**ASSESSMENT IN EDUCATION**

**Assignment TWO**

**DUE DATE (Nov 12-16)**

Guidelines for Project (40%)

Assignment 2 has two parts. Part A (20%) Part B (20%) these must be submitted together.

Sections A, B and C (PART A)

Sections D and E (PART B)

On all assignments a checklist or report is needed which describes what each participant contributed towards.

As a group (four individuals to a group) you will select a topic from a National Curriculum, for which you will prepare, administer and analyze a paper and pencil assessment. This project will consist of five sections:

**Section A** Constructing a Table of Specification

**Section B** Construction of a Classroom Test

**Section C** A Report on a test Administration

**Section D** Analysis of Test Results

**Section E** Evaluation of Test

## Section A: Construction of a Table of Specification

This section will contain the Table of Specification and its associated instructional objectives and weighting of items. It is important that the stages involved in the development of this table be included.

## Section B: Classroom Test

For this section, learners will submit a paper and pencil test along with its marking scheme.

The test must contain true/false/completion/matching and multiple choice items.

## Section C: Report on the administration of the classroom test

This section includes a brief but clear report of what occurred before, during and after the test was administered. *As a group, members will focus on four students while as an individual; each person will focus on two students.*

The following questions may be used to guide the report:

* How was the classroom arranged?
* How were students assigned to their seats?
* How were test papers issued?
* Did the test begin on time? Why not?
* If persons were late, were they given additional time?
* What was the climate of the class – muttering/groaning/giggling, etc?
* What were group members doing while the test was being administered? How were the test papers collected?

Include a sketch of the seating plan/arrangement for the test NOTE: These are only suggested focus questions!

**Section D Analysis of Test Results**

Use Microsoft Excel to draw graphs and calculate averages (mean, mode and median) of the results from the test administered.

In addition, an item analysis must be carried out on three of the multiple choice items. For each analysis, there must be an accompanying discussion that seeks to interpret performance outcomes.

## Section E Evaluation and Feedback

As a group you will design a report card that can be used to provide feedback to students as well as their parents. As a group you will complete the report for the FOUR students that you all focused on. Each group member will then report on two students selected. Remember to provide recommendations to students on how they might improve their understanding of this topic.

Rubric

Assignment TWO

**Section A- Creating the Table of Specifications**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TOS**  | **Excellent** **8-10 marks** |  **Good****5-7 marks** |  **Poor** **1-4 marks**  |   |
| Objectives were specific and quantified (10 marks)   | The objectives are well written, clear and explicit. They are quantified and specific | The objectives are somewhat well written but lack specificity and need to be quantified | The objectives are poorly written and lacks clarity, and specificity |   |
| Appropriate levels and topics (5 marks)   | The appropriate level for the items was used based on the content and the objective 5-4 marks  | The level for a few of the items was inappropriate based on the objectives and the content2- 3 marks  | The level for most of the items selected was inappropriate based on the objectives and the content0-1 mark |   |
| Table Design / Accuracy (5 marks)  | The table design was clear and calculation of weighting of scores was accurate.5-4 marks | The table design was not clear but the weighting of scores was accurate.2 – 3 marks | The table design was not clear and the calculation of the weight of the scores was inaccurate.0-1 mark |   |
| **Total 20 marks**  |   |   |   |   |

**Section B – Setting of test Items**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Good | Average | Poor |
| M/C Qs | Well written items in keeping with guidelines for writing MCQs /6-7 marks |  Observes most of the guidelines for writing MCQs/ 1-3 guidelines not observed. Few errors3-5 marks | More than three guidelines are not observed/ Several errors1-2 marks |
| Completion | Observes the rules for writing completion items.4 marks | 1-2 rules not observed. (Few errors)2-3 marks | More than two rules not observed /Several errors1 mark |
| Matching | Observes the guidelines for writing Matching items4 marks | 1-2 guidelines not observed2-3 marks | More than 2 guidelines not observed /Several errors1 mark |
| True/False | Observes the guidelines for writing True/False items4 marks | 1-2 guidelines not observed2 -3 marks | More than two guidelines not observed.1 mark |
| Quality of test items | Items constructed are correctly aligned to objectives identified5 marks | Few items ( 1-2) not matching objectives 3- 4 marks | Many items (3 or more) not matching stated objectives1-2 marks |
| Appropriateness of test for age group eg. print, length of test, clarity of instructions.  | Language of test items, length of paper and instructions appropriate for age group3marks | 2 marks | 1 mark |
| Formatting | Spacing adequate, pages numbered, clear instructions for every section of the test, like items grouped together3 marks | One dimension not addressed/ deficient2 marks | Two or more dimensions missing/deficient1 mark |
| TOTAL | 30 marks |  |  |

**Section C - Administration of the test**

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators**  |  **3- 4 marks** |  |  |
| **DESCRIPTION ON ADMIN OF TEST**  **4 marks**  | * Clearly stated conditions under which test is administered
* Room arrangement
* How were students assigned to their seats?
* How were test papers issued?
* Did the test begin on time? Why not?
* Persons were late, were they given additional time?
* What was the climate of the class – muttering/groaning/giggling, etc?
* What were group members doing while the test was being administered? How were the test papers collected?
 |  Several of the questions were not answered1-2 marks         |
| **SEATING PLAN**  **2 marks**  | **Good- 2 marks**Diagram is clear with details showing assignment of seats and # of students Sketch of the seating plan/arrangement for the test included  |  **1 mark**  Diagram was not clear  |
| **Reflection on Test** **Administration** **4 marks**  | **Good – 4 marks**Reflective discussion on test administration- include reasons for successes/challenges in administration, observation in keeping with content covered in course  |  **1-2 marks** Reflection lacks information on administration of the test in keeping with the content covered in the course    |
| **Total 10 marks**  |   |   |
|   |  |

Section D – Analysis of the test

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Indicators**  | **Excellent**  | **Good**  | **Poor**  |   |
| Discrimination Index and discussion on items (8 marks)  | Correct calculation of the index using the formula and accurate discussion on test items (7- 8 marks)  | Use of formula with few errors and limited discussion on test items (4-6 marks)  | Incorrect use of formula and no discussion on test items  (1-3 marks)  |   |
| Difficulty Level and discussion on items (8 marks)  | Correct use of formula and accurate discussion on test items  (7- 8 marks)  | Use of formula with few errors and limited discussion on test items  (4-6 marks  | Incorrect use of formula and no discussion on test items  (1-3 marks)  |   |
| Averages (6 marks)  | Accurate use of formula and accurate discussion/interpretation  ( 4- 6 marks)  | Use of formula with few errors and limited discussion/interpretation on test items (2-3 marks)  | Incorrect use of formula and little or no discussion/interpretation on test items (0-1 mark)  |   |
| Graphs ( 6 marks)  | Accurate Use of formula and accurate discussion on graphs (4- 6 marks)  | Use of formula with few errors and limited discussion/interpretation on test items (2-3 marks)  | Incorrect use of formula and little or no discussion/interpretation on test items (0-1 mark)  |   |
| Use of Excel (2 marks)  | Design and appropriate use of Excel (2 marks)  |   | Did not use excel (0 mark)  |   |
| **TOTAL 30 MARKS**  |   |   |   |   |

**Section E- Feedback and Evaluation**

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators**  | **GOOD ( 2 marks)** | **FAIR**  |   |
|  **DESIGN OF** **REPORT CARD**  **(2 MARKS)**  | Design of report card is ‘reader friendly’ eg Has a key; Is attractive, clear, easy to understand. Details on the report should depict important details such as name, class, averages, absence, late and conduct.  **( 2 marks)** | Design of card does not help reader to quickly locate information, Is unattractive  **(0-1 MARK)**  |   |
| **REPORT ON** **TWO STUDENT**  **(2 MARKS)**  | Report given on two students  **(2 MARKS)**  | Report given on 1 student  **(1 MARK)**  |  |
|  **MEANINGFUL** **FEEDBACK** **PROVIDED** **(6 MARKS)**  | Feedback is meaningful, has specific areas of commendation; Specific areas mentioned that needs to be addressed; specific suggestions for improvements; recommendations for programmes that can improve; use of data to support feedback being given. **(4-6 MARKS)**  | Feedback is vague; no specific recommendations/ commendations made; no use of data to support feedback being given.  **(1-3 MARKS)**  |   |