c, d, e, f, g, h
4. financial management, use of visuals, length

F Answers:

1. Projects are great at engaging higher-order thinking. They often require students to apply the knowledge and skills they have been learning, and they can also require students to analyse and evaluate knowledge and skills. Projects can require teamwork and cooperation, and they can reflect real-world situations.
2. Teachers must give students clear and detailed instructions on how to complete the project and what the expectations are for a successfully completed project. Teachers must also have tools ready to mark the project and provide the students with useful feedback.

4.2 Assessing Group Work

A Possible answers:

1. When you assess a task students are doing in groups, such as a group project or presentation.
2. Ensure all members participate equally in the task, or include assessment criteria looking at individual participation.

B Possible answers:

1. A group of students are doing a group project - planning and creating a community garden.
2. planning, teamwork, presentation, budgeting

C Possible answers:

1. Designing or creating something as a group.
2. **process** - participation, effort
product - design, explanation
3. **individuals** - participation, effort
whole group - design, explanation
4. Half the criteria are individual and half group work.

If it used a percentage for each criteria, it might have a higher score for either individual or group work.

D Possible answers:

1. To assess the process and the individual work criteria, the assessor needs to closely observe the group working on the task, or have tools to measure this.
2. Different markers might mark this differently. Some groups might get overall lower marks because of one or two students.
3. If the learning objectives state that students are expected to participate, make an effort, have good design and a useful explanation, this is a valid assessment. If students don't know that they are supposed to focus on these, it is less valid.

E Answers:

1. reliability
2. validity
3. practicality

4.3 Assessing Participation and Reflection

A Possible answers:

Teachers can observe the students during class and give a mark according to a rubric or a set of criteria.

B Possible answers:

1. Participation affects how much students can learn. If they don't participate well, then they won't learn as much. Assessing participation can motivate students to increase their participation. Assessing participation can help teachers identify which students need more attention or motivation. Assessing participation holds students accountable for their behaviour in the classroom.
2. Participation is usually considered low stakes because it is typically only worth a few points each day or week. However, the final participation score, once all participation marks are added up, can have a large impact on a student's grade if they consistently have excellent or terrible participation.

C Possible answers:

1. a. attendance
b. attitude
c. effort
d. cooperation

2. Effort – Students follow instructions; students work for all of the time allowed; students try even if they have difficulty or are unsure.

Attendance – Students arrive to class on time; students notify the teacher if they are going to miss the class.

Cooperation – Students work together when asked to; students do not ignore members of their group; students help each other and the teacher.

Attitude – Students follow the class rules; students use polite language when speaking to each other and the teacher; students are willing to try new things.

E Possible answers:

1. This would work best in classes where the teacher and the students have built trust so that the students will provide honest self assessment. It might work better with older students, rather than young children.
2. Students might not be honest, and all give themselves full marks. Students might feel uncomfortable or embarrassed when assessing themselves.
3. The teacher does less work. Students are able to reflect on their participation and perhaps be more self motivated to improve.

H Possible answers:

1. Speak with Aye Mon and compare your assessment with his. You can then understand why he feels he deserves high marks.
2. Speak with Kham Beh to understand why she gave herself low marks, as there might be a reason you don't know about.
3. Plan some future class time to review reading strategies.
4. No, as reflective tasks should focus on meaning, not language. The purpose of a reflection is for your students to consider what they have learned. If students are worried about whether their spelling and grammar are correct, they might not write about their opinions and ideas.
5. If you know that he tries hard, give him high marks for effort. Only reduce his marks if you are marking classwork and homework for having correct answers too. If a lot of your students are trying hard but not getting the correct answers, you should review the concepts, materials and methods you are teaching.

4.4 Creating Tests

B Possible answers:

1. No – there is a lot of guessing involved in both closed and open tasks.
2. This depends on the test design.
3. This depends on the subject, test design and the student's abilities. Some students are better at closed-answer tasks, others at essays.
4.
 - a. The skills and content students need to already know before starting a course.
 - b. The skills and content students have covered in the unit or topic they have completed.
 - c. The skills and content students have covered in the entire course.

C Possible answers:

1. **Change the test.** Reduce the number of choices. Eight essay choices is too many – two or three are better. If you give too many choices, students waste time reading through them and deciding which to take.
2. **Advise the student.** It's best to leave the longer/more difficult questions until the end of the test. Do the easier parts first. If you don't know the answer, skip the question, don't waste your time. You can come back to it later if you have time. Order the test so the closed, shorter or easier test tasks are first, and the longer, open ones at the end.
3. **Change the test.** If a final achievement test does not cover materials from the whole course, it is not valid. Choose a broader range to questions, or design question that cover materials from the whole course.

D Answers:

1. a or e
2. b
3. c
4. a, d or e
5. a, b or c

E Possible answers:

2. B. Write appropriate introduction and concluding sentences
C. Express personal information using accurate grammar and vocabulary.
3. i – B ii – A iii – C

G Possible answers:

1. A common way is from closed to open – b, d, e, a, c.

3. Look through the curriculum, syllabus and learning objectives while you are designing the test. Ensure each task type tests knowledge and skills from throughout the curriculum.

J Possible answers:

1. Advantages:

- Good for testing higher-order thinking.
- Can test a wide range of content in one task.
- Can get more in-depth information about a student's knowledge, skills and ideas.

Disadvantages:

- They take a long time to mark.
 - They can be unreliable, especially if there is more than one marker.
 - You need clear criteria and a rubric or marking guide.
2. Yes, because then students know how much time to spend on each part of the test and what sorts of answers to focus on. If students don't know the marking criteria, they might focus on the wrong thing, e.g.: they might try to make the grammar and spelling perfect rather than express their ideas.
 3. Telling them the marking criteria.
 - Modelling good answers (not for the questions you are going to include in the test, but similar questions).
 - Giving students practice tests.

K Possible answers:

1. formal, high stakes, summative, reliable, practical
2.
 - a. It was less reliable as many less experienced teachers designed questions that had errors. They were less practical because of the distances between the schools, and difficulty in communicating. They were less valid as newer teachers did not know the curriculum and materials well, so might have some questions not related to course objectives.
 - b. Reliability increases by teachers receiving training in writing test questions. Practicality increases as they don't have to create new exams every semester, as there are already lots of questions to choose from. Validity increases as senior teachers and trainers check all questions before they go into the bank. Additionally, the bank is updated and developed as teachers send more questions, and when the curriculum is updated.
 - c. A test bank is useful when you have exams based on the same curriculum, course

after course. It is especially useful if this happens in a standardised system with several schools.

5 Assessment Systems

5.1 Continuous Assessment and Portfolios

C Answers:

1. b
2. c
3. a

D Answers:

1. T
2. T
3. F – portfolios are examples of student work.
4. T
5. T
6. T

E Possible answers:

1. The portfolio, as it is worth the highest percentage.
2. There could be a chart on the wall where students record what they have read, or they could list their reading in a journal or on an online file.
3. Marking guides or rubrics for the book reviews and essay.
 - Book review template.
 - Recommended reading list.
 - Criteria for the book cover design.
4. Ensuring all students have all components in their portfolios.
 - Some students might read very short books or articles, others longer ones.
 - Some hardworking, high achieving students might give themselves low marks for self assessment, whilst lazy students might give themselves high marks.
5. Make sure the students know what is expected in their portfolios.
 - Talk to students you think are not doing enough reading. Explain the types of books/articles you want them to read from a recommended reading list.
 - At the start of the semester, give these students more guidance as to how to do an honest self assessment.

F Possible answers:

1. **Advantages** – Students can choose their

best work for assessment. They feel more ownership of their work, so are motivated to work on them.

Students can be assessed over time and have the opportunity to improve their work as the course goes on.

Students may feel a sense of achievement as they add work to their portfolio.

- **Disadvantages** – harder to use them to identify problems students are having, as they only show their best work.
2. **Advantages** – better reflects all skills and topics covered in class. Fairer for students who are not good at particular assessment styles.
 - **Disadvantages** – ongoing work for the teacher

5.2 Assessment Systems

A Possible answer:

Using percentages allows teachers to decide how important each component is, no matter how many points you might give in an assessment task. e.g.: you might have an essay that you mark out of 100, but that essay might only be worth 5% of the final mark.

B Answers:

1. 3
2. 45
3. 16.4

C Possible answers:

1. summative
2. formal
3. Continuous assessment has the most weight of all of the components. However, it is divided into multiple assignments. The exam is the single component that has the most weight, as it is only one task, worth 20% of the final mark.
4. The teacher. As long as each components is worth the correct percentage, the teacher can decide whether each test, for example, is marked out of 10 points, 50 points, 150 points etc.

D Answers:

- 1.

	a	b	c	d
Attendance	daily	2	50	100
Participation	weekly	5	10	50
Classwork	weekly	5	20	100
Homework	twice per week	5	20	100

Presentations	twice per semester	25	2	50
Reflective Journals	weekly	2	10	20
Tests	every two weeks	20	5	100
Exam	once per semester	100	1	100

2. - Continuous assessment – $189/250 \times 25\% = 18.9$
- Self assessment – $17/20 \times 20\% = 17$
- Progress tests – $65/100 \times 15\% = 9.75$
- Exam – $88/100 \times 20\% = 17.6$
- Total – 80.25%

E Possible answers:

1. It is a very detailed system with many different types of assessment. It gives each assessment element a different percentage of the marks depending on how important the school or teacher considers each one.
2. It requires the teacher to keep records of each student's performance in different assessment tasks. The teacher needs to use percentages when calculating the final grade. The students should be aware of how they will be marked and how their final grade will be calculated.
3. The teacher can use a grade book or spreadsheet to keep a record of the students' grades. The teacher can use a calculator when computing final grades. The teacher can go over the assessment system with their students during the beginning of the academic year.

Assessment Test

A Answers:

- | | | | |
|------|------|-------|-------|
| 1. c | 5. a | 9. c | 13. c |
| 2. a | 6. a | 10. d | 14. d |
| 3. d | 7. a | 11. a | |
| 4. c | 8. b | 12. c | |

B Answers:

- | | | | |
|------|------|------|------|
| 1. R | 3. R | 5. R | 7. P |
| 2. V | 4. P | 6. R | 8. V |

C Possible answers:

1. Develop one set of criteria and train all the markers to use it.
2. Instruct the markers to only take points off for science mistakes.
3. Move the audio equipment (or the students) to a place where everyone can hear.
4. Give a test to all applicants. Only interview those who get high marks in the test.
5. List a range of acceptable answers in the marking guide.
6. Make better instructions, and give an example.
7. Encourage the teacher not to prioritise low-stakes tests.
8. Check that the test items are all part of the curriculum used with all students.

D Possible answers:

1. This is a formal, high-stakes entrance assessment. Design a comprehensive entrance exam that covers different aspects of English language using a variety of test task types. Choose the students with high marks, and interview them. Select from those who do well at both test and interview.
2. This is a formative low-stakes progress assessment. Develop a game where children have to count to 20 and observe how they do.
3. This is a formal achievement assessment. As a group assessment, components can include cooperation and teamwork. Observe the group working together in order to assess their process, using a checklist, or have them self assess, or peer assess. Assess the final product(s) separately (the lesson plan, teaching and reflection).
4. This is low-stakes progress assessment. Give the students a few closed and open questions based on what was taught this week.

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