

Assessment literacy to improve assessment quality

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Assessment literacy to improve assessment quality

ICO-course Multiple perspectives on assessment

28 February 2013

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celstec.org



Programme

- Assessment quality
- Assessment literacy
- Assessment versus Research

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Assessment quality



Quality pyramid of assessment

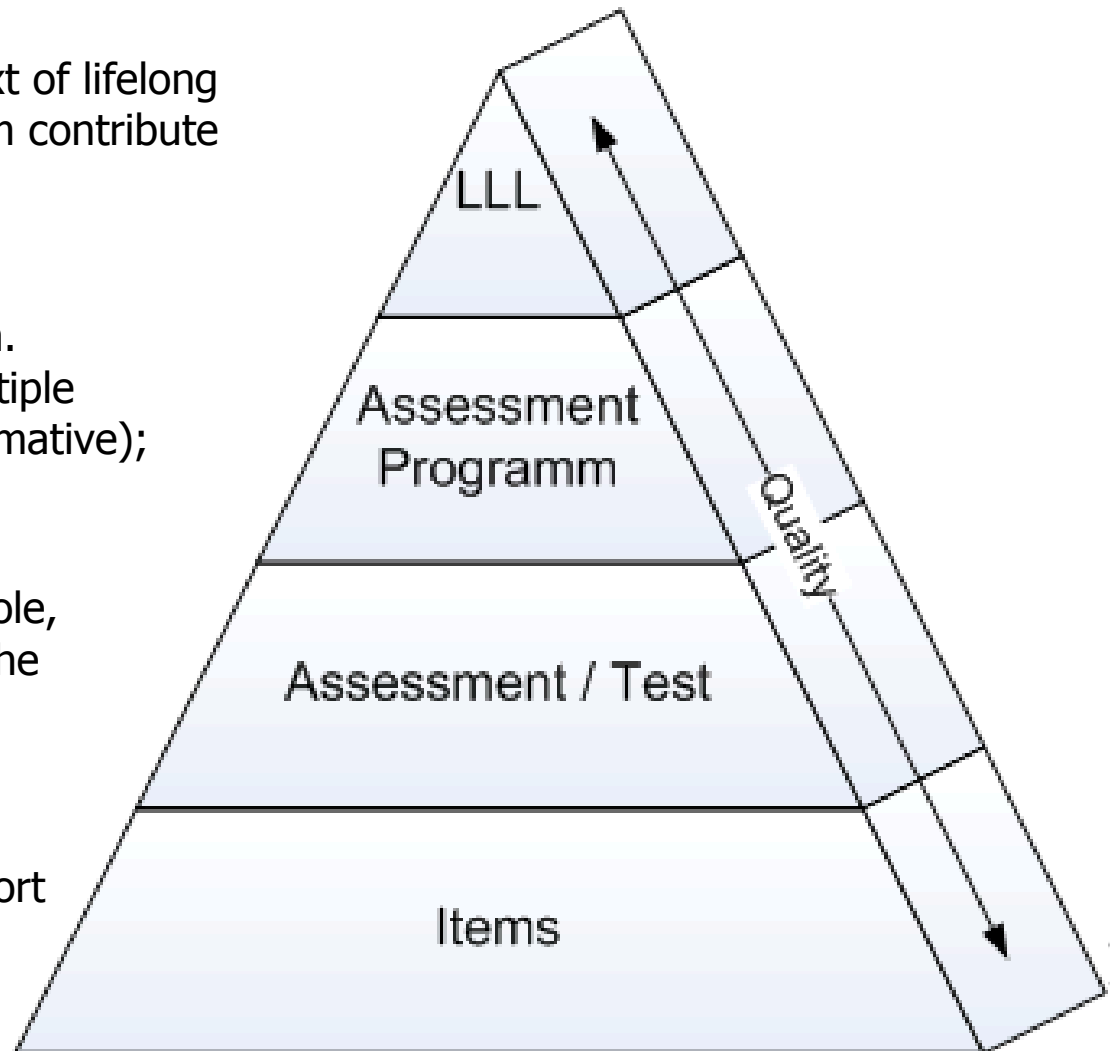
(Joosten-ten Brinke & Sluijsmans, 2010)

® the quality of assessment in the context of lifelong learning. Does the assessment program contribute to sustainable learning? ...

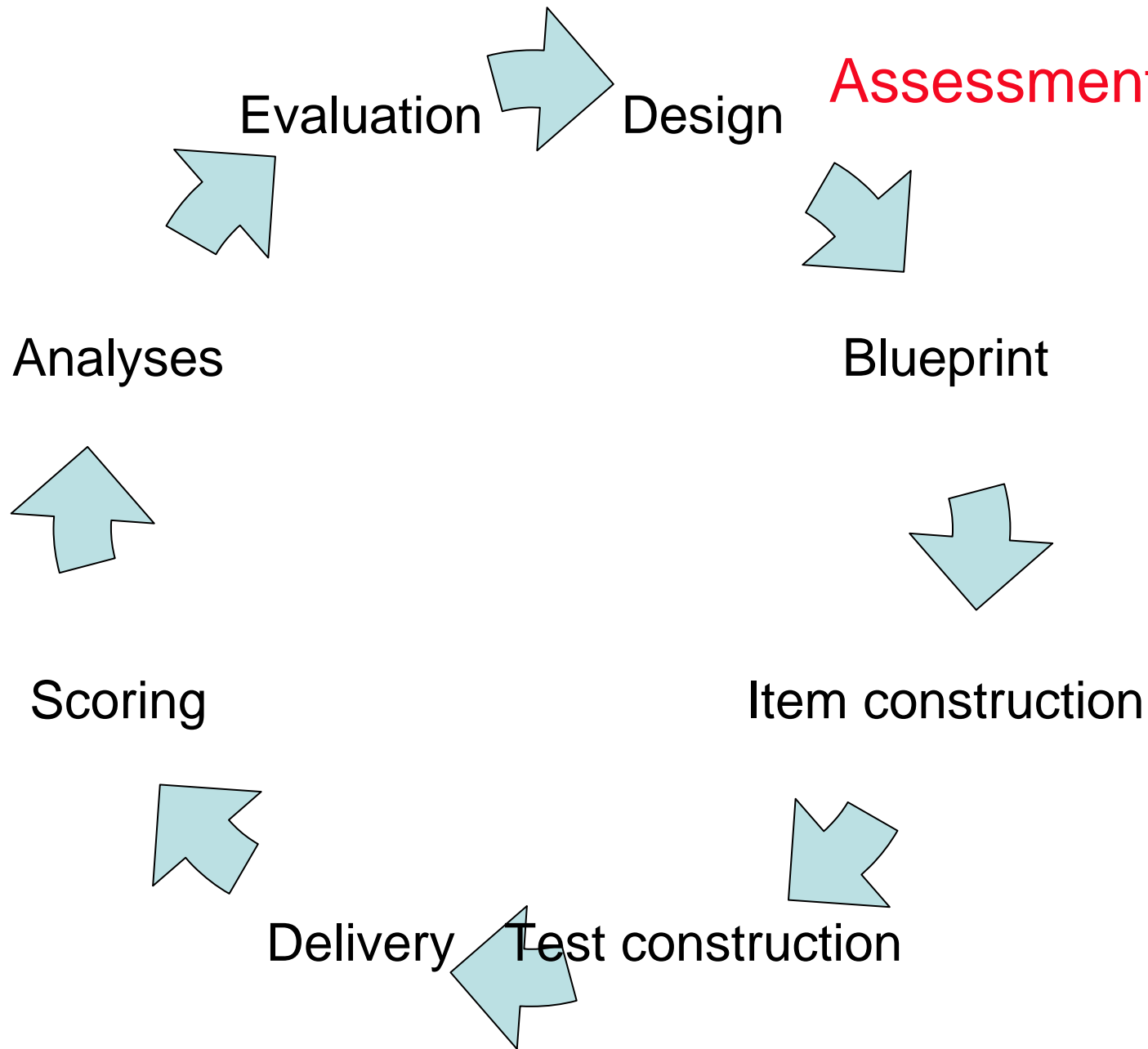
□ the quality of the assessment program.
Coherence between assessments and multiple functions of assessments (formative, summative);

□ the quality of the assessment as a whole, including preparation and feedback, and the coherence between items.

□ the quality of specific test items in an assessment, for example the quality of short answer questions, an assignment, MC question.



Assessment Process



Teachers should be skilled in ...

- choosing assessment methods appropriate for instructional decisions.
- developing assessment methods appropriate for instructional decisions. administering, scoring, and
- interpreting the results of both externally produced and teacher-produced assessment methods.
- using assessment results when making decisions about individual students, planning teaching, developing curriculum, and school improvement.
- developing valid pupil grading procedures that use pupil assessments.
- communicating assessment results to students, parents, other lay audiences, and other educators.
- recognizing unethical, illegal, and otherwise inappropriate assessment methods and uses of assessment information

(AFT & NCME, 1990)



Formative assessment lacks...

- Assessment for learning

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Teachers should be skilled in ...(1)

- understand learning in the content area they teach
- articulating clear learning intentions that are congruent with both the content and depth of thinking implied by standards and curriculum goals, in such a way that they are attainable and assessable.
- a repertoire of strategies for communicating to students what achievement of a learning intention looks like.
- understanding the purposes and uses of the range of available assessment options and be skilled in using them.
- analyzing classroom questions, test items and performance assessment tasks to ascertain the specific knowledge and thinking skills required for students to do them.
- providing effective, useful feedback on student work.



Teachers should be skilled in ...(2)

- constructing scoring schemes that quantify student performance on classroom assessments into useful information for decisions about students, classrooms, schools, and districts. These decisions should lead to improved student learning, growth, or development.
- administering external assessments and interpret their results for decisions about students, classrooms, schools, and districts.
- articulating their interpretations of assessment results and their reasoning about the educational decisions based on assessment results to the educational populations they serve
- helping students use assessment information to make sound educational decisions.
- understanding and carrying out their legal and ethical responsibilities in assessment as they conduct their work.

(Brookhart, 2011, p7)



How about your assessment knowledge?

- www.bewustebekwaamtoetsen.nl

ICO01 – ICO11

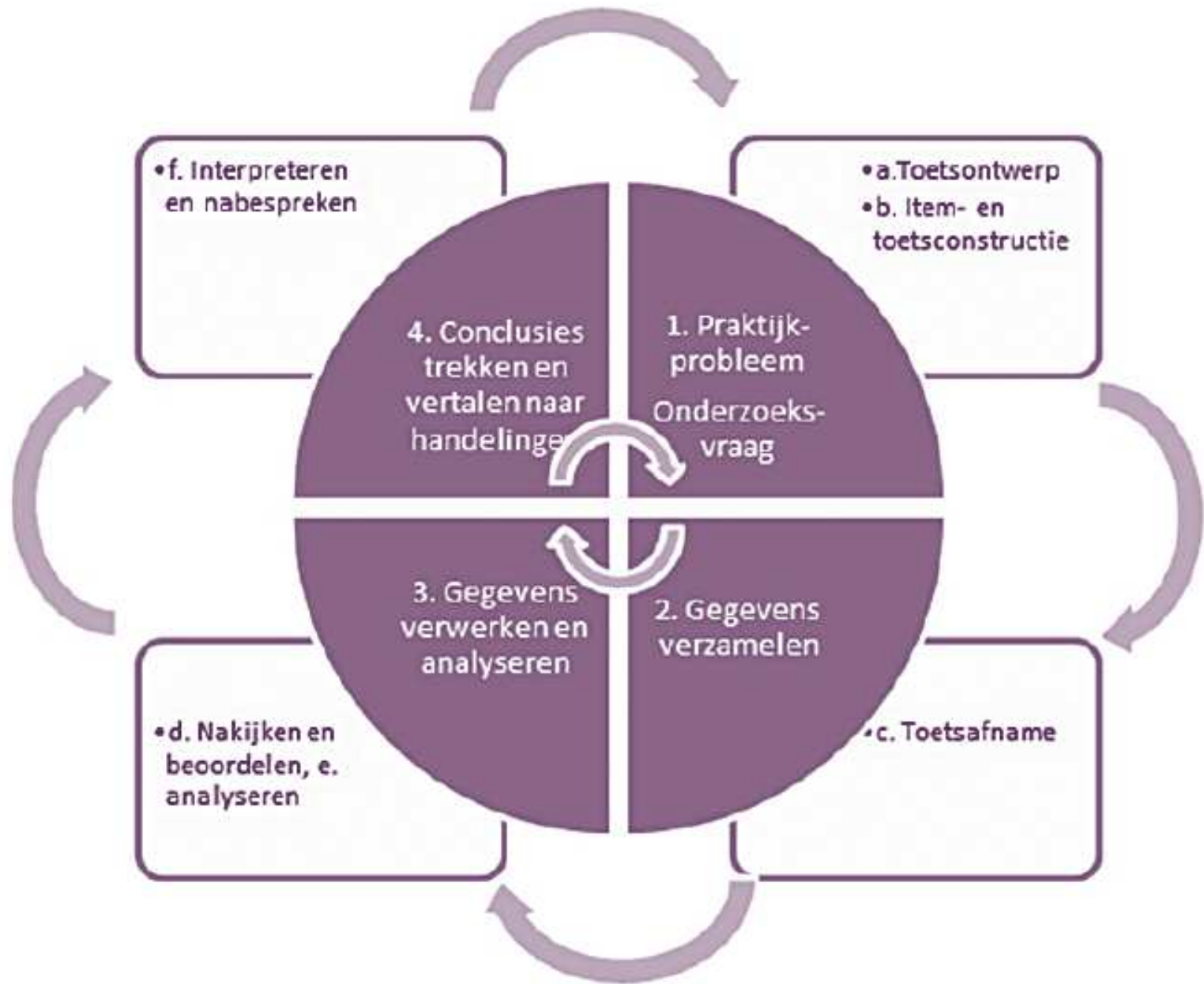
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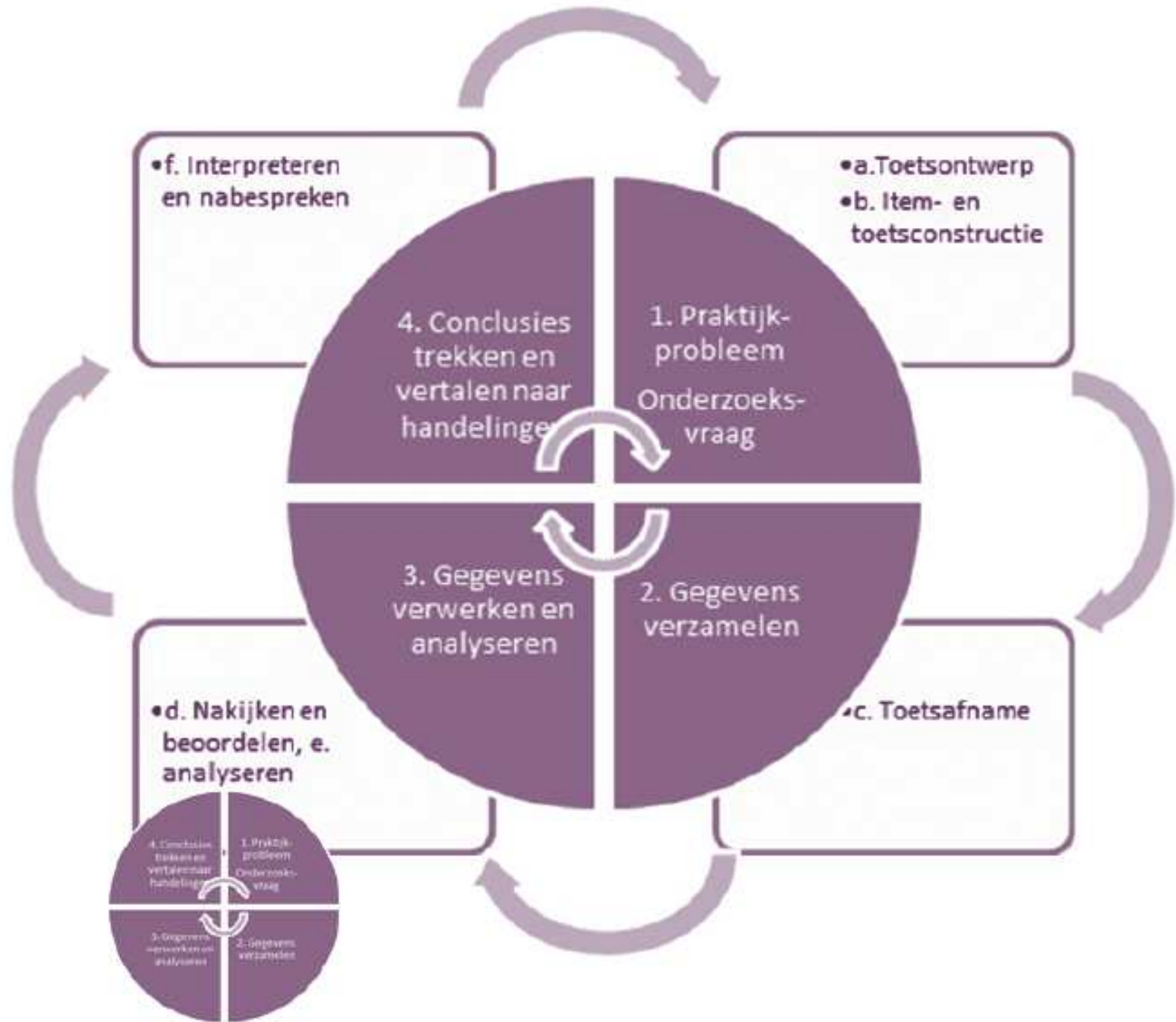
Assessment related to Research

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Figuur 3. Een onderzoeksmatige aanpak bij vragen over toetsen en beoordelen. Joosten-ten Brinke, 2012



Assignments

1. Item construction
2. Test analyses
3. Rubrics



Quality of items

- Relevance
- Objectivity
- Efficiency
- Difficulty



All of the following are correct procedures for putting out a fire in a pan on the stove except:

- a. Do not move the pan.
- *b. Pour water into the pan.
- c. Slide a fitted lid onto the pan.
- d. Turn off the burner controls.



California:

- a. Contains the tallest mountain in the United States
- b. Has an eagle on its state flag.
- c. Is the second largest state in terms of area.
- *d. Was the location of the Gold Rush of 1849.

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If the pressure of a certain amount of gas is held constant, what will happen if its volume is increased?

a. The temperature of the gas will decrease.

*b. The temperature of the gas will increase.

c. The temperature of the gas will remain the same.

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