Better Teaching Outcomes through Better Assessment

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Assessment

- Collecting data to make decisions about student learning
- It may be
  - Formative - what students have learned so far
  - Summative - what students have learned in total
A two-dimensional continuum
Impacts of Assessment

- **Students:**
  - Loss of learning time
  - Stress
  - Possible disengagement

- **You:**
  - Loss of teaching time
  - Time for writing, marking and interpreting data
What is it used for?

- Planning lessons/units of work
- Evaluating units of work
- Forming classes
- Preparing student reports
So ..... 

- How well can you do these things with compromised data?
Quality Tests

- Discriminate
- Motivate students
- Make marking easier
- Provide valid and reliable data
- Develop you professionally
- Help you know your students
- Inform decision making about assessment and reporting
- Should not produce zero or full mark results
Framework

- **Test Specifications**
  - Focus: knowledge - skills - mix
  - Total mark and desired mark range
  - Number and types of questions

- **Content**
  - School Teaching programs … based on
  - State Curriculum … based on
  - National Curriculum

- **Professional knowledge and judgment**
Features of a Quality Item

- **Discrimination:**
  - On the basis of knowledge/understanding and skills

- **Validity:**
  - It measures what you claim it measures

- **Reliability:**
  - Similar results from different groups with the same preparation

- **Construct Validity:**
  - Measures ONE trait only
Writing questions

- The chicken and the egg…..
  - Which comes first, the question or the answer?
  - What response do you want from the students?
  - How do you get that response?
  - What is the response worth?

- Format
  - True/False and Multiple Choice have their place
  - Simplicity of marking v simplicity of writing

- Matching presentation
Higher Order Skills and M/C

Brent and Rachel had their heights measured on their birthdays over a number of years.

The Growth chart shows this information.

**Growth Chart**

<table>
<thead>
<tr>
<th>Age (Years)</th>
<th>Height (cm)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>130</td>
</tr>
<tr>
<td>10</td>
<td>135</td>
</tr>
<tr>
<td>11</td>
<td>140</td>
</tr>
<tr>
<td>12</td>
<td>145</td>
</tr>
<tr>
<td>13</td>
<td>150</td>
</tr>
</tbody>
</table>

**KEY**
- Brent
- Rachel

25. How many centimetres did Brent grow between his 10th birthday and his 11th birthday?

(A) 5  (B) 6  (C) 32  (D) 143
Higher Order Skills and M/C

Brent and Rachel had their heights measured on their birthdays over a number of years.

The Growth chart shows this information.

![Growth Chart]

26. What conclusion can be drawn from this information?

- (A) Brent is older than Rachel.
- (B) Brent and Rachel have the same birthday.
- (C) On his 10th birthday, Brent was taller than Rachel.
- (D) Brent grew faster than Rachel between the ages of 9 and 13.
Some Things To Watch…

- Is the Question worth asking?
- The response drives the format
- Clarity:
  - Ambiguity
  - New vocabulary or jargon
  - Quality stimulus (diagrams, graphs etc)
Some Things To Watch

- No ‘silly’ options
- Similarity across all options
- Avoid:
  - passive voice
- Subsets
- Grammar must not be a giveaway
  - match tense, number, gender,