

SHORTWOOD TEACHERS' COLLEGE

The Education Department

Assessment in Education

ASSIGNMENT #1

Due: October 28, 2016

- ✚ Individually, select an objective from **your area of specialization** that targets higher order thinking skills that you would like to assess. (2 marks)
- ✚ Create a profile of the group of students to establish critical learner characteristics (**Multiple Intelligences, Learning Styles and interests**) (3 marks)

- ✚ Using the data gathered in the profile, construct **one performance based task** geared at assessing students' mastery of the selected objective. The tasks should target at least two of the three learner characteristics. (10 marks)
- ✚ Design **one checklist** to be used as an assessment instrument for one of the tasks. (6 marks)
- ✚ Design **one rubric** that can be used as an assessment instrument *for the other task*. (6 marks)
- ✚ Using the group profile as a guide, administer the tasks to a small group of current Assessment in Education students.
- ✚ Use the instruments designed to measure the performance of the students.
- ✚ Reflect on the administration and scoring of the performance tasks. (7marks)

Language/Organization 4 marks

Reference 2 marks

Total 40

RUBRIC

Indicators for Performance based Assessment Task			
	Excellent	Good	Poor
	2 marks	1 mark	0
Objective 2 marks	One specific objective reflecting higher order thinking skills is presented.	One objective is presented but it lacks specificity.	No objective is provided.
	3 marks	2-1 marks	0
Profile 3 marks	Profile captures information relevant to the members of the group being assessed including multiple intelligences, learning styles and or interests.	Profile provides some generic information. Not all information provided is relevant to the group of students being assessed.	No profile was created.
	10-8 marks	7-5marks	4-1 marks
Task 1 10 marks	Design of task is performance based in nature. The task measures the stated objective, is feasible and targets higher order thinking skills.	Design of task is performance based in nature. Assessment is somewhat meaningful and relevant. Task lacks problem solving skills.	Task has few performance based characteristics. It is positioned at the lower level.
Rubric for Checklist			
	3	2	1
Checklist 6 marks	The checklist has content and construct validity i.e. It is comprehensive, captures all relevant areas and purpose identified.	The checklist has some elements of content validity	The checklist has few elements of content validity i.e.

	The checklist has construct validity i.e. It measures what was intended to measure	The checklist has some elements of construct validity	The checklist has few elements of construct validity
Rubric for development of Rubric			
	4	3-2	1
Rubric 4 marks	The rubric has content validity i.e. It is comprehensive, captures most to all relevant areas and purpose identified.	The rubric has some elements of content validity	The rubric has few elements of content validity
4 marks	Descriptors are specific and clearly articulated.	Some descriptors are identified but it lacks clarity.	Few descriptors identified.
Rubric for Part C – The Reflection			
	7-6	5-3	2-1
Reflection 7 marks	The reflection provides depth and clarity in relation to ALL aspects of administration and measurement.	The reflection provides depth and clarity in relation to most aspects of administration and measurement.	The reflection provides depth and clarity in relation to some aspects of administration and measurement.
	3	2	1
Language and Organization (4 marks)	There are no errors. Or The one error does not detract from the overall quality of the work.	There are no more than five language errors. Organization is good.	There are more than five errors. Better organization is needed.