

SUBJECT: EDUCATION
COURSE: CLASSROOM ASSESSMENT
PROGRAMME: EARLY CHILDHOOD, PRIMARY AND SECONDARY EDUCATION
YEAR/SEMESTER: YEAR 3/SEMESTER 1
PRE-REQUISITE: PRINCIPLES OF TEACHING & LEARNING; YEAR 2 PRACTICUM
CREDITS: 3 (45 HOURS)

INTRODUCTION

The Classroom Assessment course replaces the course in Classroom Testing and Measurement that was offered up to 2004. The objective of this replacement was to provide a course in assessment that is more in keeping with the constructivist approach that teachers are expected to adopt in Jamaican classrooms.

In a constructivist environment, assessment is an important aid to optimizing the opportunities for students to learn. In this regard, therefore, assessment must be concerned with the use of instruments that can provide the type of feedback to the student and the teacher that would be useful in improving student learning.

However, classroom assessment must also address the need to determine, in a more absolute sense, the learning gains made by students after a period of instruction.

Such assessment is required at various points in the education cycle to provide information on the extent to which classroom instruction is helping students to achieve established standards.

The Classroom Assessment course provides the opportunity for student-teachers to Understand both the assessment emphasis of the constructivist and that of the

Behaviourist which is normally associated with accountability in education. The examination of various assessment concepts that are relevant to classroom forms an important part of the course. So too are the critical technical requirements of assessments instruments and procedures that are frequently used and associated with constructivist assessment on the one hand and accountability assessment on the other. It places as much importance on the acquisition of skills in developing and using assessment instruments and procedures as it does on a good grasp of conceptual and theoretical issues. Students are provided with the opportunity through their coursework to apply the skills they learn to authentic situations.

Rationale

Assessment is an important aid to classroom instruction. It is equally important to the accountability requirement of reporting on student achievement at the end of a defined period of instruction. The course in classroom Assessment provides the opportunity to develop both sets of skills that are required by today's teachers. It is an important course for all those who are being prepared to serve as classroom teachers.

General Objectives

At the end of this course, students should:

1. Know critical concepts and vocabulary associated with classroom assessment
2. Know how to communicate assessment data to students, parents and the wider school community so to help them to understand the progress and achievement of students

3. Improve their awareness of the importance of classroom assessment in the instructional process
4. Develop skills in designing and using a wide range of assessment instruments and procedures that are valid and reliable for intended purpose

UNIT 1 – THE NATURE OF ASSESSMENT

Number of Hours: 8

At the end of this unit, students should be able to:

1. Explain the importance of the Classroom Assessment Course in the Teachers’ College Curriculum
2. Distinguish between the concepts of assessment, measurement and evaluation
3. State the essential characteristics of various types of assessment that are used in classroom assessment

CONTNET	SUGGESTED ACTIVITIES
<p>A. Purpose of classroom assessment</p> <ul style="list-style-type: none"> • Diagnose student’s strengths and weaknesses • Monitor student’s progress • Provide feedback on teacher’s effectiveness • Measure and report students’ achievement • Promote fairness • 	<p>As part of a classroom discussion, students should be encouraged to give examples of what is involved in each of these purposes based on their observations and individual experience.</p>
<p>B. Understanding the concept of assessment</p> <ul style="list-style-type: none"> • Definition of concept of assessment • Distinguishing concept from that of Measurement • Distinguishing concept from 	<p>Students should research the definition of each of these concepts. The research should be used as the basis for group work where each group prepares a presentation (using a poster or power-point or other means of visual display) that identifies the distinguishing features</p>

that of Evaluation	of each of these concepts. The teacher should encourage a discussion on which group has best captured the distinguishing features
<p>C. Characteristics of various types assessment</p> <ul style="list-style-type: none"> • Alternative assessment • Authentic assessment • Diagnostic assessment • Formative and summative assessment • Norm-referenced and criterion-referenced assessment 	<p>Students should research each of these concepts</p> <p>Each student may be assigned one concept for one-minute classroom presentation showing its importance. Each student may for, example be asked to start by saying “I am for alternative assessment...”</p>

UNIT 2 : TECHNICAL REQUIREMENTS OF ASSESSMENT

NUMBER OF HOURS: 8

At the end of this Unit, students should be able to:

1. Explain the importance of reliability, validity and absence of bias in assessment
2. Define the main types of reliability estimates and how these are obtained
3. Describe the main types of validity evidence that are considered in assessments
4. Analyse assessment procedures and instruments for sources of bias

CONTENT	SUGGESTED ACTIVITIES
<p>A. Technical requirements of good assessment procedures</p> <ul style="list-style-type: none"> • Validity • Reliability • Absence of bias 	<p>Students should research on what makes a good test or assessment instrument and share their findings in classroom discussion explaining why validity, reliability and absence of bias should be given primary of position.</p>
<p>B. Types of reliability evidence</p> <ul style="list-style-type: none"> • Test-retest • Alternate-form 	<p>Students should undertake an internet or other search for reports on reliability of tests, including tests of the Caribbean Examination Council and determine</p>

<ul style="list-style-type: none"> • Internal consistency • Scorer reliability 	<p>which form of reliability evidence was collected.</p> <p>Students should critique the appropriateness of the form of reliability evidence obtained and assess the extent to which the estimates reported indicated that the test was of good quality for its purpose.</p>
<p>C. Types of validity evidence</p> <ul style="list-style-type: none"> • Content-related • Criterion-related • Construct-related • Unitary concept of validity 	<p>Students should work in groups to review a number of classroom tests and report particularly on whether they satisfied the technical quality of content-related validity and what should be done to improve them. Students should also be encouraged to make a judgment about the extent to which the tests have construct-related validity. Students should work in groups to identify circumstances where criterion-related validity evidence would be important in a classroom test. Each group should identify one circumstance and this should be presented to the class for discussion.</p>
<p>D. Forms of bias in Assessment</p> <ul style="list-style-type: none"> • Offensiveness • Unfairness • Treating with the physically challenged • Procedures for identifying bias 	<p>Students should work in groups to review a number of classroom tests and report on forms of bias they identify. These should be shared and discussed with the rest of the class with suggestions on why these sources of bias may have entered the instruments. Students should research the report on how the National Assessment Unit of the Caribbean Examinations Council treat with the physical challenged and share their views about whether the procedures employed are fair.</p>

UNIT 3: ASSESSMENT INSTRUMENTS AND PROCEDURES

NUMBER OF HOURS: 10

At the end of this Unit, students should be able to:

1. describe the characteristics of various assessment procedures and instruments that are useful for classroom assessment
2. make appropriate use of various assessment instruments
3. construct sample instruments and items that are appropriate for particular assessment purposes
4. assess the quality of items in a multiple-choice instrument

CONTENT	SUGGESTED ACTIVITIES
A. Characteristics, usefulness and limitations of the following: <ul style="list-style-type: none">• Performance tests• Checklists• Rating scales• Portfolios• Peer assessments• Self assessments• Observations• Achievement tests	Students may be organized into pairs (or paired groups) to play a protagonist-antagonist game where a student takes an instrument or procedure, lauds its strengths and says in what circumstances he/she will use it. The other student rebuts the presentation of usefulness and points to the general and particular limitations
B. Construction and use of: <ul style="list-style-type: none">• Checklists• Rating Scales• Portfolios	Students should work in groups to develop one of each type of instrument, including the related instructions and the purpose for which the instrument will be used.
C. Characteristics, usefulness and limitations of the following items used in Achievement Tests: <ul style="list-style-type: none">• True-false and yes-no variety• Multiple-choice• Matching exercises• Completion variety• Restricted response essays• Extended response essays	Again, students may be organized into pairs (or paired groups) to play a protagonist-antagonist game where a student takes an instrument or procedure, lauds its strengths and says in what circumstances he/she will use it. The other student rebuts the presentation of usefulness and points to the general and particular limitations.
D. Guidelines for, and practice in writing:	Students should work in groups to develop a few items (perhaps 3 to 5) for

<ul style="list-style-type: none"> • True-false and yes-no items • Multiple-choice items • Restricted response essays • Extended response essays 	each format. Groups should exchange work for review/critique.
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UNIT 4: ASSESSMENT OF LEARNING

NUMBER OF HOURS: 10

At the end of this unit, students should be able to:

1. apply the principles of test construction to develop tests that satisfy the consideration of content-related validity
2. assess the suitability of items based on their level of difficulty and discrimination
3. develop mark-schemes to enhance reliability of the marks awarded
4. report the performance of each student on a test using appropriate scoring and grading techniques
5. use simple, descriptive statistics as an aid to making judgments about the performance of a class on a given test

CONTENT	SUGGESTED ACTIVITIES
<p>A. Table of Specifications</p> <ul style="list-style-type: none"> • Nature and usefulness • Defining the behaviours to be assessed with the assistance of Bloom’s Taxonomy • Appropriate sub-divisions of content • Preparation of sample table(s) of Specifications for an examination comprising two different types of test 	<p>Students should work in groups to</p> <ol style="list-style-type: none"> a) identify a course or subject at a particular level for which they would develop a Table of Specifications; b) define the cognitive objectives they wish to measure with the help of Bloom’s Taxonomy c) divide the content into measureable and useful sections d) prepare a Table of Specifications based on the above.
<p>B. Assessing item suitability</p> <ul style="list-style-type: none"> • Concept and calculation of the facility index using given formula 	<p>Each student should have the opportunity to calculate the facility index and the discrimination index for illustrative items showing varying quality of responses of a</p>

<ul style="list-style-type: none"> • Concept and calculation of discrimination index using given formula • Using the facility and discrimination indices in test construction: implications for student performance 	<p>small number of students and to make judgments of the suitability of each item for inclusion in a test.</p>
<p>C. Mark-schemes</p> <ul style="list-style-type: none"> • Importance of the mark-scheme in improving objectivity in assigning scores to responses • Construction and use of simple mark schemes for essay questions 	<p>Students should undertake individual or group assignments to construct mark schemes for the essay questions they wrote in Unit 3.</p>
<p>D. Analysing and reporting student performance</p> <ul style="list-style-type: none"> • Using a criterion-reference approach to assign scores and grades • Completing the student report card • Calculation and usefulness of measures of central tendency • Calculation and interpretation of measures of variability using given formulae • Display of student achievement data by ranking, frequency distributions and histograms 	<p>Students should work in groups with scores taken from a class test to assign grades, rank students, calculate the mean, mode, median and range, and display data using histograms. The results should be presented and discussed in class to treat with any challenges encountered in the exercise.</p>

UNIT 5: ASSESSMENT FOR LEARNING

NUMBER OF HOURS: 9

At the end of this unit, students should be able to:

1. Explain the importance of assessment for learning in a constructivist classroom.
2. Select appropriate assessment instruments and procedures to assess student progress in learning
3. Explain how feedback may be used to improve teacher instruction and student learning

CONTENT	SUGGESTED ACTIVITIES
<p>A. Assessment in a constructivist classroom</p> <ul style="list-style-type: none"> • Concept of constructivism • Role of the teacher in a constructivist environment • Assessment for learning as the focus of assessment in a constructivist learning environment 	<p>Students should work in groups to research the concept of constructivism, prepare a presentation (in power-point or flip chart) which gives:</p> <ol style="list-style-type: none"> a) The meaning of the concept in their own words b) A table showing in one column what it <u>is</u> and in another column what it <u>is not</u>
<p>B. Selection and use of appropriate instruments</p> <ul style="list-style-type: none"> • Focus on instruments and procedures to assess learning progress • Sample of instruments that may be used to assess progress in learning, for example, achievement test, observation-based procedures, clinical interviews, reflective journals, work samples, projects and portfolios, self-evaluation, peer-evaluation and group evaluation. 	<p>Each student should identify a wide range of instruments that may be used to support assessment for learning and illustrative circumstances under which each may be used.</p>
<p>C. The Use of Feedback</p> <ul style="list-style-type: none"> • Usefulness of feedback to 	<p>Students should prepare sample feedback from an assessment</p>

<p>motivate students and to guide student learning</p> <ul style="list-style-type: none"> • Usefulness of feedback to guide alternative or differentiated institution • The importance of clear and explicit feedback to students • Written feedback compared with a score or grade • Using feedback to report to parents on a student's progress 	<p>instrument/procedure that may be used to advise parents on the progress of a particular student in addressing a topic that he/she is finding challenging and should indicate how the assessment will help the student, the teacher and the parent in the objective of improving student learning.</p>
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SUMMARY OF ASSESSMENT

Table 1 provides a summary of the distribution of the weighting for the various components of the course assessment.

Table 1

Weighting of various components of the assessment

Skills Assessment Components	Knowledge	Use of Knowledge	Interpretation and Analysis	Overall
Coursework 1	5	15	10	30
Coursework 2	5	15	10	30
Final Examination Section A	11	8	1	20
Section B	4	12	4	20
Total	25	50	25	100

Scheme of Assessment

This course will be assessed by both Coursework and a Final Examination.

The coursework will be weighed 60 percent while the Final Examination will be weighted 40 percent.

Achievement in this course will be measured in terms of:

Knowledge: defined as the recall of basic facts, meaning of concepts and principles covered in the Units of the course.

Use of Knowledge: defined as the use of facts, theories and concepts, appropriately, to explain phenomena and to respond to issues and problems in classroom assessment.

Interpretation and Analysis: defined as drawing logical conclusions and making sound recommendations from available data.

For assessment, overall, knowledge will be weighted 25 percent, Use of Knowledge will be weighted 50 percent and interpretation and analysis will be weighted 25 percent.

COURSEWORK (60 percent)

For the coursework, each student-teacher will be required to undertake two assignments under the guidance of a lecturer/supervisor. The two assignments will be weighted equally. Each assignment will be worth 30 percent of the overall marks (5 percent for knowledge, 15 percent for Use of Knowledge and 10 percent for Interpretation and Analysis).

Assignment 1

Develop a table of specifications for a course or part of a course (for example, one term's work) for a class. Use the table of specifications to guide the construction of a comprehensive achievement test using at least two appropriate "selected response" and two appropriate "constructed response" item formats. Administer the test and undertake an analysis of the facility index and the discrimination index for a sample of five of the "selected response" items. Calculate the mean score and the standard deviation for the test. In no more than one paragraph (three to five lines) explain what can be inferred from the mean and standard deviation obtained.

Assignment 2

Design and use two different types of alternative assessment instruments to undertake an analysis of student learning related to a particular learning objective that is considered challenged for students. Use the data obtained to provide feedback to students and to help you to design and deliver instruction to improve learning for at

least two students. Prepare a report of approximately 1,500 words (three to four pages) explaining the steps that you took and the result that you obtained.

Final Examination (40 marks)

The paper will be 2 hours long and will comprise two sections – Sections A and B. The sections will be weighted equally.

Section A will comprise 40 multiple-choice items covering the five Units of the course. All items will be weighted equally and together will be worth 20 percent of the overall marks. (11 percent for knowledge, 8 percent for Use of Knowledge and 1 percent for interpretation and Analysis).

Table of Specifications

Table 2 provides the Table of Specifications for Section A of the Final Examination Paper while Table 3 provides the Table of Specifications for Section B. Note that for Section B, one question will be set for each of the five Units. However, candidates are required to do only four or five questions.

Table 2

Table of Specifications for Section A of the Final Examination

Skills	Knowledge	Use of knowledge	Interpretation of knowledge	Total items
Content				
Unit 1				
Purpose of classroom assessment	1	1		2
Understanding the concept of assessment	1	1		2
Characteristics of various types of assessment	3			3
Unit 2				
Technical Requirements of good assessment procedures	2			2
Types of reliability evidence	1			1
Types of validity evidence	1	1		2

Forms of bias in assessment	1			1
Unit 3 Characteristics, usefulness and limitations of various instruments/procedures	2			2
Construction and use of selected instruments/procedures	1	1		2
Characteristics, usefulness and limitations of the items used in Achievement Tests	1	1		2
Guidelines for, and practice in, writing items and questions	2	1		3
Unit 4 Table of Specifications	1	2		3
Assessing item suitability	1		2	3
Mark-Schemes	1			1
Analysing and reporting student performance	1	1		2
Unit 5 Assessment in a constructivist classroom	1	2		3
Selection and use of appropriate instruments	1	2		3
The use of feedback		2		2
Total	22	16	2	40

TABLE 3

Table of Specifications for Section B of the Final Examination

Skills	Knowledge	Use of Knowledge	Interpretations & Analysis	Total Marks
Content				
Unit 1: The Nature of Assessment	1	4	1	5
Unit 2: Technical Requirements of Assessment	1	4	1	5
Unit 3: Assessment Instruments and Procedures	1	4	1	5
Unit 4: Assessment <u>of</u> Learning	1	4	1	5
Unit 5: Assessment for Learning	1	4	1	5

NB: Candidates will be required to answer questions from only four Units for a Total of 20 marks.