

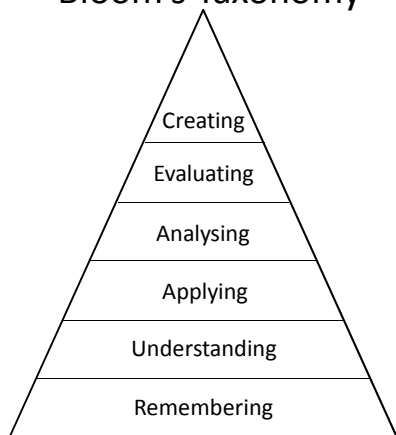
Developing Effective Assessments

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Overview of Classroom Assessment

- Based on the curriculum, set objectives for student learning through instruction
- After instruction, assessment is conducted to determine whether objectives have been met
 - If assessment verifies that learning objectives have been met, then continue to the next learning objectives
 - If assessment provides evidence that learning objectives have not met, then additional instruction in those learning objectives are necessary

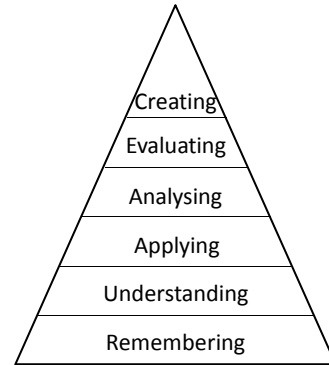
Learning Objectives: Bloom's Taxonomy



Category	Definition	Keywords for Objectives
Remember	Recall information	Recite. Define. Identify. Describe. Recognize. Know. List. Name.
Understand	Understand the meaning of a concept	Comprehend. Explain. Summarize. Translate.
Apply	Use a concept in a familiar situation; Use a procedure	Apply. Compute. Predict. Demonstrate. Implement. Use.
Analyze	Break information into parts to explore relationships	Analyze. Compare. Contrast. Differentiate. Distinguish. Diagram.
Evaluate	Make judgment about the value of a concept based on standards	Criticize. Critique. Evaluate. Justify. Support.
Create	Generate new ideas, products, or ways of viewing something	Create. Design. Generate. Plan. Construct. Produce. Invent.

Bloom's Taxonomy

1. What is the definition of rote memorization?
2. What are the advantages and disadvantages of teaching for meaningful learning?
3. How can you use meaningful learning in your classroom?
4. Create your own lesson that focuses on meaningful learning.
5. What are the similarities between meaningful learning and constructivism?
6. Why should students engage in meaningful learning?



Classroom Assessment

- Grading System
 - Clear and understandable
 - Designed to support learning and provide frequent feedback
 - Based on hard data
 - Fair to all students
 - Able to defend to parent and/or administrator

Types of Assessment

- **Objective items:** Specific predetermined answer
 - Multiple Choice
 - True/False
 - Matching
 - Fill in the blank
- **Subjective items:** Teacher makes judgment to assess
 - Essay
 - Short Answer
 - Performance Assessment

Creating Forced-Choice Items

- Present one clear problem in the stem
- Make all distracters probable (but clearly incorrect)
- Vary the position of the correct choice randomly (try to avoid C)
- Avoid similar wording in the stem and correct choice
- Avoid phrasing the correct choice in more technical terms than distracters
- Correct answer and distracters should have same length

Creating Forced-Choice Items

- Avoid absolute terms (always, never)
- Keep stem and distracters grammatically consistent
- Avoid using two distracters with the same meaning
- Emphasize **NEGATIVE** wording
- Use “none of the above” with care
- Avoid “all of the above”

Bad Forced-Choice Items

- Which is a function of the circulatory system?
 - a) to support the vital organs of the body
 - b) to circulate blood through the body
 - c) to transfer nerve impulses from the brain to the muscles
 - d) to provide for the movement of the body’s large muscles
- The definition of population density is:
 - a) how many people live in your city
 - b) how many people voted
 - c) frequency of people per square mile in a country
 - d) how many people are married

Bad Forced-Choice Items

- The most significant cause of World War II was:
 - a) American aid to Great Britain
 - b) Italy’s conquering of Ethiopia
 - c) Japan’s war on China
 - d) the devastation of the German economy as a result of the Treaty of Versailles
- Bats are the most common mammals. The one of the following that is not a mammal is an:
 - a) Wolf
 - b) Giraffe
 - c) Alligator
 - d) Leopard

Essay Items

- **Strengths**
 - Assess creative and critical thinking
 - Students more likely to meaningfully organize information when studying
- **Weaknesses**
 - Scoring takes time
 - Scoring can be biased

Essay Items

- Questions should clearly indicate the elements to be covered in the answer.
 - Bad: Explain operant conditioning.
 - Good: Explain the four types of operant conditioning, giving an example of each.
- Require students to think about and apply topics from class, not just repeat their notes.
 - Bad: State the four elements in observational learning.
 - Good: Describe how observational learning could be achieved in learning how to make pounded yam. Be sure to include a description of each of the four elements of observational learning.

Essay Items

- **Rubric:** Scoring scale that describes criteria for grading
- **Constructing Rubrics**
 - Establish criteria based on critical elements of essay
 - Determine levels of achievement for each criterion
 - Develop a clear description for each level of achievement
 - Determine rating scale for whole rubric

Example Rubric

Levels of Achievement			
Criteria	1	2	3
Topic Sentence	Not present; reader has no idea of what paragraph is about	Present but does not give the reader a clear idea of what the paragraph is about	Provides a clearly stated overview of the paragraph
Supporting Sentences	Rambling and unrelated to topic sentence	Provide additional information but not all focused on topic sentence	Provide supporting detail relating to topic sentence
Summarizing Sentence	Nonexistent or unrelated to preceding sentence	Relates to topic sentence but doesn't summarize information in paragraph	Accurately summarizes information in paragraph and is related to topic sentence

Example Marking Scheme

- a) Explain the four factors required for a multicultural society. **1.5 points apiece. TOTAL: 6**
- b) For each factor listed in part (a), describe whether this condition is currently met within the Jos environs and explain why. **1.5 points apiece. TOTAL: 6**
- c) Describe the concept of universal orientation as it relates to intercultural relationships. Be sure to state whether the universal orientation is beneficial or not. **2 points for definition, 4 for explanation. TOTAL 6**
- d) What can you as a teacher do to develop a universal orientation? Be specific. **TOTAL: 6 points**

Marking Essay Items

- Write a model answer for each item when setting the questions
- Prepare rubric or marking scheme when setting the questions
- Require students to answer each item
- Score all answers to one item before marking the next item
- Score all responses to single item in one sitting
- Score answers without knowing the identity of the student

Classroom Assessment

- Christine is just not very bright. She tries hard, but just doesn't have much cognitive ability.
- Monday is bright, but he is lazy. He knows when he has done enough and quits working.
- Mercy is bright, but she comes from a home in which English is not spoken. She will most likely do much better when she is proficient in English.
- John is huge a discipline problem and is frequently in in-school suspension for misbehavior.

Classroom Assessment

- What should grades measure?
 - Achievement in the specific class
 - Effort
 - Ability
 - Personality
 - Interests
 - Attitude

Sharing Assessment Outcomes with Parents

- Share child's academic, social, and emotional strengths and progresses
 - Share areas of concern with examples to illustrate
 - Collaborate to find strategies to help the child overcome areas of concern