

SHORTWOOD TEACHERS' COLLEGE

The Education Department

Assessment in Education

ASSIGNMENT #2

Due: July 21, 2017

In **GROUPS OF THREE**, select a topic from your area of specialization, for which you will prepare, administer and analyze a test.

1. Develop a **Table of Specification (T.O.S.)** for a summative test which is to be used to determine ten (10) students' understanding of concepts in the unit. **(12 marks)**
2. Use the **T.O.S.** to design a comprehensive test, which should include at least **TWO (2)** appropriate '**selected response**' and **TWO 'constructed response'** item. Ensure that all test papers and the associated mark scheme are submitted. **(8 marks)**
3. After administering the test to ten (10) students.
 - a) Calculate and interpret the **facility indices** and the **discrimination indices** for a sample of **TWO (2)** selected response items. **(8 marks)**
 - b) Calculate the **mean score** and the **standard deviation** for the test then interpret students' performance. **(4 marks)**
4. Design a simple report card to convey the following for **THREE** students: accomplishments, challenges (if observed), recommendations for improvements and a section for students' responses (allow the three students to respond) **(4 marks)**
5. Prepare a **DETAILED THREE** page reflection on the preparation, administration (include details on seating and classroom arrangement, climate during administration and how the exam papers were issued and collected) and analysis of the test. **(4 marks)**

TOTAL= 40 MARKS

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TABLE OF SPECIFICATION (12 MARKS)				
Table of Specification (12 marks)	10-12 marks The table is correctly designed and accurate. The objectives are specific and accurately classified. Content is weighted in a balance manner.	7-9 marks The table is correctly designed but there are few areas that need greater improvement.	4-6 marks The table has some inaccuracies in its design. More than half of the areas need greater development.	1-3 marks The table is incorrectly designed and has inaccuracies in terms of specificity and classification of objectives and weighting.
TEST (8 MARKS)				
Item Construction (4 marks)	4 marks The rules of writing test items were observed in ALL the items included on the test.	3 marks The rules of writing test items were generally observed but few items needed improvement.	2 marks Half of the items included on the test did not follow the rules of test item writing.	1 mark The items of the test did not follow the rules of writing test items.
Validity (4 marks)	4 marks The test has face, content and construct validity.	3 marks One area needs greater development OR minimal development needed in all areas	2 marks TWO areas need greater development	1 mark THREE areas need greater development
ITEM ANALYSIS (8 MARKS)				
Difficulty/ Facility Index (4 marks)	4 marks All calculations are correct. Accurate use of formula and accurate discussion on test items.	3 marks Minimal errors in the use of formula and/or the discussion on test items.	2 marks Use of formula with major errors. Limited discussion provided on test items.	1 mark Incorrect use of formula and no discussion on test items

Discrimination Index (4 marks)	4 marks All calculations are correct. Accurate use of formula and accurate discussion on test items.	3 marks Minimal errors in the use of formula and/or the discussion on test items.	2 marks Use of formula with major errors. Limited discussion provided on test items.	1 mark Incorrect use of formula and no discussion on test items.
Analysis of Students' Performance (4 marks) Mean (1 mark) S.D. (1 mark) Classification (2 marks)	4 marks Mean, standard deviation and classification of scores are correct	3 marks There are errors in ONE of the areas	2 marks There are errors in TWO of the areas	1 mark There are errors in THREE of the areas
Feedback (4 marks)	4 marks All strengths, weaknesses and recommendations are specific to the unit with the appropriate depth and clarity.	3 marks Strengths, weaknesses and recommendations are specific to the unit but lack depth and clarity in a few areas.	2 marks Some strengths, weaknesses and recommendations lack specificity	1 mark Majority of the strengths, weaknesses and recommendations lack specificity
Reflection (4 marks)	4 marks Clear and in-depth reflection on test preparation, administration, and analysis.	3 marks Reflection captures most aspects but depth and clarity are needed.	2 marks Reflection captures some aspects but greater depth and clarity are needed.	1 mark Reflection minimally captures the different aspects. It lacks depth clarity and supporting evidence.