Classroom Assessment

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Session 3: Teacher-made tests
Session outline

- Revision of Tuesday sessions
- Teacher-made tests
Classroom assessment

WHAT FOR? → WHAT? → HOW? → WHO? → WHEN?

DECISIONS → POSITIVE CONSEQUENCES → IMPROVE LEARNING

FORMATIVE → SUMMATIVE

Pre-conference workshop: Classroom-based Assessment - May 2013 - Istanbul
Strategies

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AGENTS

WHERE THEY ARE GOING

LEARNING INTENTIONS

CRITERIA FOR SUCCESS

PROCESSES

WHERE THEY ARE

ACTIVITIES

SELF-ASSESSMENT (metacognition, motivation, interest...)

WHAT NEEDS TO BE DONE

FEEDBACK

PEER-ASSESSMENT (collaborative learning)

TEACHER

LEARNER

PEER
7 strategies

Where Am I Going?
• Strategy 1: Provide students with a clear and understandable vision of the learning target.
• Strategy 2: Use examples and models of strong and weak work.

Where Am I Now?
• Strategy 3: Offer regular descriptive feedback.
• Strategy 4: Teach students to self-assess and set goals.

How Can I Close the Gap?
• Strategy 5: Design lessons to focus on one learning target or aspect of quality at a time.
• Strategy 6: Teach students focused revision.
• Strategy 7: Engage students in self-reflection, and let them keep track of and share their learning.

(ETS, 2009)
Test usefulness

- Validity
- Practicality
- Authenticity
- Interactiveness
- Reliability
- Impact
A test is a test

- What is a test?
- What are the characteristics of a test?
- Where do classroom tests come from?
- What are the possible issues?
Activity

• Read the test(s) and discuss in your group:
• What kind of construct does the test reflect?
• What kind of teaching does the test reflect?
• What can we know about the teaching approach?
Reliability

Psychometrics
• Quality of scores
• Reflects variance
• Factors:
  – + heterogeneous
  – Bigger number
  – + answers
  – + items
  – Similar items

Classroom assessment
• Triangulation (contrasting discrepancies and similarities)
• Combine info from different sources:
  – Where
  – When
  – Who
  – What
  – How
• Sistematicity
Content validity

Relevance and representativeness
Test usefulness

• Assess the test in terms of “usefulness”:
  – Reliability
  – Construct validity
  – Authenticity
  – Interactiveness
  – Impact
  – Practicality
Problems

• Students may feel panicked, confused, anxious and inadequate.
• Teachers use tests as the only way to motivate students to work harder.
• There is a generalized feeling of a divorce between learning and teaching and testing.
• The influence of assessment on both teaching and learning (washback effects) can be profound.
Formative use of summative tests

• Tests are usually designed to serve a summative purpose.
• Tests are ways of eliciting evidence of student achievement/progress.
• Based on this evidence, feedback that moves learning forward can be provided.
Formative use of summative assessment

• What series of actions could take place after the test?
• What type of feedback might be given?
• What might the teacher want to include in the feedback?
• What types of issues emerge?
Formative use of summative assessment

• Students’ group marking.
• Identifying toughest questions.