

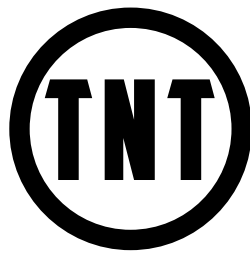
THE NEW TEACHER

MODULE 4: ASSESSING LEARNERS

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ပုံနှိပ်တိုက်အမည်

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စာပေတိုက်အမည်

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The New Teacher Module 4: Assessing Learners

ကေတီ ဂျူလီယန်၊ ဂရေး ရိုင်းဟတ်၊ မာရီနာ ဟိုင်ကင်း

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မူရင်းအမည် - The New Teacher Module 4: Assessing Learners

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(၂) The New Teacher Module 4: Assessing Learners



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Module 4: Assessing Learners

Course and Module Themes and Main Ideas

This is the fourth module in the *The New Teacher* series (second edition). In total there are five modules in the series. Each module focuses on a different stage of the five-stage teaching cycle (identify needs, plan, teach, assess, evaluate).

Module 4 focuses on the fourth stage – assessing learners, looking at how you can design different assessments that measure students' learning. This will help you plan and prepare relevant assessment types, components, tasks and techniques that effectively measure the knowledge and skills of learners.

Module 4 covers the following topics:

- How teachers can use assessment;
- The three key principles of assessment;
- Designing appropriate open and closed tasks;
- Creating and marking a variety of assessments;
- Developing assessment systems.

Learning Goals

Knowledge

(Exercises)

In this module you will increase your knowledge of:

- what assessment is and how it works;
- types and purposes of assessment;
- reliable, valid and practical assessments;
- how assessment tasks relate to learning objectives;
- basic rules of designing rubrics;
- assessing projects, group work, participation and reflection;
- open and closed assessment tasks;
- common problems with test tasks;
- self assessment;
- assessment systems and their components.

Skills

(Activities)

In this module you will improve your ability to:

- identify different purposes of assessment;
- plan reliable, valid and practical assessment;
- design assessment tasks that fit the learning objectives;
- construct assessment rubrics;
- assess projects, group work, participation and reflection;
- design open and closed assessment tasks;
- analyse common problems in test task design;
- construct a test;
- plan continuous assessment and portfolio systems;
- design and weight components in an assessment system.

Reflection

(Reflections)

In this module you will reflect upon:

- the role of assessment in teaching and learning;
- the importance of assessment being reliable, valid and practical;
- the relationship between learning objectives and assessment;
- product and process assessment;
- the benefits of marking guides and rubrics;
- the benefits of an appropriate assessment plan;
- the value of different systems and components of assessment.

How to use

THE NEW TEACHER

in your training

The aim of this module is to develop the knowledge, teaching skills and reflective practices that are important for successful practitioners of learner-centred pedagogy.

This introduction will help you to understand the learning outcomes and learning strategies presented in the course.

In the module, you will find:

Key Words and Phrases are technical terms we think are important to understand. You don't need to memorise them all. You will see these words in **bold** when you read the text.

Previews. Every section starts with a Preview task to get you thinking and talking about the topic and to activate your prior knowledge in an area. Answers to Previews, where possible, are at the back of the module.

Exercises check understanding of the ideas in the section. They offer ways to apply these theories and develop relevant teaching skills in your own teaching context. Answers to Exercises, where possible, are at the back of the module.

Activities are designed to help develop the skills necessary for best practice in learner-centred pedagogy. These include planning, designing and adapting activities to suit different types of learners, classroom arrangements and class sizes. Answers

to Activities, where possible, are at the back of the module.

Some chapters have Case Studies, describing a local, regional or international situation. These are selected as examples of one or more of the issues described in the chapter. They are followed by comprehension and discussion questions.

Discussions provide a chance to talk about trainees own experience and ideas about the topics in the chapter.

Reflections ask you to think about your own teaching and learning practices. This is based on the idea that all learner-centred teaching practice involves a process of planning, teaching and evaluating your teaching in order to plan the next lesson. Reflections focus on how the knowledge and skills used in this book are applied in a classroom.

Summaries remind you of the main ideas of the section.

Before and after the module...

Read the *Teacher Competencies* to see how the content of this module fits with Myanmar and ASEAN competency frameworks.

Read the *Themes and Main Ideas* to prepare you for the module.

Look at the *Learning Goals* for knowledge, teaching skills and reflective practice. These outcomes will help you to identify which units of learning are most useful for you, or for your trainees' professional development.

They will help you to establish short-term and long-term goals for this training course and for future training.

At the end of the module is an answers section. This has answers and example answers to some of the exercises and activities. Some questions rely on your own opinions and experience. We don't provide example answers for all of these.

ASEAN Competencies

The ASEAN *competency framework for Southeast Asian teachers* was developed in order to harmonise, complement and benchmark the standards used in the various ASEAN countries. Teaching competency standards represent an agreed definition for quality teaching.

"Having a quality teacher in every classroom is a goal all Ministries of Education aspire to attain. But we need to be more explicit about what teachers know and do, about what teachers need to know, and how well they need to perform in order to become more effective. The existence of teaching competency standards represents an agreed definition for quality teaching."

http://www.seameo-innotech.org/wp-content/uploads/2014/01/PolRes_TeachingCompetencyStandardsInSEA.pdf

1. What is Assessment?

ASEAN H1: Acquire knowledge and skills on testing, assessment and evaluation

2. Principles of Assessment

ASEAN H1: Acquire knowledge and skills on testing, assessment and evaluation

3. Methods of Assessment

ASEAN H1: Acquire knowledge and skills on testing, assessment and evaluation

ASEAN H2: Develop formative and assessment tools

ASEAN H3: Assess students' learning using different and appropriate assessment tools

4. Creating Assessments

ASEAN B4: Promote students' participation and collaboration

ASEAN H1: Acquire knowledge and skills on testing, assessment and evaluation

ASEAN H2: Develop formative and assessment tools

ASEAN H3: Assess students' learning using different and appropriate assessment tools

ASEAN H4: Utilise assessment results

Myanmar's Teacher Competency Standards Framework

Myanmar's Teacher Competency Standards Framework was developed alongside broader actions undertaken to raise the quality of Myanmar education, recognising that an improving education system needs teachers with the knowledge, skills and values to be effective teachers.

"Myanmar needs a strong system of teacher education (pre-service and continuing), with programs that provide the theoretical foundations to produce graduates and a quality teacher workforce with the kinds of professional knowledge, understanding and skills associated with the role and duties expected of Myanmar's teachers and the process of teaching."

— Teacher Competency Standards Framework (TCSF) Final Draft, Ministry of Education, September 2020

<https://lib.mmteacherplatform.net/en/resource/teacher-competency-standards-framework-tcsf>

The following are competency standards and minimum requirements TCSF defines for beginning teachers.

1. What Is Assessment?

TCSF A4: Know the curriculum

- TCSF A-4.1: Demonstrate understanding of the structure, content and expected learning outcomes of the basic education curriculum

2. Principles of Assessment

TCSF A4: Know the curriculum

- TCSF A-4.1: Demonstrate understanding of the structure, content and expected learning outcomes of the basic education curriculum

3. Methods of Assessment

TCSF B2: Assess, monitor, and report on students' learning

- TCSF B-2.1: Demonstrate capacity to monitor and assess student learning

4. Creating Assessments

TCSF B2: Assess, monitor, and report on students' learning

- TCSF B-2.1: Demonstrate capacity to monitor and assess student learning

5. Assessment Systems

TCSF B2: Assess, monitor, and report on students' learning

- TCSF B-2.2: Demonstrate capacity to keep detailed assessment records and use the assessment information to guide students' learning progress



1 WHAT IS ASSESSMENT?

OBJECTIVES

- Trainees will define "assessment".
- Trainees will differentiate between formative assessment and summative assessment.
- Trainees will explore the types, purposes and characteristics of assessment.

GLOSSARY

checklist (n) – စစ်ဆေးရန်စာရင်း

content (n) – သင်ရိုးပါ အကြောင်းအရာ

distinction (n) – ဂုဏ်ထူး

diagnostic (adj)

– အားနည်းချက်ရှာဖွေခြင်း

evaluation (n) – အကဲဖြတ်ချက်

external (adj) – ကျောင်းပြင်

feedback (n) – အကြံပြုချက်၊ မှတ်ချက်၊ တုံ့ပြန်ချက်

formal (adj) – အလုပ်သဘော

formative (adj) – စဉ်ဆက်မပြတ်ဖြစ်သော၊ တည်ဆောက်ထောက်ကူပေးသော

grade (n) – အမှတ်/အမှတ်ဖြစ်သည်

high-stakes (adj) – အရေးပါမှုကြီး

identify needs (v) – လိုအပ်ချက်များ သတ်မှတ်ဖော်ထုတ်ခြင်း

informal (adj) – အလွတ်သဘော

intensive (adj) – အပြင်းအထန်၊ အကြိတ်အနယ်

internal (adj) – ကျောင်းတွင်း

learning objectives (n)

– သင်ယူမှုရည်ရွယ်ချက်များ

low-stakes (adj) – အရေးပါမှုနည်း

mark (n) – see "grade"

mindmap (n) – ဆက်စပ်မှုပြ ဖြာထွက်စက်ဝိုင်းပုံ

monitor (v) – လေ့လာစောင့်ကြည့်သည်

performance (n) – စွမ်းဆောင်ရည်

rank (v) – အပေါ်အောက် အစီအစဉ်ချခြင်း

review (v) – ပြန်လည်စစ်ဆေးခြင်း

stakeholder (n) – အကျိုးစပ်ဆိုင်သူများ

summative (adj)

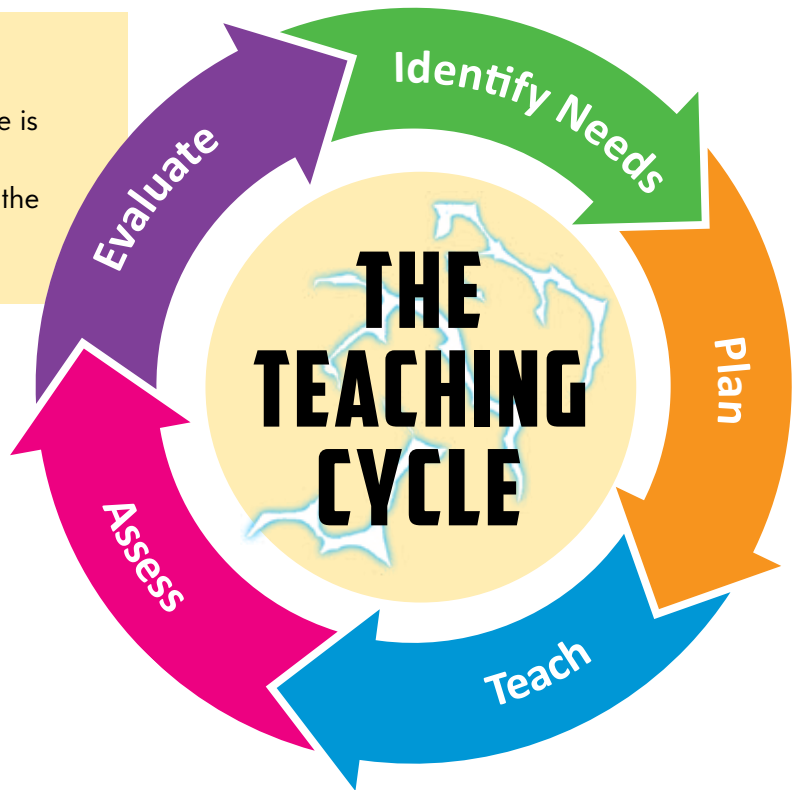
– အဆုံးပိုင်းအပြီးသတ်တွင်ဖြစ်သော

1.1 WHY ASSESS?

PREVIEW

A Discuss the teaching cycle.

1. What stage of the teaching cycle is this book about?
2. How does it relate to the rest of the teaching cycle?

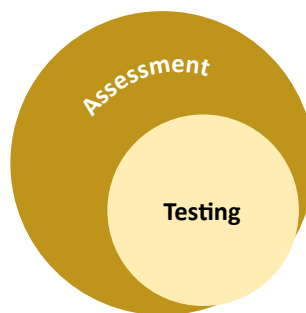


EXERCISE

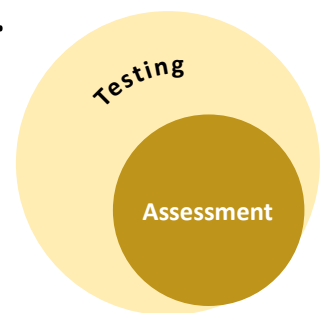
B In pairs, answer the questions.

1. What is the difference between testing and assessment?
2. Which diagram best represents the relationship between testing and assessment?

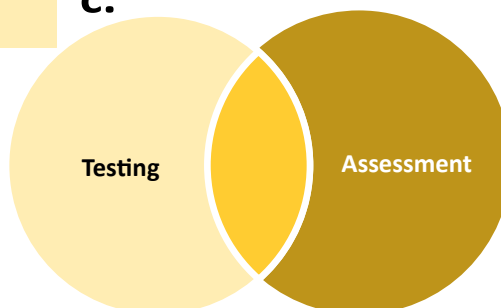
a.



b.



c.



d.



ACTIVITY

C In groups, complete the chart.

1. Individually, write some questions about assessment that you have.
2. In groups, discuss your questions and write answers to them together.
3. As a class, compare each group's questions and answers.

Your Questions	Your Answers
What? <i>What should we assess?</i>	<ul style="list-style-type: none"> - <i>how much students can do</i> - <i>how much they have learned on a course</i>
a. Who?	
b. When?	
c. Why?	- <i>to see how much students have learned</i>
d. How?	

ACTIVITY

D When do you use assessment? Tick the situations that apply to you.

1. ___ To see if students understand the **content** you have been teaching.
2. ___ To put students in the appropriate level class.
3. ___ To inform which topics you should teach, in what language and at what level.
4. ___ To see how effective your course is.
5. ___ To choose students to attend a class you are starting.
6. ___ To estimate students' likely scores on an IELTS exam.
7. ___ To know whether students can pass matriculation or not.
8. ___ To identify which knowledge and skills students are weak in.
9. ___ To check students' understanding of Unit 3, so you can start teaching Unit 4.
10. ___ To **rank** students into high-, medium- and low-performing.
11. ___ To decide whether students can get into a higher-level course.
12. ___ To choose students to receive a scholarship.
13. ___ To identify ways that you can change your teaching techniques to improve students' **performances**.



ASSESSMENT AND THE TEACHING CYCLE

We use assessment throughout the teaching cycle. During the "**identify needs**" stage (before we teach), we use it to find the level that our students are at when they enter a course. What do they already know? What can they already do? What do they need to know? What do they want to gain from the course?

This information can help us to plan the course, and plan our teaching day to day.

As we teach, we want to know how well students are learning. This happens during and after the teaching stage. We look at what students have learned and see if it matches the **learning objectives**. Planning,

teaching and assessment need to align and to work together.

Assessment and **evaluation** are often confused, and some people use these words interchangeably. In *The New Teacher* series, we use "assessment" to mean *checking students' learning*, and "evaluation" to mean *assessing our teaching and planning*. Both assessment and evaluation provide teachers with information they can use to prepare for teaching in the future.

This module focuses on assessment. TNT Module 5 covers evaluation.

EXERCISE

E True or false? If false, write a correct statement.

1. Assessment can show how much students have learned.
2. Assessment, teaching and planning are independent of each other.
3. Assessment helps us with other stages of the teaching cycle.

DISCUSSION

F Discuss the questions.

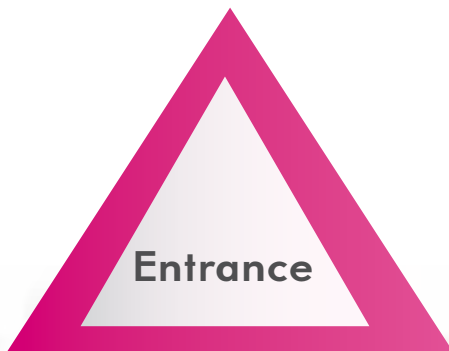
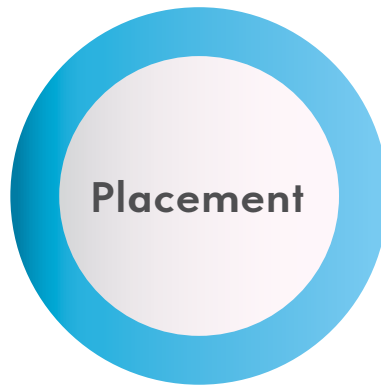
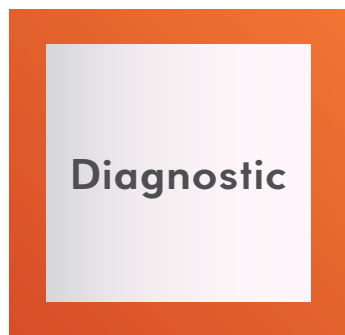
1. As a teacher, have you ever tried to check how well your students have learned what you taught? What did you do? What did you learn from this? Did this work well? Did it help you in your work as a teacher?
2. When you were a student, and the teacher wanted to check how well you had learned something, what happened? What did the teacher do? What did you do?



1.2 TYPES AND PURPOSES OF ASSESSMENT

PREVIEW

A Predict: What do these five types of assessments do? After you have made your predictions, read the text. Were you correct?



How We Use Assessment

Entrance assessment selects students to attend a class. It is usually done at the start of a course, often as part of the "identify needs" stage.

Placement assessment puts students into the right level of class. It usually also happens as part of the "identify needs" stage.

Diagnostic assessment provides information about students' strengths and weaknesses. It is often used to decide course content.

Progress assessment measures how well students learn the things that you have been teaching. It might involve weekly class quizzes, or regular homework assignments.

Achievement assessment tells you how well students have learned material from an entire course (or semester, term or year). It might inform a mid-term or final course mark, or provide the information to pass or fail a student.

Sometimes an assessment can be used for more than one purpose. For example, a teacher might look at the results of a placement or progress test to learn what students need to know (diagnostic), or an achievement assessment might also inform whether a student can get into a course the following year (entrance).

EXERCISE

- B** Which type of assessment could answer these questions?
1. How much did students learn this week?
 2. Which students have enough knowledge and skills to be on this course?
 3. Which students can join the advanced course, and which should do the basic course first?
 4. Did students successfully demonstrate the knowledge and skills from the course outline?
 5. What problems are students likely to have with this course?
 6. What do students already know about the topic?
 7. Did students improve key knowledge and skills from the previous unit?
 8. Which 20 students should get into the course?
 9. Which student will get the top student award for the year?
 10. Which students should go into classes A, B and C?

EXERCISE

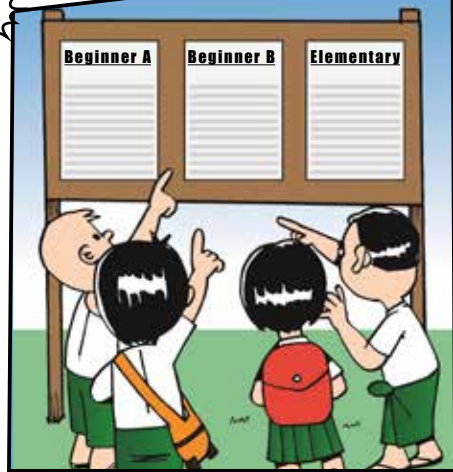
C Match the assessment types (1-5) to the examples. There is one example scenario (a-e) and one example picture (i-v) for each assessment type. Some examples may match more than one assessment type.

- a. At the end of the academic year, students sit a test. The test is worth 50% of the students' final grade.
- b. Students applying to attend a private high school that specialises in science and technology sit a test. The ten top-scoring applicants are admitted.
- c. People joining a football club demonstrate their skills. The best footballers go into the A team, the others go into the B or C team.
- d. At a school for blind children, new students are given a test to see how much braille they can read. If they can't read fluently, they are given extra lessons.
- e. After a month of car mechanic training, students are given a motor to repair. They get marks for how quickly and how well they fix the problems. The next month, they move on to gearboxes.

- 1. Entrance
- 2. Placement
- 3. Diagnostic
- 4. Progress
- 5. Achievement



Well done, team! In next Friday's race, you will do even better!



ACTIVITY

D Choose two scenarios from the list below.

1. What assessment could you create for each scenario you chose?
2. In groups, compare your ideas.
 - a. A placement assessment to teach Kayah literacy to middle school students. Some students have only spoken Kayah. Others can read it a little. Many can neither speak or write it.
 - b. A diagnostic assessment of a swimming team. The coaches want to see how their swimmers can improve their racing technique.
 - c. A progress assessment of a grade three reading class. You want to know how well your students are doing with their reading skills.
 - d. An achievement assessment of your Master's of Science class at a university. You want them to demonstrate a range of knowledge and skills from their two years of study. This information will give them a fail, a pass or a **distinction**.

Example: An entrance assessment to a very competitive pre-college programme. You want to select ten high school graduates, who will do an **intensive** course in sciences and arts, before they go to study at a top international university.

A detailed test in every subject that the course is going to teach. The difficulty of the test should start at the level of the start of the course.

DISCUSSION

E Discuss the questions.

1. Have you used any of the five assessment types as a teacher? If so, what was the assessment like? How did you use the results from the assessment?
2. Have you taken any of the five assessment types as a student? If so, what was the assessment like? How were the results from the assessment used?



“ When I applied for teacher training, the entrance test was multiple choice English grammar. This isn't really a useful way to measure my suitability for teaching. ”

EXAMPLES:

“ Progress assessments for my kindergarten students are a **checklist**. Are they curious? Do they help others? That sort of thing. I like this, as it gives the parents and school a useful picture of each child's educational experience. ”

1.3 CHARACTERISTICS OF ASSESSMENT

PREVIEW

A What is the most important assessment you have ever taken?

High-Stakes & Low-Stakes Assessment

HIGH-STAKES means "important". High-stakes assessment is used to make important decisions about students. The outcome will affect students a lot. Matriculation exams are a good example of a **high-stakes** assessment – if a student fails, their life may be very different than if they pass. High-stakes assessments are often **formal**, and usually result in a numerical, letter, or percentage score, which may count towards a final grade.

Examples of high-stakes assessment include:

1. international school exams such as IGCSEs, the GED, IELTS and TOEFL;
2. performance **reviews** of all employees, aimed at only keeping the top 75%;
3. final exams at a school or university which determine a grade;
4. an online presentation that receives a mark out of 100 points and counts as 40% of the final grade.

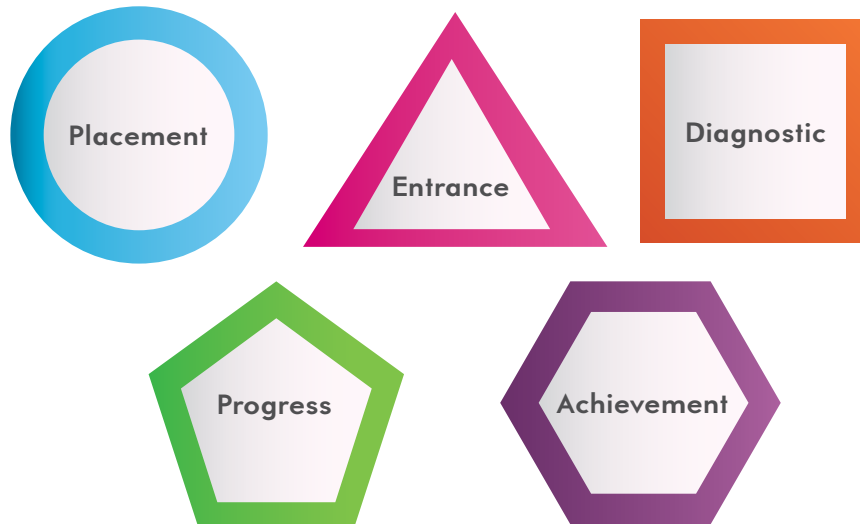
LOW-STAKES assessment involves an outcome that does not have a large effect on a student, although it might encourage them to work harder or focus on different areas for improvement. **Low-stakes** assessment is usually **internal** and **informal**. Homework is a good example – the student's performance on a homework assignment is unlikely to have a significant effect on their life, though it may help them identify their own strengths and weaknesses.

Examples of low-stakes assessment include:

5. a teacher observing students' group work to see whether they work better in large or small groups;
6. a weekly class quiz;
7. a checklist that students complete by themselves when they finish a unit;
8. a teacher notes down her students' participation during an online seminar.

EXERCISE

- B** Look at the examples of high- and low-stakes assessment (1–8 on the previous page). Are these *placement*, *entrance*, *diagnostic*, *progress* or *achievement* assessments? Some examples may match more than one assessment type.



DISCUSSION

- C** Discuss the questions.
1. What **external** assessments do you know about? What was your experience of them?
 2. Some educators think that **high-stakes** assessment is bad for student learning. Do you agree? Why?

ACTIVITY

- D** Read the quote. What do you think "formative" and "summative" mean? How might they relate to teaching and assessing?



When the cook tastes the curry, that's formative assessment. They're checking to see what else it needs to be tasty.

When the guests taste the curry, that's summative assessment. They're checking to see how the final taste is.



Formative vs Summative Assessment

One way to classify assessment is into "formative" and "summative".

Formative = assessment for learning.

Summative = assessment of learning.

FORMATIVE ASSESSMENT

Formative assessment **monitors** student learning during a period of time (such as during a unit) or student ability at a particular time prior to learning (such as with diagnostic and placement assessments). It is often used to provide ongoing **feedback**. Students can use the results of formative assessment to identify their strengths, weaknesses and target areas to improve. They may then create a study plan, for example. Teachers can use the results to identify and address areas where students are struggling, such as when students are not achieving the learning objectives. They may then determine that some areas need to be re-taught or re-assessed, for example.

Formative assessment are usually low-stakes and may have low or no point value.

Some examples of formative assessment include:

1. In groups, students make a **mindmap** that demonstrates their ideas about the topic that they have just studied.
2. For homework, students summarise a lecture.
3. Students show you their essay plans.
4. Students answer a series of questions at the beginning of a course, showing what they understand about the subject.



EXERCISE

E Look at the examples of formative assessment (1-4 on the previous page). Are these *entrance*, *placement*, *diagnostic*, *progress* or *achievement* assessments?

SUMMATIVE ASSESSMENT

Summative assessment measures learning at the end of a period of time, such as the end of a semester, term, or year. It is often high-stakes and has a high point value. The results of summative assessment often determine the success of a student, and may be used to determine the success of a course. These results are typically reported to students and teachers, and they may go to other **stakeholders**, such as parents, school administrators, or education authorities.

Some examples of summative assessment include:

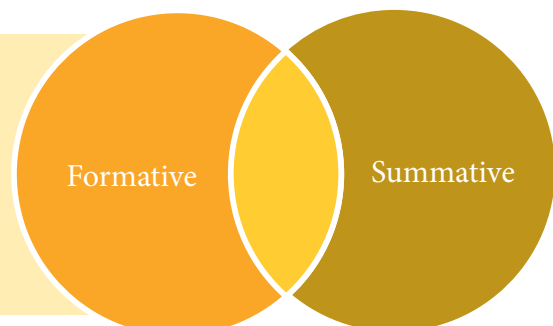
1. Students take an exam two weeks after teaching finishes for the year.
2. After doing self study for a year, a student sits the TOEFL exam.
3. After completing a group practical project, groups make a presentation to the rest of the class.
4. Students write sentences about themselves in English. If their sentences are good enough, they are allowed onto an English course.

EXERCISE

F Look at the examples of summative assessment (1-4 above). Are these *entrance*, *placement*, *diagnostic*, *progress* or *achievement* assessments?

EXERCISE

G Put each test type – entrance, placement, diagnostic, progress and achievement – in the Venn diagram.



ACTIVITY

H Look at the instructions for three classroom activities (1-3) then answer the questions (a-c).

1

We're now going to study federalism.

What do you know about federalism?

What Do You Know?

1. Draw a table on the board, with columns for What do you know?, What do you think? and What do you want to know?
2. Introduce the topic.
3. In groups, students complete the table.

What Do You Know?	What Do You Think?	What Do You Want to Know?
<ul style="list-style-type: none">• one country, different states• some laws are state laws, some are national	<ul style="list-style-type: none">• new idea in Myanmar?	<ul style="list-style-type: none">• how much autonomy for each state?

2

Define Key Phrases

1. Give students a list of key words and phrases related to the topic.
2. Students explain these in their own words.

decentralised – when power is not held in one place, but across lots of different locations

local responsibility – people in each area make decisions



True or False Class Quiz

1. In groups, students think of three true/false questions.
2. Check that their questions and answers are correct.
3. Groups in turn read their questions to the class.
4. Each group answers the other groups' questions.



1. Federal systems have both central and local governments. (T) ✓
2. Federal governments are different to unitary governments. (T) ✓
3. Australia has a unitary system. (F) ✗

- a. Could you use them for formative assessment, summative assessment, or both?
- b. What information about their students' learning could teachers get from these activities?
- c. What information about their own learning could students get from these activities?

ACTIVITY

- Identify an assessment that you are familiar with. This could be an international exam, a test or project that is used in a school, or an informal assessment technique that you use in class. Make a short presentation about this assessment. Explain:

1. What is the purpose of this assessment? Is it entrance, placement, diagnostic, progress or achievement assessment?

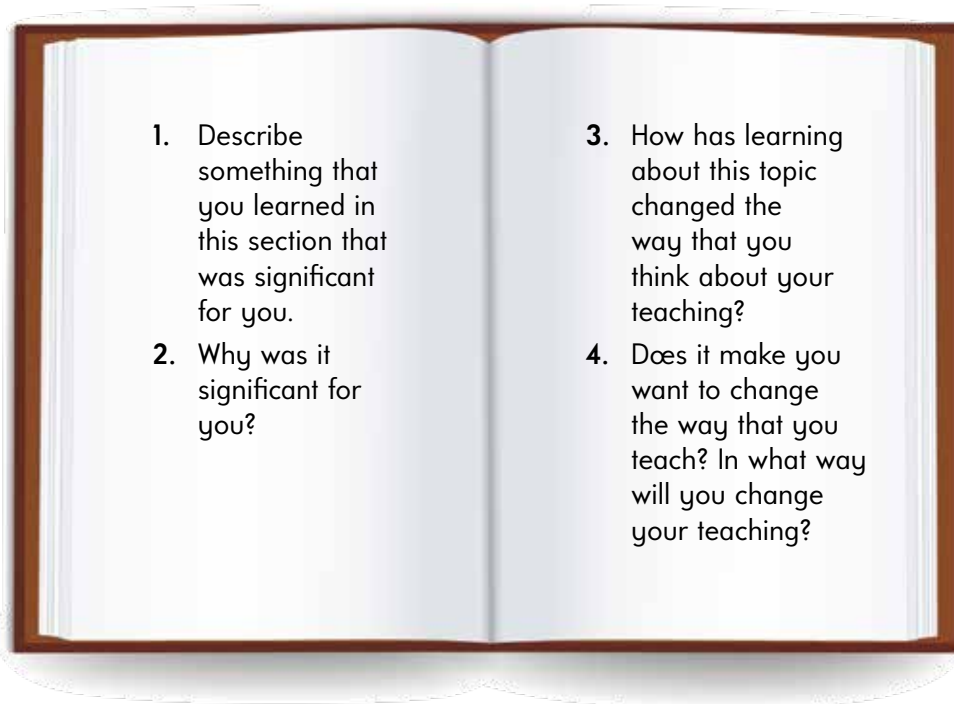
3. What are the benefits of this assessment for the students and teacher?

2. Is it formative or summative, high or low-stakes?



REFLECTION

J After you have learned new things, it can be useful to reflect on what you have learned. One way to do this is to create a reflective journal where you write down your ideas about what you have learned. Use the questions below to help you reflect on your learning.



1. Describe something that you learned in this section that was significant for you.
2. Why was it significant for you?
3. How has learning about this topic changed the way that you think about your teaching?
4. Does it make you want to change the way that you teach? In what way will you change your teaching?

Summary – Chapter 1: What Is Assessment?

There are many different purposes of assessment. We use it to find out what students want and need to learn. We use it to plan courses based on this information, or to place students in the right level course. We use it to inform our own teaching and planning, and we use it to measure how well students have achieved the learning objectives.

Assessments may have different characteristics. Some assessments are high-stakes and can have a great effect on students' future lives. Other assessments may be low-stakes. They may give information about the students to the teacher (and possibly also to the students), but the students' performance on the low-stakes assessment is not life-changing. Formative assessment informs teachers' planning, and helps students see their strengths and weaknesses. It is usually low-stakes and sometimes does not involve giving a grade. Summative assessment helps teachers identify how much students have learned after a period of time. It is often used to give a grade and is typically high-stakes.



Z

PRINCIPLES OF ASSESSMENT

OBJECTIVES

- Trainees will recognise characteristics of valid, reliable and practical assessment.
- Trainees will integrate reliability, validity and practicality into assessment.

GLOSSARY

closed-answer question (n) – အပိတ်မေးခွန်း

consistent (adj) – ရှေ့နောက်ညီသော၊ တသမတ်တည်းဖြစ်သော

coverage (n) – ပါဝင်ခြင်း၊ အကျုံးဝင်မှု

criteria (n) – စံနှုန်းများ

curriculum (n) – သင်ရိုး

format (n) – ပုံစံ

inaccurate (adj) – မမှန်ကန်သော

invigilate (v) – စာမေးပွဲစောင့်သည်

open-answer question (n) – အဖွင့်မေးခွန်း

policy (n) – မူဝါဒ

process (n) – ဖြစ်စဉ်

reliable (adj) – ယုံကြည်စိတ်ချရသော

standardised (adj) – စံသတ်မှတ်ပြီး တညီတည်းဖြစ်စေသည်

syllabus (n) – သင်ရိုးသတ်မှတ်ချက်

task types (n) – လုပ်ငန်းအမျိုးအစားများ

transparency (n) – ပွင့်လင်းမြင်သာမှု

valid (adj) – ကျိုးကြောင်းညီညွတ်သော၊ ခိုင်လုံသော

2.1 PRACTICALITY

PREVIEW

A Discuss the questions.

1. What does "practical" mean?
2. How does practicality relate to assessment?

Designing Practical Assessments

Practical assessment is easy to design, **invigilate** and mark.

- "Designing an assessment" refers to the **process** of creating the assessment and its instructions.
- "Invigilating an assessment" refers to how students will be supervised while they take the assessment.
- "Marking an assessment" refers to how the assessment will be graded.

How easy it is depends on a number of factors, including:

- what the objectives of the assessment are;
- whether the assessment is high-stakes or low-stakes;
- how many students you are assessing;
- what resources you have (how many invigilators, markers, etc.).

A weekly progress assignment for a small class has different practical issues to a high-stakes national exam for 100,000 students. You don't want to spend a long time designing these progress assignments because you have to do them each week. Because it is low-stakes, invigilating isn't really a problem. You will be marking it yourself, but there are not many students. Therefore, you can include **open-answer** or essay questions. They may take more time to mark, but will give you useful feedback on students' understanding of the material.

However the national exam is high-stakes, so you need to carefully plan the design and marking systems. Invigilating will require careful supervision of all students to ensure there is no cheating. Because there are thousands of students doing the exam, and a lot of people marking it, the marking system needs to be manageable. The markers will probably need training to ensure they are marking the exams in a similar way and to a similar standard.

In online teaching, assessments can be designed using a variety of software. If students are learning remotely, it may be harder to invigilate assessments and you will need to identify how students will be able to clarify any misunderstandings they have while they do the assessment. With some online assessments, cheating may be a concern if students are able to look up answers online. Some software allows for marking to be done automatically, especially if the assessment uses **closed-answer** questions.

ACTIVITY

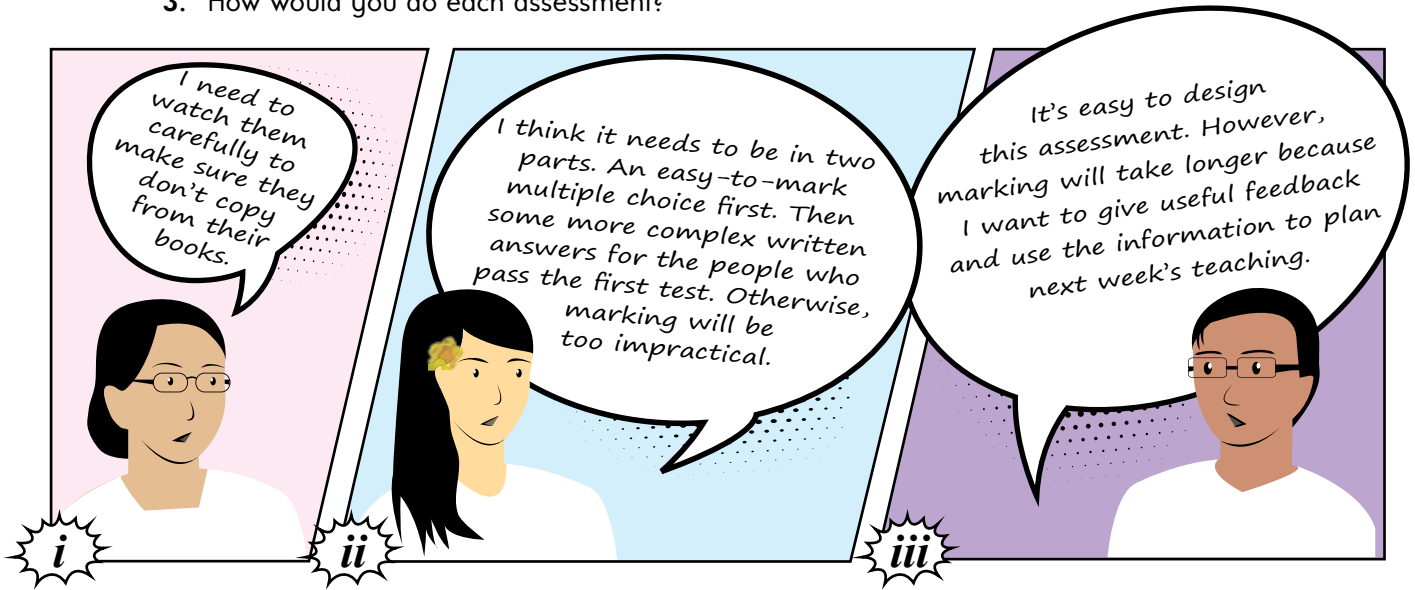
B Read the scenarios then answer the questions.

- a. You need to select 12 people for a scholarship to an overseas university. You are planning an online entrance test. Students must have fluent English and demonstrate higher-level thinking skills. Five hundred people have applied.
- b. In your writing skills course with six students, you want to make sure they understand the structure of an essay and can write proper introductions and conclusions.
- c. You teach twenty grade two students. At the end of the year, you want to assess their spelling in their first language.

1. What practicality issues do you need to consider? Write these issues in the table.

	Design	Invigilate	Mark
a.	<ul style="list-style-type: none"> as this is a high-stakes test, you should take time designing it 		
b.		<ul style="list-style-type: none"> easy, as small class, low-stakes 	
c.			<ul style="list-style-type: none"> ensure you have enough time to mark all

- Three teachers (i-iii in the images below) are talking about an issue with one of the assessment scenarios. Which assessment is each teacher talking about?
- How would you do each assessment?



DISCUSSION

L Discuss the questions.

- What practicality issues have you experienced in the past as a teacher and/or as a student?
- How might you address these practicality issues?

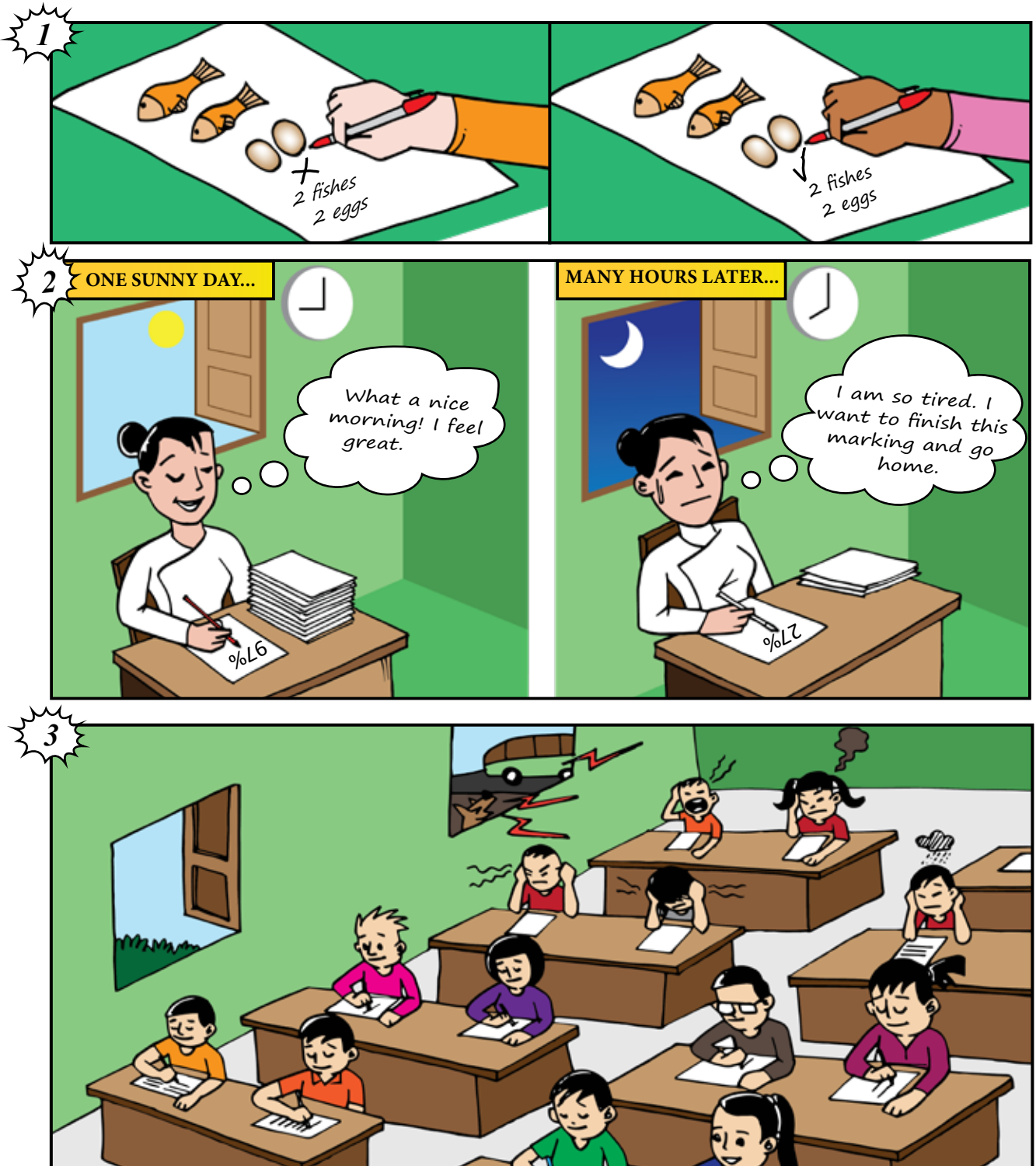
EXAMPLE:



2.2 RELIABILITY

PREVIEW

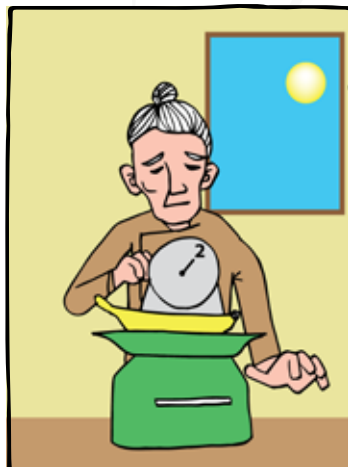
- A** Look at scenarios 1-3 below. What is the problem in each one?
- B** Discuss the questions.
1. What does "reliable" mean?
 2. How does reliability relate to assessment?



Designing Reliable Assessments

Reliable assessments, when completed to the same standard, should give similar results. They should give similar results even if different people mark them, or if students sit them in different locations or at different times of the day. They should give similar results if different students with the same knowledge and skills are being assessed. Reliable assessments are **consistent**.

Think about a set of weighing scales. If you weighed 2 kg of bananas in the morning, the scale would say 2 kg. They would also say 2 kg if you weighed them at night. If another person weighed these bananas, they would weigh 2 kg. If you weighed 2 kg of different bananas, the scale would still say 2 kg. These scales are consistent, and therefore reliable.



Like the scales, we want reliable assessment tools.

It is important that all the markers – and the students being assessed – know the assessment **criteria**. For example, if the assessment task is an essay, everyone must understand what the marking criteria are. Will students be marked for ideas? For grammar? A strong argument? Nice handwriting? If some students get high marks for perfect spelling, and other students get high marks for good ideas but the marker ignores the spelling, it is unreliable.

EXERCISE

C Read the scenarios. Are they reliable or unreliable? Why?

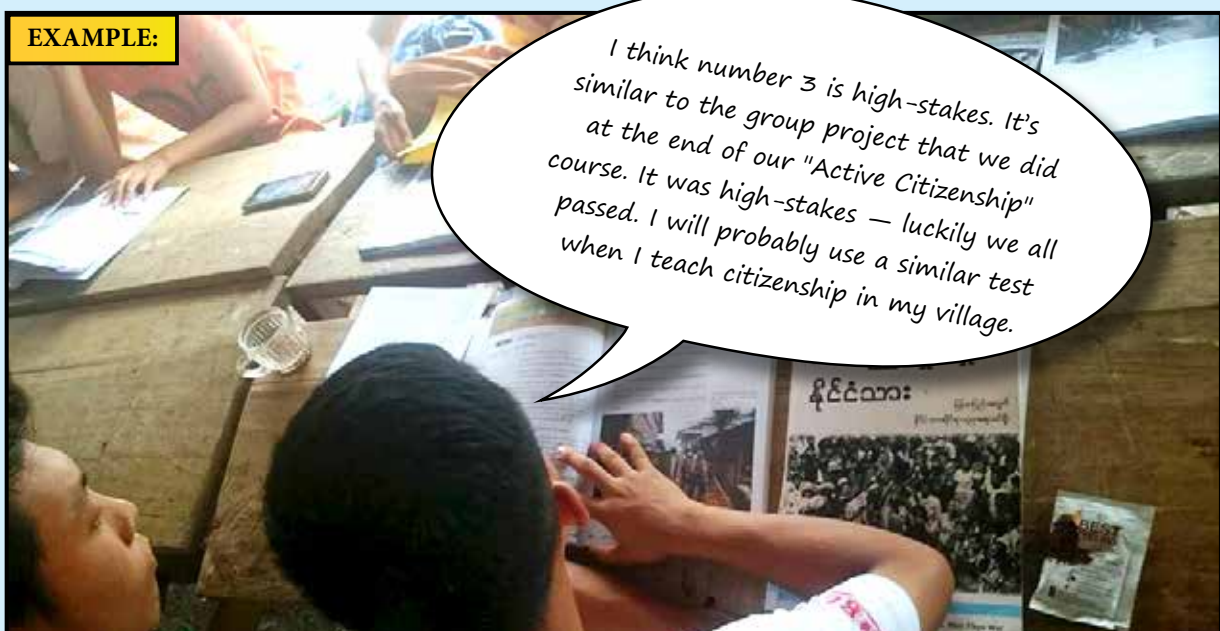
1. 25 students from an 8th standard history class sit a multiple choice test. Their teacher writes the test and marks it himself.
2. 250 Mon language students from a network of five schools write essays, as 20% of their final course mark. The essays are marked by the students' teachers. Some teachers give marks for creativity and structure, and others focus on correct grammar and spelling.
3. Four students on a leadership training programme do a group project. The teacher explains to them the marking criteria – 50% for teamwork, 30% for good project planning and 20% for presentation – and then marks according to those criteria.
4. Two classes of 4th standard students sit a mid-year test. Class A does it on Monday, when the weather is good. Class B does it on Wednesday. There is a storm that day, so the students can't focus easily on the test.
5. To gain entry into an English language academy, students have online interviews with one of three teachers. The teachers have different levels of English. One teacher is very hard to understand because her pronunciation is not as good as the others.
6. Kindergarten children are assessed on reciting the Myanmar alphabet. One after another, they recite it in front of the other children. If they get it correct, the teacher puts a tick next to their name.

DISCUSSION

D Discuss the questions.

1. Look at scenarios 1-6 in 2.2 C. Do you think each is high-stakes or low-stakes?
2. What is the relationship between reliability and high-stakes tests?
3. Have you experienced similar scenarios, either as a teacher or a student?

EXAMPLE:



Errors in Assessment

Errors can make your assessment unreliable. Errors lead to **inaccurate** assessment results. Here is an obvious example of error:



Choose the correct answer.

1. 20 % of 400 =

a. 20 b. 50 c. 100 d. 200

Students cannot possibly answer this question correctly, as there is no correct option.

Errors can come from the assessment, the assessor, the student or the environment, or from a combination of these factors. The example above is an example of **ASSESSMENT ERROR**. The test itself is wrong. If there were two people marking the example above, and one gave all students one mark, and the other gave all students no marks, there would also be an **ASSESSOR ERROR**.

A **STUDENT ERROR** occurs if a student gets things wrong, but it is not their fault. For example, if a student broke her hand recently and cannot complete all of the writing tasks in time, or if a student has to wake up very early in the morning to sit an online exam due to a severe time-zone difference.

If there were too few desks and some students had to work sitting on the floor, that would be an environment error, as those students may not be able to concentrate as well as the others. **ENVIRONMENT ERRORS** may have to do with the technology that students are using. For example, some students may not have a sufficient internet connection to upload a recorded presentation or join a required video call with their teacher and classmates.



EXERCISE

- E** Classify the errors into errors caused by assessment, the assessor, the student or the environment.
1. The students are tired.
 2. Some markers give high marks for correct spelling, others give high marks for good ideas.
 3. The assessment lasts for four hours, so the last students to present are very hungry.
 4. The students are supposed to write their responses in an online word processing program. Mya Mya has never used this program before and cannot figure out how to open it.
 5. The instructions are confusing so students don't know what to do.
 6. The multiple choice questions on a quiz are marked using computer software. However, the programming is faulty and it marks all responses to question 10 as wrong.
 7. The instructions are in a language that students don't understand well.
 8. The examination room is noisy, so students can't hear the instructions.
 9. A student is sick.
 10. The essays should be typed but some students don't know this and write them by hand.
 11. It is too hot.
 12. The marker does not understand the essay question, so cannot give fair marks.
 13. The invigilator tells student to write answers on the exam paper. However, they are supposed to use a separate sheet of paper.
 14. Some students write their mid-term essays on a computer but other students have to write them on their mobile phones because they do not have access to a computer.
 15. There is more than one possible correct answer. However the marker only accepts one of the answers.

ACTIVITY

- F** In pairs, design a checklist to ensure that your assessment is reliable. Next, join together with another pair and make a group list. Finally, make a class checklist.

DISCUSSION

- G** In a high-stakes assessment, reliability is very important. A checklist is useful, but what are some other ways that you can ensure that your assessment is reliable?

2.3 VALIDITY

PREVIEW

A Discuss the questions.

1. What does "valid" mean?
2. How does validity relate to assessment?
3. What is the relationship between learning objectives and validity?

Designing Valid Assessments

A **valid** assessment assesses the things that it is supposed to assess. The assessor needs to identify the knowledge and skills to assess, and then design an assessment that includes these things. Therefore, the content within the assessment must reflect what the students are expected to know and be able to do.

Entrance and **placement** assessments measure knowledge and skills that students already have – the knowledge and skills that they would need to successfully participate in the course. For example, if you teach a course on advanced mathematics in Myanmar language, you need to know whether applicants already have enough maths skills to join the course. A valid assessment would probably be a test on mathematics. However, if that test was written in English, but students failed because their English was not good enough, it would be an invalid assessment.



A **progress** or **achievement** assessment measures the amount that learners have learned. It assesses what is in the **syllabus**. Achievement assessment must also ensure that there is broad **coverage** of the syllabus. You should not focus all your achievement assessment on only a small section of a long course.

To ensure an assessment is valid, you and your students need to know the learning objectives of your course. These are what you will assess. Learning objectives are covered in *The New Teacher 2: Planning*.

EXERCISE

- B** Read the scenarios and answer the questions.
- A private school has a course which aims to get students through the GED exam. Their entrance test is a GED exam paper that they take online.
 - In a swimming class, students have learned to swim on their front and back, to swim underwater and to dive into the water. The final assessment is a swimming race where they have to swim as fast as they can to the other side.
 - You are teaching a conversational English class. There is no fixed syllabus – you pick a topic each week and students discuss it. At the end of the course, you tell students to make a formal speech and assess them on this speech.
 - In a network of ten schools with a **standardised curriculum**, students have a final test for each subject. The test is written by the most senior teacher from one of the schools. Sometimes there are questions on topics that not all the schools have covered.
- What are the validity issues with each?
 - What could you change to make them more valid?

ACTIVITY

- C** Look at the three assessments (i-iii, on the next page).
- Match the descriptions (a-c below) with the assessments.
 - A formative progress assessment to check how well students work collaboratively and can demonstrate an understanding of the scientific method.
 - A placement assessment to put people into correct levels at a language academy.
 - A diagnostic assessment to see how well students know parts of the body and what they do.
 - Complete the chart for each assessment.

Validity issue	How to improve it
<i>i. It is testing English vocabulary, not knowledge of what body parts do.</i>	
	<ul style="list-style-type: none"> • Remove the picture. • Observe groups using a checklist.

i

Look at the pictures. Circle the English word for each in the word search.



ii

Part One: Elementary

1. He _____ very tall.
is / are / has
2. She _____ like football very much.
don't / doesn't / hasn't

Part Two: Pre-Intermediate

3. I _____ the film we saw at the cinema on Wednesday.
doesn't like/haven't liked/didn't like
4. They _____ in England last year.
was / were/ is

Part Three: Intermediate

5. When Mike arrived at the disco, Hania _____.
already left / has already left / had already left
6. By the time you get this letter I _____.
will have gone / am going to go / would go

iii

Measuring Mass

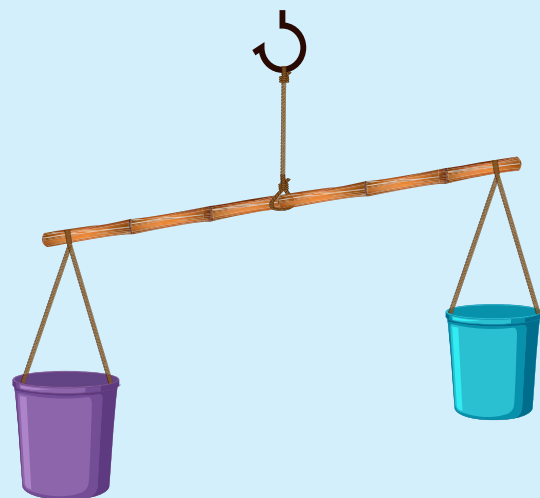
Work in groups of four. You have these materials:

- 3 x 1 litre empty plastic bottles
- A thin piece of bamboo about 20 cm long
- Some string
- A marker pen
- 2 x 200 millilitre (ml) plastic cups

You know that a litre of water has a mass of 1 kg and a 200 ml cup of water has a mass of 200 g.

1. Design a tool that can show the mass of different objects.
2. Measure the mass of four objects and record the results.

You will be graded on how beautiful your tool is.



ACTIVITY

- D** Below are three subjects, each with learning objectives. In groups, follow the instructions to design achievement assessments.
1. Choose one subject. Think of three different tasks to ensure full coverage of all objectives. There are some suggested tasks at the bottom of the page.
 2. Join with another group and check that each other's assessments are valid.
 3. Either present your assessments to the class or put your assessments on the wall. Check other groups' assessment tasks for validity.

Environmental Studies (High School)

By the end of the course, students should be able to:

- explain the scientific principles behind "natural" disasters, including climate change, cyclones, volcanoes, earthquakes, tsunamis, flooding, famines and diseases;
- analyse how much a disaster is natural or caused by human actions;
- list actions likely to reduce the threat of disasters.

Myanmar Handwriting (Early Primary School)

By the end of the course, students should be able to:

- write all the major consonants of the alphabet and identify the sound that each one represents;
- modify consonants with vowelisers and identify the sound that each one represents;
- correctly spell 100 common words;
- write all their family's names and addresses.

Assessment (Teacher Training College)

By the end of the course, students should be able to:

- describe the characteristics of a practical, reliable and valid assessment;
- identify issues in practicality, reliability and validity of common assessment tasks;
- design examples of reliable, valid and practical placement, diagnostic and achievement assessments.

Tasks

- a roleplay
- a poster
- a survey
- an article
- a picture
- a presentation
- a graph
- an experiment
- a description
- a biography
- a test
- a project

ACTIVITY

E In pairs, design a checklist to ensure your assessment is valid. Next, join together with another pair and make a group list. Finally, make a class checklist.

DISCUSSION

F Discuss the questions.

1. Have you ever had trouble designing an assessment that was valid?
2. Have you ever taken an assessment that you thought had poor validity?



2.4 PUTTING IT TOGETHER: PRV

PREVIEW

A Discuss the questions.

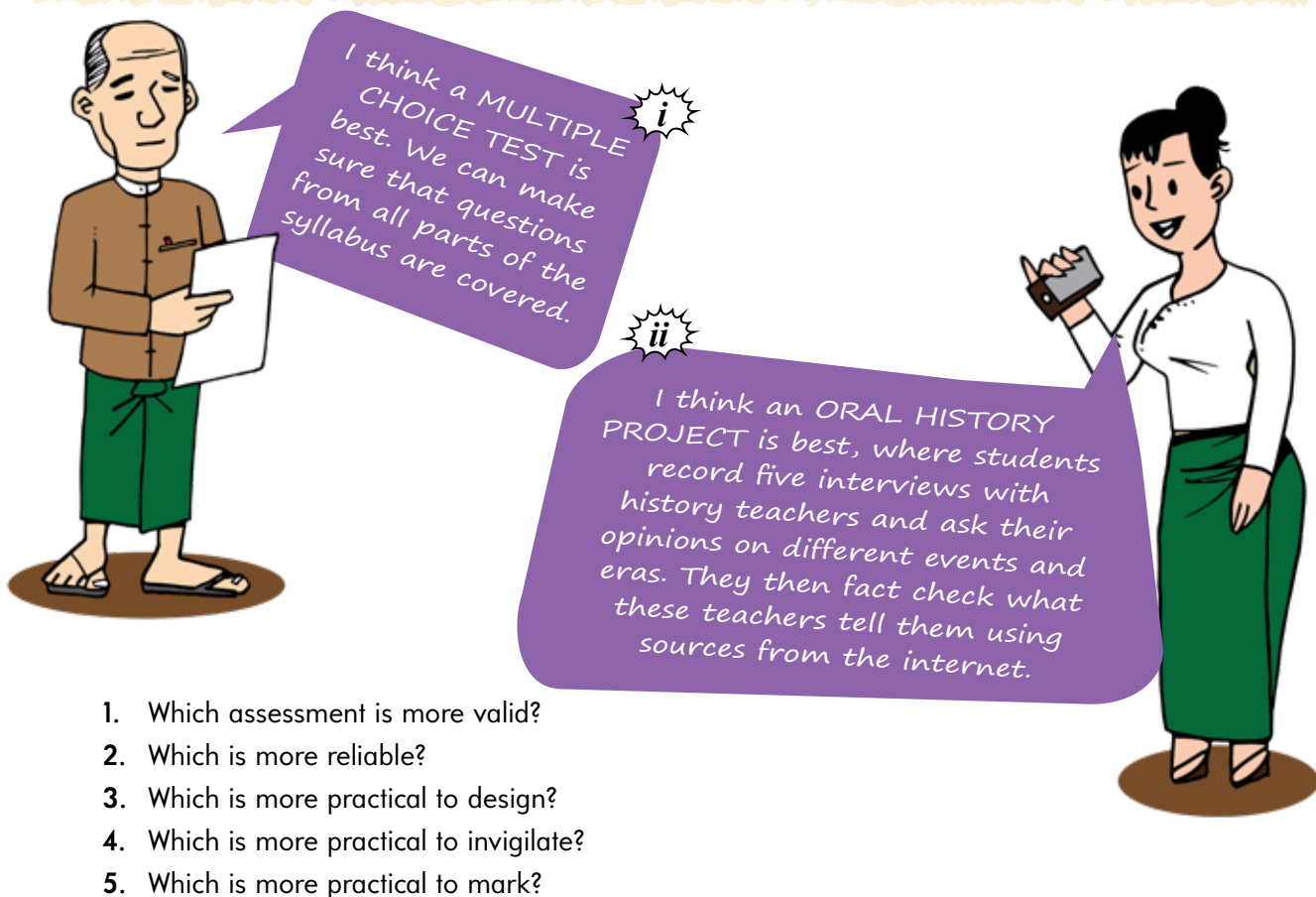
1. Which criteria – practicality, reliability or validity – do you consider the most important?
2. Can you think of any other important criteria for assessment other than practicality, reliability and validity?

ACTIVITY

B Below are learning objectives and two possible assessments for an achievement assessment of post-secondary history students. Read them and answer the questions.

By the end of the course students should be able to:

- summarise key actors and events throughout Myanmar's history;
- describe the influence of key ideologies on events throughout Myanmar's history;
- research using primary and secondary sources, and differentiate between them.



i I think a **MULTIPLE CHOICE TEST** is best. We can make sure that questions from all parts of the syllabus are covered.

ii I think an **ORAL HISTORY PROJECT** is best, where students record five interviews with history teachers and ask their opinions on different events and eras. They then fact check what these teachers tell them using sources from the internet.

1. Which assessment is more valid?
2. Which is more reliable?
3. Which is more practical to design?
4. Which is more practical to invigilate?
5. Which is more practical to mark?

ACTIVITY

- C** In groups, look at these assessment examples. There is a problem with each one.
1. Is the problem about practicality, reliability or validity? Some have more than one issue.
 2. How could you correct each problem?

- a A question from a progress test for elementary (A1) English language students:
The functionaries _____ their new premises.
a. Like b. Likes c. Liking d. to like

- b. A question from a progress test for intermediate (B1) English language students:
We _____ to see the new James Bond movie.
a. go b. should go
c. should have gone d. should to go

- c. An entrance presentation to choose six students for an intensive business studies course. There are 120 applicants.
1. Write a business plan for a small business that you would like to start.
 2. Present your business plan to the assessors. Your presentation should take 20-30 minutes.

- d. From an entrance test for a social studies course:
1. What is the tallest mountain in Wales?
 2. What is the capital city of Mexico?
 3. What is the main export of Nigeria?

- e. In an IELTS preparation course, students get progress tests once a week. The teacher writes mock IELTS exams each week.

- f. In a test of elementary level English language reading comprehension:
"U Tin Oo is a rich man. He owns three cars and six houses. He eats in expensive restaurants every night."
Fill the gaps.
1. U Tin Oo is a _____ man.
 2. He owns three _____.
 3. He eats in expensive restaurants _____ night.

g. In a test of intermediate level English language reading comprehension:

Many organisations use a top-down approach to management, where the senior directors make all the decisions and the junior members implement them. Other organisations take a more bottom-up approach, where all members are involved in decision making.

Answer the questions:

1. Is consensus decision making usually used in top-down or bottom-up management?
2. Does the United Nations use top-down or bottom-up management styles?

h. In a nationwide assessment of vocational students' life skills awareness, 30 students from each vocational college are interviewed. Interviewers have different opinions about the most important criteria.

i. For a final mark in a chemistry course:

You have now completed a research project in the laboratory. Write up the results of your research.

30% – grammar

30% – organisation of essay

20% – spelling

20% – research methodology

DISCUSSION



D PRV is not the only important factor when assessing students. Look at this list and discuss why each is important.

1. **Transparency** – that students know they are being assessed.
2. **Inclusivity and fairness** – the assessment does not disadvantage some groups.
3. **Difficulty** – the assessment is neither too easy nor too difficult.
4. **Familiarity** – the students are familiar with the **task types** used in the assessment.

ACTIVITY

E Read the case study on the next page. Work in groups and follow the instructions.

1. Circle the words that you could use to describe this assessment.

high-stakes low-stakes
formative summative
reliable unreliable valid
invalid practical impractical

2. Answer the questions.
 - a. What are the reliability issues?
 - b. What are the validity issues?
 - c. What are the consequences of this assessment on Thailand's education?
 - d. Is your education assessment system the same Different? How?
3. How could Thailand's education system improve? Think of some ideas for possible changes.
4. Present your ideas to the class.



CASE STUDY

Thailand's National Educational Assessment

Thailand's national educational assessment, the Ordinary National Educational Test (O-Net), has problems. This year's O-Net results were disappointing. Too many 12th graders failed several subjects each. Scores for mathematics and English were particularly low.

The National Institute of Educational Testing Service (NIETS) hires university lecturers to write questions for the O-Nets but most of them have no experience in assessment or test design. The test uses mostly multiple choice questions, and many of these are badly designed.

Another problem is that NIETS does not work with Thailand's national curriculum designers. There are big gaps between these high-stakes tests and the school curriculum. NIETS assessments focus on factual knowledge.

Many teachers don't teach skills such as how to research and how to write critical essays, as this is not in the exam. This leads to the tests dictating the curriculum, rather than supporting it.

The low exam scores mean that the assessment system is unreliable and

inadequate. National assessments should provide data to improve education systems, evaluate teaching practices, inform **policy** makers and help individual learners improve.

After 12 years of education, high-school graduates are assessed using an exam which is different from what they have learned.

Adapted from <http://www.bangkokpost.com/opinion/opinion/1234458/a-yearly-reminder-of-utter-incompetence>



ACTIVITY

F In groups, make a checklist to ensure your assessment is reliable, valid and practical.

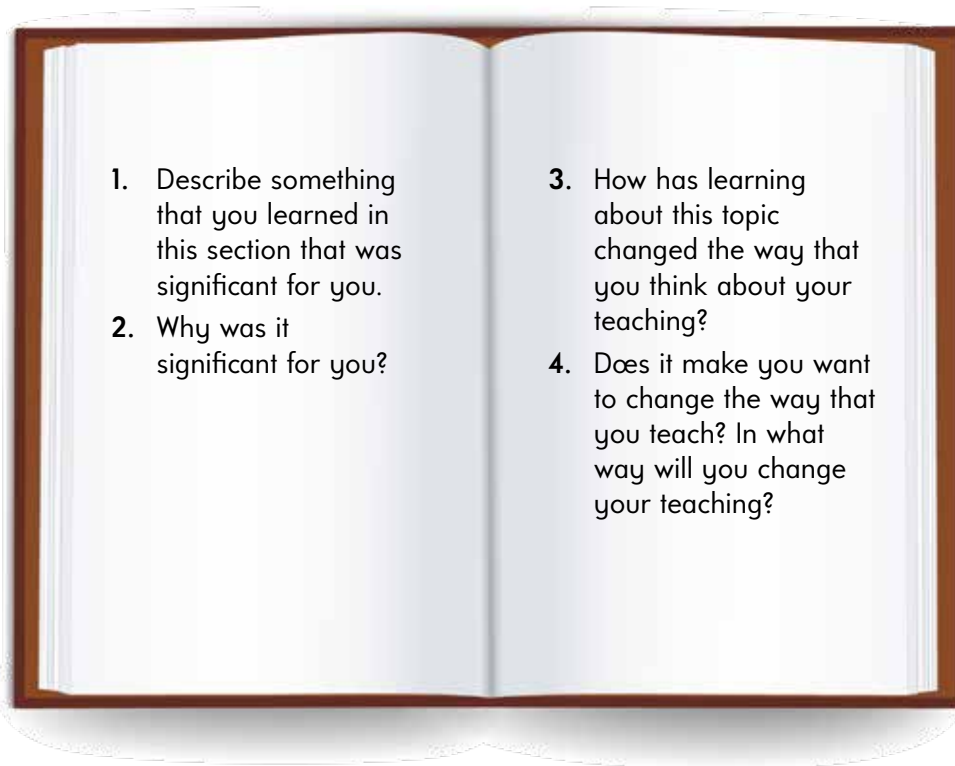
- Include any important points from 2.2 and 2.3.
- Include anything new from this section.
- Make a class checklist. Divide the sections into P, R and V.

What?	Y/N
• <i>Are the instructions clear?</i>	
• <i>Does your assessment format exclude students with physical and sensory disabilities?</i>	



REFLECTION

G In a reflective journal...



Summary – Chapter 2 : Principles of Assessment

The three main principles of assessment are practicality, reliability and validity. All three are important for making a good assessment, and they also affect each other. Good assessment balances these three principles.

Specific practicality, reliability and validity issues depend on whether your assessment is high or low-stakes and whether it is formative or summative.

To make sure you have a reliable, valid and practical assessment, you also need to consider the number of students taking the assessment, the purpose of the assessment, the assessment conditions, the types of questions, the information students will give you, as well as who is going to mark the assessment and how.



3

METHODS OF ASSESSMENT

OBJECTIVES

- Trainees will identify different assessment tasks
- Trainees will compare closed and open tasks
- Trainees will design appropriate closed tasks
- Trainees will design rubrics for open tasks.

GLOSSARY

attitude (n) – စိတ်နေစိတ်ထား

closed - အပိတ် (မေးခွန်း)

collaborate (v) – ပူးပေါင်းဆောင်ရွက်သည်

descriptor (n) – ရှင်းလင်းဖော်ပြချက်များ

discussion forum (n) – ဆွေးနွေးရန်နေရာ

distractor (n) – အာရုံလွှဲသည့်အရာ

guidelines (n) – လမ်းညွှန်ချက်များ

high-control/controlled (adj)

– ထိန်းကျောင်းကန့်သတ်မှုမြင့်သော

hypothesis (n) – မှန်းဆချက်

lower-order thinking skills (n) – အခြေခံ

စဉ်းစားခြင်း စွမ်းရည်များ

low-control/free (adj) –

ထိန်းကျောင်းကန့်သတ်မှုနည်းသော

open - အဖွင့် (မေးခွန်း)

rating scale (n) – အမှတ်ပေးသည့်အဆင့်ဆင့်

realistic (adj) – လက်တွေ့ကျသော

relevant (adj) – ဆီလျော်သော

rubric (n) – အမှတ်ပေးဇယား

spectrum (n) – ရောင်စဉ်၊ အစွန်းနှစ်ဖက်ရှိသောမျဉ်း

trick (n) – လှည့်ကွက်

3.1 HOW TO ASSESS

PREVIEW



A What tasks can you use to assess student learning? Make a list.

- test
- presentation

B What factors do you consider when choosing an assessment task? Make a list.

- the type, purpose and characteristics of assessment (achievement, formative, low-stakes, etc.)
- subject

Assessment Tasks

Any teaching and learning activity can become an assessment task. For example, a teacher might use a roleplay activity as a summative speaking assessment for an English class by creating a **rubric** and marking each student's performance. Some teachers may use homework as formative assessment by collecting each student's homework and looking through it to see how well they are meeting the learning objectives.

A teacher might turn a vocabulary activity into a quiz competition between two or more teams of students, and use their performance as a progress and diagnostic assessment. If the students do not perform well, the teacher may decide to re-teach parts of the lesson and then give the students another worksheet to complete.

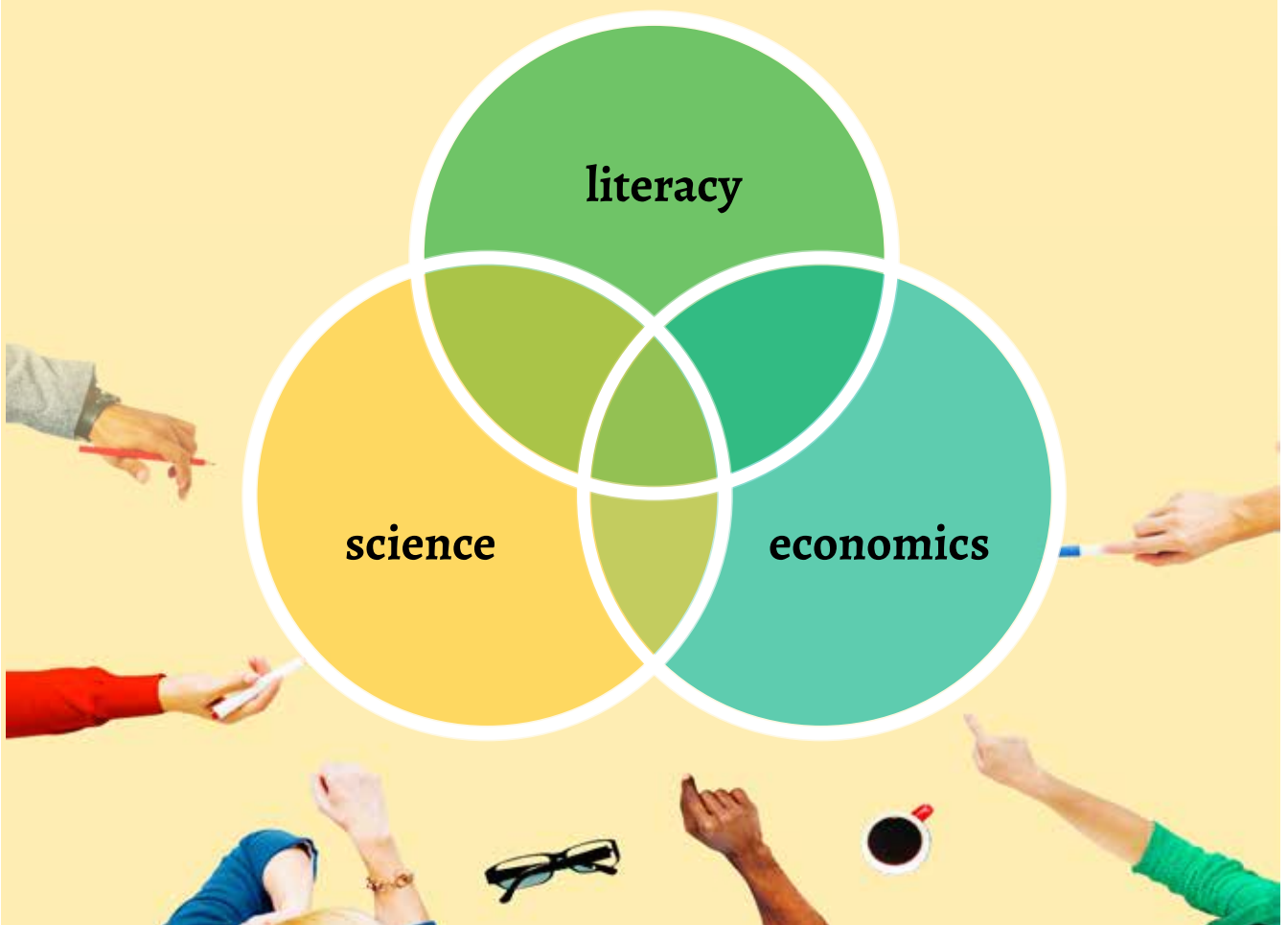
The most appropriate assessment tasks depend on multiple factors, including the learning objective(s) being measured. Many assessments measure a few things at the same time. For example, a teacher might assign their students a group project, which could assess their knowledge of the topic, research skills and teamwork.

When making an activity into an assessment task, you need to consider the purpose of the assessment, whether it is formative or summative, whether it is high-stakes or low-stakes, and how practical, reliable and valid the activity is as an assessment task. Give students assessment tasks that they have experience with. Do not assign your students a report as a task for an achievement assessment unless they have already had some practice with report writing.

ACTIVITY

C Look at the assessment tasks:

- Put them in the Venn diagram according to which subjects you might use them in.
 - put information in a diagram
 - gather data
 - participate in an online discussion
 - write a book review
 - create a timetable
 - design a training workshop
 - give directions
 - test a **hypothesis**
 - identify fact and opinion in an article
 - design an experiment
 - complete an online survey form
 - list famous people and their achievements
 - paint a picture
 - calculate a percentage from a graph
 - write a report
 - draw a map and upload it to an online **discussion forum**
 - analyse a case study
 - recite a poem
 - correct the mistakes in a text
 - grow a plant
- Circle the tasks that you could use to assess your subject.
- Make class lists of useful assessment tasks for each subject taught by your classmates. Add tasks of your own to these lists.



ACTIVITY

D These learning objectives are based on Mote Oo's *Active Citizenship*, Chapter 1.

KNOWLEDGE

By the end of the chapter you will increase your understanding of:

the difference between "legal" and "active" citizenship;

SKILLS

By the end of the chapter you will develop your ability to:

give a presentation on an active citizen in your community;

VALUES

By the end of the chapter you will reflect on:

the advantages of being an active citizen;

1. Look at the assessment tasks below. Are they useful for assessing any of the objectives? If so, which one? Are there any issues with any of the tasks?
2. Think of an assessment task that measures two (or all three) of these objectives.

a. Which of these is a legal citizen and which is an active citizen?

1. Mi Mon has a national ID card and a passport.
2. Saw Gay belongs to several community groups and helped set up a local free school.

b. Write an essay describing the differences between a legal and an active citizen.

e. How do communities benefit from active citizens? Discuss as a class

c. Choose the best answer.

A good presentation involves _____.

- a. food
- b. PowerPoint
- c. preparation
- d. photographs

d. Make a five minute presentation about your active citizen to the class. Include information about the work they do and some background about their life.

MARKING CRITERIA:

- 50% information
- 30% background research
- 20% presentation skills

f. True or false?

1. Active citizens always obey the law.
2. Active citizens encourage participation in communities.
3. Active citizens are kind people who care about others.

DISCUSSION

E Discuss the questions.

1. What activities work best as assessment tasks?
2. What activities would you like to try as assessment tasks in the future?

3.2 ASSESSMENT TASK TYPES

PREVIEW

A What are the differences between using a multiple choice test and an essay to assess learning?

EXERCISE

B Look at these examples of assessment tasks (i-ix).

1. Identify the subject each is assessing.
2. Match each with a task type below (a-i).

i Sort these into countries, cities and ethnicities.

India Scottish Hmong Laos
Delhi Iran Khmer Arabic
Kuala Lumpur Sydney
Kunming Vietnamese
Thai Mexico

ii Put these events on the timeline.

Aung San-Attlee agreement
Independence
Assassination of Aung San

—————▶

iii Choose the best answer.

Which of these is not an element?

- a. gold b. nitrogen
c. radium d. salt

iv Choose the best answer for each question.

1. How are you? a. fifteen
2. How old are you? b. 1,500 MMK
3. How much is that? c. fine, thanks

v Describe the process of photosynthesis (100 words).

vi Answer the questions.

1. What are the main characteristics of communist governments?
2. What are the main characteristics of monarchies?
3. What are the main characteristics of anarchist societies?

vii Write the missing word.

Je m'_____ Louis. J'_____ vingt ans.
J'_____ à Paris. Je _____ un étudiant.

suis appelle habite ai

viii Answer the questions.

1. Salai has 14 oranges. He wants to share them equally with his three friends. How many oranges does each person get?
2. Su Su is painting her house. She has 3.1 litres of paint. She needs 7.5 litres. How much paint should she buy?

ix Complete the sentences.

1. One benefit of social media in Myanmar is...
2. One disadvantage of social media in Myanmar is ...

- a. matching
b. essay
c. ordering

- d. open-answer questions
e. closed-answer questions

- f. classifying
g. multiple choice
h. open gap fill
i. closed gap fill

Open Tasks and Closed Tasks

Closed (controlled, high control) tasks have one correct answer. Students are either correct or incorrect. For example: "How many legs do spiders have?" The only correct answer is "eight". If students give any other answer, they are incorrect.

Open (low control, free) tasks have many possible correct answers, for example: "What is your favourite colour, and why?", has many possible correct answers – a student can get full marks for an answer that has a colour and a reason:

"Yellow, because I love baby chickens."

"Green, because it makes me feel peaceful."

"Green, as photosynthesis is important to all human life."

are all correct. This example

"White – I am wearing a white shirt."

is partly correct, as the answer has a colour, but no reason.

Some tasks are a little open (there are a few possible correct answers). Others are very open, and you need a marking guide (instructions on how to mark – what the correct answers are or a list/examples of possible correct answers) to help you know how to mark.

Closed tasks typically assess lower-level thinking skills – remembering and understanding – whereas open tasks are often used for assessing higher-level thinking such as applying, analysing, evaluating, creating. Therefore, when assessing knowledge, teachers may use more closed tasks and when assessing skills and values they more often use open tasks.



ACTIVITY

- C** Put the assessment tasks (i-ix) from 3.2 B on the **spectrum** from "completely closed" to "very open."

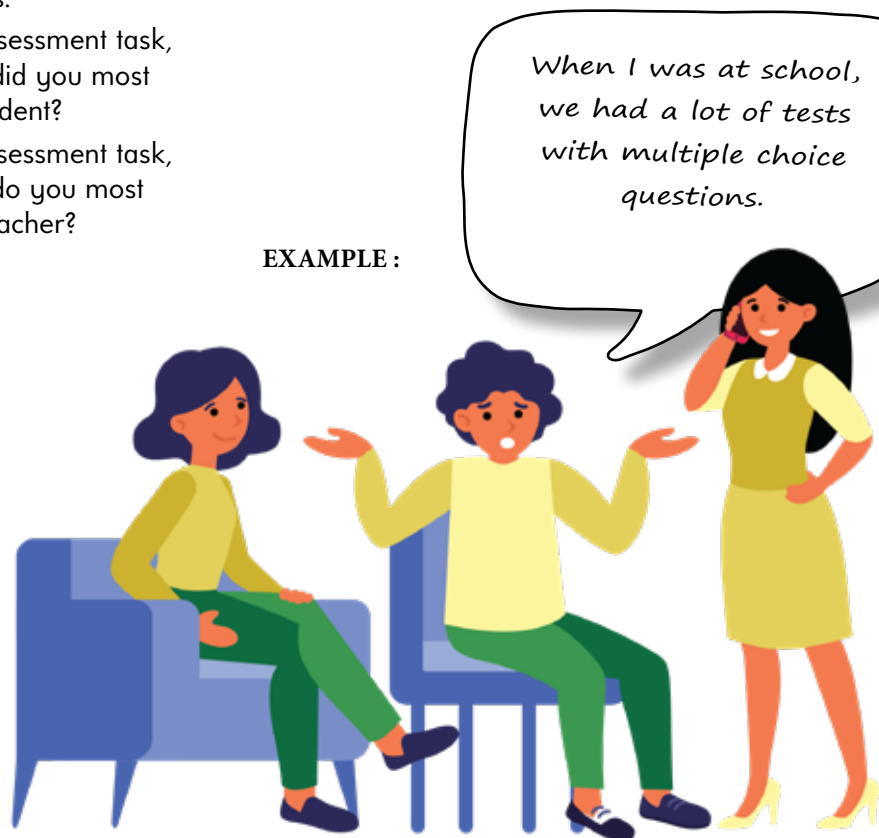


- D** Look again at the assessment tasks (i-ix) in 3.2 B.
1. Choose three closed tasks and make them more open.
 2. Choose two open tasks and make them more closed.
 3. For each, do you think this change had made it better? Why or why not?

DISCUSSION

- E** Discuss the questions.
1. Which type of assessment task, open or closed, did you most often do as a student?
 2. Which type of assessment task, open or closed, do you most often use as a teacher?

EXAMPLE :



3.3 CLOSED TASKS

PREVIEW

A Discuss the questions.

1. What is the most difficult thing about writing closed assessment tasks?
2. What are the problems with closed assessment tasks?

ACTIVITY

B Look at this English language test task.

Fill the gaps with the correct word.

I live _____^a a large house with my mother, my _____^b and my brothers. We also have _____^c dog. My dog's _____^d is Rambo.

1. Write answers to the test task.
2. Here are Aye Khaing's answers. How would you mark them?

Fill the gaps with the correct word.

I live near^a a large house with my mother, my auntie^b and my brothers. We also have two^c dog. My dog's friend^d is Rambo.

3. The answers are in the marking guide at the bottom of the page. Were you correct? Was Aye Khaing correct?
4. What is the issue with this test task and marking guide?

Marking Guide

a. in

b. father

c. a

d. name

Designing Reliable Closed-Answer Tasks

Closed-answer tasks are popular with teachers because they are very easy to mark. However, it is important to ensure they are reliable. Often, teachers design closed tasks that are not completely closed. Sometimes students write an answer that is correct, but not the answer that the teacher is looking for.

Be careful to check closed tasks before you use them to assess students.

- Are you sure there is only one possible answer?
- If there are other possible correct answers, does the marker know to allow these?
- If there are other possible correct answers, does the student know that they are allowed to use them?

Closed questions are practical to mark. They can be less practical to design, as you need to check them carefully, especially for high-stakes assessment.



ACTIVITY

Take this short reading comprehension test then answer the questions (1-3) about it.

READING COMPREHENSION (12 marks)

Read the text and answer the questions.

Sometimes people talk about mainland Southeast Asia and maritime (or island) Southeast Asia. Mainland Southeast Asia is joined to the rest of Asia. Maritime Southeast Asia is separated from the mainland by sea. It is made up of many large and small islands. There are long rivers and mountain ranges running through mainland Southeast Asia. The fertile valleys and plains around the rivers are used for agriculture. Mainland Southeast Asia is often divided into western and eastern regions.

The seas around the islands of maritime Southeast Asia have been important for ships and trade. Most Southeast Asian countries are on mainland Southeast Asia or in maritime Southeast Asia. However, Malaysia has two regions: West Malaysia and East Malaysia. West Malaysia is part of the mainland and East Malaysia is in maritime Southeast Asia, on the island of Borneo.

Adapted from: ASEAN, Mote Oo Education, 2016

A. Choose the best answer.

- i. What divides maritime Southeast Asia from mainland Southeast Asia?
a. islands b. valleys c. sea
- ii. Which of these maps is correct?

(a)





- B. Identify the word or phrase in the text with the same (or similar) meaning as these.**
- i. discuss ii. oceans iii. areas
- C. Complete the sentences.**
- i. Maritime Southeast Asia is surrounded by _____.
 - ii. Areas near _____ are used for farming.
- D. True or false?**
- i. Seas around the islands of maritime Southeast Asia have been important for ships and trade.
 - ii. Mainland Southeast Asia can be separated into northern and southern regions.
 - iii. Part of Malaysia is in Borneo.

1. Match the task types below with the questions in the test.

i. matching	iii. multiple choice
ii. closed-answer questions	iv. closed gap fill
2. Which questions are completely closed? Which are partially open (have more than one possible answer)?
3. Make a reliable marking guide for this test.

DISCUSSION

- D** Look at question *i* in part A of the reading comprehension test in 3.3 C.
1. What is the problem with this question?
 2. How can a teacher ensure that closed assessment tasks are reliable?

EXERCISE

- E** Below are four rules for writing closed assessment tasks and explanations of the rules. Match the rules and the explanations.

Rules for Writing Closed Assessment Tasks

- 1** Use simple sentence structure and common words (unless it is an advanced language test).
- 2** Ensure all possible correct answers can be marked as correct.
- 3** If checking understanding of a text, do not use the exact same wording in the text as in the question.
- 4** Make instructions clear and simple.

- a.** Students might know the content but fail because the instructions are confusing. Where possible, use task types that they have already done in class.
- b.** Students might give answers that are correct, but not the answer that the teacher had planned when they designed the test.
- c.** This tests word recognition, not understanding.
- d.** Complex wording is testing their knowledge of language, not subject knowledge.

ACTIVITY

F Look at this reading comprehension test.

1. Which rules from 3.3 E is it breaking?
2. How could you improve it?

Read Kyi Kyi's letter to Zainab.

Dear Zainab,

My name is Kyi Kyi. I am 11 years old and live in Yangon with my mother and auntie. We live in a small apartment in Yankin.

I like reading, playing volleyball and dancing. My favourite subject is science.

I am glad to be your pen pal and look forward to hearing from you.

Yours truly,

Kyi Kyi

a. Fill the gaps.

1. Kyi Kyi lives in a _____ apartment in Yankin.
2. Her favourite subject is _____.

b. True or false?

1. Kyi Kyi is 12 years old.
2. She likes reading, playing football and dancing.
3. She is sad to be Zainab's pen pal.

Designing Multiple Choice Questions

Multiple choice questions are a popular assessment task type. However, there are a lot of things that can go wrong with them. Therefore, there are specific rules for them.

The parts of a multiple choice question are:



The acronym "NGO" means _____

- a. National Governmental Office
- b. Next Generation Operations
- c. National Greater Organisation
- d. Non-Governmental Organisation

← question stem

← distractors

← correct answer


When writing multiple choice questions, be sure to follow these rules:

1. make all the options – the **distractors** and the correct answer – a similar length;
2. make all the options **realistic**;
3. make sure that there is only one correct answer (if there is supposed to be only one correct answer);
4. make sure that there is a correct answer;
5. not **trick** students with complex wording or double negatives;
6. have the same number of options (usually three or four) for each question.

ACTIVITY

- G** Take this elementary English multiple choice test then answer the questions.
1. Each question goes against one or more of the rules for writing multiple choice questions on page 59. Which questions go against which rule?
 2. Why are these rules useful? What can happen if the questions don't follow these rules?
 3. Change the questions so that they follow the rules for writing multiple choice questions.

ELEMENTARY ENGLISH (10 marks)

- A. Bo Bo and Jenny are having a conversation. Choose the best word.
- i. **Bo Bo:** Hi, Jenny.
How are _____?
a. me b. she c. I d. it
 - ii. **Jenny:** I'm good.
Where are you _____?
a. go b. doing
c. do d. went
e. going f. eat
 - iii. **Bo Bo:** To my sister's house.
She _____ Bhamo.
a. live
b. is currently living in
c. goes
d. is
 - iv. **Jenny:** What _____ is your train?
a. banana b. table
c. time d. elephant
 - v. **Bo Bo:** At _____.
a. 3.30 b. 3.45
c. 4.00 d. 4.15
- B. Fill the gaps where there is a line in the text with the most appropriate word or verb tense that you can see.
- i. The ball isn't _____
the box. 
a. beside b. not on
c. with d. on top of
 - ii. Yesterday, my brother _____.
a. is going to the doctor
b. will see a doctor for a checkup
c. was sick
d. is not healthy because he smokes
 - iii. _____ is an example of a vegetable.
a. cabbage b. potato
c. carrot d. all of these
 - iv. "The floor is wet. Walk _____."
a. carefully b. careful
c. slowly d. slow
 - v. My favourite school subject is _____.
a. blue b. boat
c. fast d. none of these

ACTIVITY

- H** Find a partner, if possible someone who teaches the same subject as you.
1. Write a closed-answer test of at least ten questions. Include five multiple choice questions and five (or more) other types of closed question.
 2. Have your partner sit your test. Sit your partner's test.
 3. Check that their questions follow the rules for closed assessment tasks on page 58.
 4. Give your partner feedback on their questions



DISCUSSION

- I** Discuss the questions.
1. Have you ever taken a test where a lot of the rules in this section were broken? When you took the test, did you know there was anything wrong? Did you get a good grade?
 2. What are the most common mistakes that teachers make when they design closed answer test tasks?

3.4 OPEN TASKS

PREVIEW

A How do you mark essays, projects and presentations?

The Limitations of Closed Assessment Tasks

Closed (high-control) assessment tasks – where there is a right and a wrong answer – are very practical and usually reliable. This is why multiple choice, true/false, matching and other closed questions types are so popular with assessors.

However they are not a valid way to measure everything. Assessing skills, written work, groupwork, presentations or speeches, **attitudes** and participation all need more open (free, low-control) tasks.



B How could you assess these activities? What might be the assessment criteria?



ACTIVITY

C Look at this mathematics assessment task.

i. _____ \times _____ = 24
 ii. _____ % of 50 = _____

iii. _____ > 4
 iv. _____ + 15 = _____

1. Complete the task.
2. In pairs, mark each others' tests. Were you correct?
3. At the bottom of the page are a student's answers. How would you mark them? Are they correct?

Marking Guide

i. $\frac{4 \cdot (3 \cdot 10^{-2})}{150090} \times \frac{(\sqrt{4} \times 4^{\frac{1}{2}})}{750} = 24$
 ii. _____ % of 50 = _____

iii. $\frac{4!}{(\sqrt{4} \times (4^{\frac{1}{2}})^2)} > 4$
 iv. _____ + 15 = 15 000,0003

ACTIVITY

D Look at these politics tests. Mi Chan and Kyaw Zaw have answered them differently.

POLITICAL SYSTEMS (8 marks)

Mi Chan

1. What is the difference between a monarchy and a theocracy? Give an example of each.

A monarchy, example in brunei ruled by sultan brunei, king or queen is ruler and in a theocracy example tibet rule by Dalai Lama religion leader in charge.

2. What are the main characteristics of anarchism? What are its advantages and disadvantages?

Anarchism no leaders and no goverment and no state. Good because bad people cannt control over everyone. Bad because maybe a lot of fightings.

POLITICAL SYSTEMS (8 marks)

Kyaw Zaw

1. What is the difference between a monarchy and a theocracy? Give an example of each.

Monarchy and theocrcy are very different. They are not the same. They have different systems and different ideas and produce different consequences and different lifestyles They are not similar.

2. What are the main characteristics of anarchism? What are its advantages and disadvantages?

Anarchism is a political system that does not want government. It wants no government.



1. Mark their tests.
2. In groups of three or four, compare each other's marks. Are they similar?
3. Discuss your marks.
 - a. If they are very different, why is this a problem?
 - b. How could you mark it so different markers give similar marks for similar answers?

ACTIVITY

E Read the example essay and answer the questions.

1. What do you think is the subject and level of the class?
2. If this is an English language class, and the assessment task is, "write an essay about your town", how could you mark this essay? Give it a mark out of 100.
3. If this is an Introduction to Economics course taught in English, and the assessment task is, "briefly describe your local economy", how could you mark this essay? Give it a mark out of 100.
4. In groups, discuss the marks. Did you all give the essay similar marks, for both English and economics?

My Essay

Near to my house there are a market. A lot people from town work. Because our town us a market town. It is beside sittaung river and lot roads go in the town so people come to my town to the market.

Many things at the market. People bring thing for sell. Some fishers bring fish from sittaung river. Some wooders bring wood cutting in forest. Some growers are vegetables and farmers also rice. Our town is famous for good animals so you can get high-society cows and buffolas.

Because our town is impotant for roads and river and people like our animal and vegetables our town is popular for buyers. So our town can get money and build schools and roads.



Rubrics and Checklists

Open-answer assessment tasks can be a valid way to measure how students use new information and skills. However, they can be less practical and reliable to mark. It is important to ensure that all answers are marked correctly and fairly.

When you design an assessment, check the open tasks carefully.

- Does the marker understand all the possible correct answers?
- Are **guidelines** available to guide markers?

Open assessments can be easy to design. However, you need to ensure that the marking is reliable. This often requires using a reliable measuring tool, such as a rubric or a checklist, to ensure that marking is fair for all students. Rubrics and checklists should relate to the instructions of the open-task assessment and the expectations of the teacher.

Here are the instructions for an open-task assessment:

Using the skills we have covered this week, write 2-3 paragraphs (100-200 words each) that answer the questions "What are the most important characteristics in a leader? Why and how are they used?"

There are three ways a teacher might mark this open-task assessment. They could use a checklist, a simple rubric, or a detailed rubric.

A checklist is the most basic form of rubric. It involves listing the criteria that the students are being graded on, and is used by giving the students a tick for their performance in completing each criteria. Typically, a student would get one point for "satisfactory" and zero points for "unsatisfactory." For example:

Checklist			
Criteria	Satisfactory	Unsatisfactory	
1. Content is described with detail			
2. Ideas are original			
3. Main points and supporting ideas are relevant			
4. Correctly uses appropriate vocabulary			
5. Correctly uses appropriate grammar			
6. Uses appropriate punctuation			
7. Organisation is clear			
8. Format is easy to read			
	Total score	/8	
Teacher's Comments:			

The final score is the total number of "satisfactory" marks that the student gets.

It is also possible to use a simple rubric, which contains a list of criteria that is usually written more generally than the criteria in a checklist. Unlike most checklists, a simple rubric allows more variety with marking. This is because each criteria is typically out of more than one point. For example:

The basic rubric includes only the criteria and available marks. It does not include any description of what the student will achieve for each mark. Therefore, if a student gets a score of "4", they will not know exactly why they got that score unless the teacher tells them.

Simple Rubric

Content and Ideas	/5
Relevance	/5
Form	/5
Presentation	/5
Total Score	/20

Teacher's Comments:



Another option is to use a detailed rubric, which is an expanded version of the simple rubric. Like the simple rubric, the detailed rubric allows for a range of available marks. It includes criteria and available marks as well as performance **descriptors** that explain what the students will be able to do at each level. For example:

Available Marks and Performance Descriptors					
		1 Point: Approaching Expectations	3 Points: Meeting Expectations	5 Points: Exceeding Expectations	Score
Criteria	Content and Ideas	<ul style="list-style-type: none"> • Few original main ideas. • Few original supporting ideas. • Describes ideas with little detail. 	<ul style="list-style-type: none"> • Some original main ideas. • Some original supporting ideas. • Describes ideas with some detail. 	<ul style="list-style-type: none"> • Original main ideas. • Original supporting ideas. • Describes ideas with a lot of detail. 	/5
	Relevance	<ul style="list-style-type: none"> • Addresses few main points of instructions. • Ideas rarely connect. 	<ul style="list-style-type: none"> • Addresses some main points of instructions. • Ideas often connect. 	<ul style="list-style-type: none"> • Addresses all main points of instructions. • Ideas mostly connect. 	/5
	Form	<ul style="list-style-type: none"> • Limited vocabulary, with some spelling mistakes. • Limited range of grammatical structures, with many errors. • Many mistakes with punctuation. 	<ul style="list-style-type: none"> • Good range of vocabulary, with few spelling mistakes. • Good range of grammatical structures, with some errors. • Some mistakes with punctuation. 	<ul style="list-style-type: none"> • Wide range of vocabulary, with no spelling mistakes. • Strong range of grammatical structures, with few errors. • Few mistakes with punctuation. 	/5
	Presentation	<ul style="list-style-type: none"> • Organisation is often confusing • Format is difficult to read 	<ul style="list-style-type: none"> • Organisation is mostly clear. • Format is sometimes difficult to read. 	<ul style="list-style-type: none"> • Organisation is very clear. • Format is easy to read. 	/5
Teacher's Comments:				Total Score	/20

Detailed Rubric

This detailed rubric has four criteria (Content and Ideas, Relevance, Form, Presentation) and 2-3 performance descriptors (the bullet points) across three levels (approaching expectations, meeting expectations, exceeding expectations).

- 1 point for approaching expectations
- 3 points for meeting expectations
- 5 points for exceeding expectations

With this rubric, students can get a 4 if they meet some performance descriptors at the top level (Exceeding Expectations) and middle level (Meeting Expectations). Likewise, they can get a 2 if they meet some performance descriptors at the lower level (Approaching Expectations) and middle level.

A detailed rubric with three levels is easier to make and use than a rubric with more than three levels. You can design this type of rubric by writing your expectations for the middle level (meeting expectations) for each criteria. Your expectations will become the performance descriptors for this middle level. You can then write the performance indicators for the higher and lower levels. You should choose a range of points based on how large you would like the total amount of points to be. For example, an important research report might have the top level worth 10 points, the middle level worth 8 points, and the lower level worth 6 points.

You can also include space in your rubric for comments. In general, it is good to give the students your checklist or rubric when giving the instructions for the assignment. This ensures that your students will know how they are being marked before they complete the assignment, which helps them appropriately plan and prepare.



EXERCISE

F Look at the checklist, simple rubric and detailed rubric. They have been used for a paragraph writing assignment.

1. What final score does each student receive?
2. Which one gives the student the most feedback about their performance on the assessment?

Checklist

a.

Criteria	Satisfactory	Unsatisfactory
1. Content is described with detail	X	
2. Ideas are original	X	
3. Main points and supporting ideas are relevant	X	
4. Correctly uses appropriate vocabulary	X	
5. Correctly uses appropriate grammar		X
6. Uses appropriate punctuation		X
7. Organisation is clear	X	
8. Format is easy to read		X
Total score		/8
Teacher's Comments:		



Simple Rubric

b.

Content and Ideas	3/5
Relevance	4/5
Form	3/5
Presentation	2/5
Total Score	/20



Detailed Rubric

		Available Marks and Performance Descriptors			
		1 Point: Approaching Expectations	3 Points: Meeting Expectations	5 Points: Exceeding Expectations	Score
Criteria	Content and Ideas	<ul style="list-style-type: none"> Few original main ideas. Few original supporting ideas. Describes ideas with little detail. 	<ul style="list-style-type: none"> Some original main ideas. Some original supporting ideas. Describes ideas with some detail. 	<ul style="list-style-type: none"> Original main ideas. Original supporting ideas. Describes ideas with a lot of detail. 	/5
	Relevance	<ul style="list-style-type: none"> Addresses few main points of instructions. Ideas rarely connect. 	<ul style="list-style-type: none"> Addresses some main points of instructions. Ideas often connect. 	<ul style="list-style-type: none"> Addresses all main points of instructions. Ideas mostly connect. 	/5
	Form	<ul style="list-style-type: none"> Limited vocabulary, with some spelling mistakes. Limited range of grammatical structures, with many errors. Many mistakes with punctuation. 	<ul style="list-style-type: none"> Good range of vocabulary, with few spelling mistakes. Good range of grammatical structures, with some errors. Some mistakes with punctuation. 	<ul style="list-style-type: none"> Wide range of vocabulary, with no spelling mistakes. Strong range of grammatical structures, with few errors. Few mistakes with punctuation. 	/5
	Presentation	<ul style="list-style-type: none"> Organisation is often confusing Format is difficult to read 	<ul style="list-style-type: none"> Organisation is mostly clear. Format is sometimes difficult to read. 	<ul style="list-style-type: none"> Organisation is very clear. Format is easy to read. 	/5
Teacher's Comments:				Total Score	/20

EXERCISE

G Complete the detailed rubric for a speaking assignment by placing the criteria and performance descriptors in the correct place.

- a. Vocabulary and Grammar
- b. Presentation Skills and Pronunciation
- c. Content and Ideas
- d.
 - Uses interesting and specific vocabulary related to the topic.
 - Always uses appropriate and correct vocabulary.
 - Uses appropriate verb tenses.
 - Perfect use of subject-verb agreement.
 - Consistently uses correct sentence structure.
 - Uses a variety of simple, compound and complex sentences.
- e.
 - Sometimes uses appropriate eye contact.
 - Sometimes uses appropriate gestures.
 - Shows an average level of confidence.
 - Sometimes uses good pronunciation.
 - Mostly uses appropriate stress and intonation to show emotion.
 - Mostly pronounces vowel, consonant and final sounds correctly.
- f.
 - Sometimes gives reasons, examples and explanations to support ideas.
 - The information sometimes connects to the topic and instructions.

		6 point approaching expectations
Criteria	1. _____	<ul style="list-style-type: none"> • Rarely gives reasons, examples and explanations to support ideas. • The information does not connect to the topic and instructions.
	2. _____	<ul style="list-style-type: none"> • Uses very limited amount of vocabulary related to the topic. • Sometimes uses inappropriate or incorrect vocabulary. • Uses inappropriate verb tenses. • Uses incorrect subject verb agreement. • Makes a lot of mistakes with sentence structure. • Cannot use a mix of simple, compound and complex sentences.
	3. _____	<ul style="list-style-type: none"> • Hardly ever uses appropriate eye contact. • Hardly ever uses appropriate gestures. • Shows a low level of confidence. • Rarely uses good pronunciation. • Seldom uses appropriate stress and intonation to show emotion. • Barely pronounces vowel, consonant and final sounds correctly.
Teacher's Comments:		

Available Marks and Performance Descriptors

8 points meeting expectations	10 points exceeding expectations	Score
4. _____	<ul style="list-style-type: none"> • Original main ideas. • Original supporting ideas. • Describes ideas with a lot of detail. 	/10
<ul style="list-style-type: none"> • Uses an average amount of interesting and related vocabulary but could use more. • Rarely uses inappropriate or incorrect vocabulary. • Sometimes uses appropriate verb tenses. • Mostly uses subject-verb agreement. • Makes few mistakes with sentence structure. • Uses some mix of simple, compound and complex sentences. 	5. _____	/10
6. _____	<ul style="list-style-type: none"> • Uses appropriate eye contact consistently. • Uses a range of appropriate gestures consistently. • Shows a high level of confidence. • Mostly uses good pronunciation. • Consistently uses stress and intonation to show emotion. • Consistently and clearly pronounces vowel, consonant and final sounds. 	/10
Total Score		/30

ACTIVITY

H Look at the essay in 3.4 E. It is from an Introduction to Economics class.



Write a 200 word essay on the main economic activity in your home town. Describe which economic activities are successful and which are unsuccessful.

1. Mark the essay according to the simple rubric on page 70.
2. Mark the essay according to the detailed rubric on page 71.
3. Make these marks into percentages. Are the percentages from the basic and detailed rubrics similar?
4. In pairs or groups, discuss the marks you gave.



EXERCISE

- I** Here are the steps to build a detailed rubric with a **rating scale**. Match each step with the example rubric.
1. Identify the open task for the assessment and describe in detail what you expect students to do.
 2. Decide on the assessment criteria.
 3. Identify three levels and the available marks for each level.
 4. Write performance descriptors of each level for each criteria.

a.

Research Project

Choose an environmental problem that affects your community. Describe the causes and effects of this problem. Identify one or more groups who are working to solve this problem. Find out about the activities and methods they use and the challenges they face. Write about 800-1,000 words.

		Performance Ratings and Descriptors			Total
		6 Points: Approaching Expectations	8 Points: Meeting Expectations	10 Points: Exceeding Expectations	
Criteria and Available Marks	Research	<ul style="list-style-type: none"> Very few or no relevant primary sources. Very few or no relevant secondary sources. 	<ul style="list-style-type: none"> Some relevant primary sources. Some relevant secondary sources. 	<ul style="list-style-type: none"> Variety of relevant primary sources. Variety of relevant secondary sources. 	
	Content	<ul style="list-style-type: none"> Some inaccuracies. A lot of information is missing. 	<ul style="list-style-type: none"> Very few inaccuracies. Most information is included. 	<ul style="list-style-type: none"> Completely accurate. All information is included. 	
	Language	<ul style="list-style-type: none"> Many spelling mistakes. Many grammar mistakes. Limited vocabulary. 	<ul style="list-style-type: none"> Some spelling mistakes. Some grammar mistakes. Some variety of vocabulary. 	<ul style="list-style-type: none"> Very few spelling mistakes. Very few grammar mistakes. Wide variety of vocabulary. 	
	Presentation	<ul style="list-style-type: none"> Structure is difficult to follow. Speaking is difficult to understand. Significantly too short or too long. 	<ul style="list-style-type: none"> Structure is mostly easy to follow. Speaking is mostly clear. A little bit short or a little bit long. 	<ul style="list-style-type: none"> Structure is strong and easy to follow. Speaking is always clear. Correct length. 	

DISCUSSION

J Look at the examples of rubrics in this section. Discuss the questions.

1. How many criteria should a rubric have?
2. How many descriptors should each criteria have?
3. How many levels should each rubric contain?



ACTIVITY



Write a paragraph about your educational experience and how that influences the way you (would) like to teach. Include a recommendation for new teachers. Write about 300 words and email your instructor the finished paragraph.

K Design a rubric to assess the assignment.

1. Decide on three or four assessment criteria.
2. Identify three levels for your criteria: (e.g.: 1 – approaching expectations, 3 – meeting expectations, 5 – exceeding expectations).
3. For each criteria, write 2-3 performance descriptors at each level.

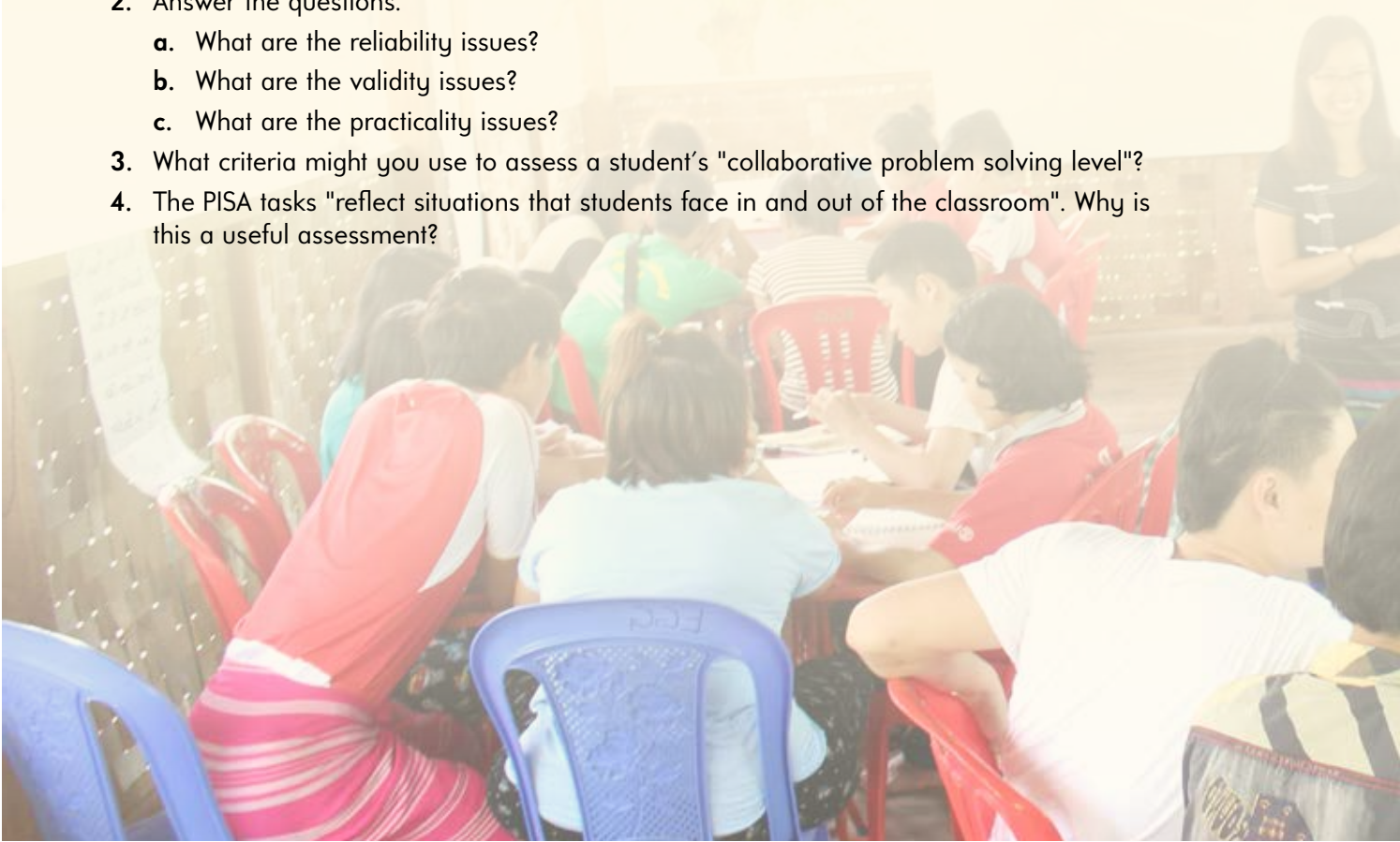
ACTIVITY

L Read the case study on the opposite page. In groups:

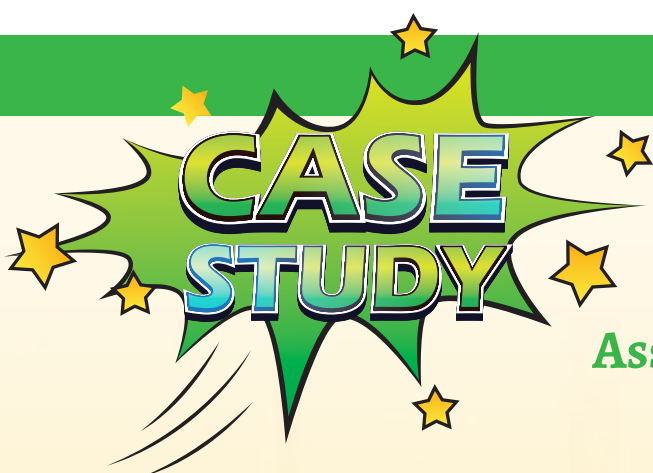
1. Circle the words you could use to describe this assessment.

high-stakes low-stakes placement entrance diagnostic
progress achievement formative summative
reliable unreliable valid invalid practical impractical

2. Answer the questions.
 - a. What are the reliability issues?
 - b. What are the validity issues?
 - c. What are the practicality issues?
3. What criteria might you use to assess a student's "collaborative problem solving level"?
4. The PISA tasks "reflect situations that students face in and out of the classroom". Why is this a useful assessment?



4. Do the assignment yourself. Mark yourself using your rubric.
5. Swap paragraphs with a partner. Mark their paragraph using your rubric.
6. Discuss your rubrics and marking systems.
7. In groups, decide on assessment criteria and design a simple rubric.
8. Choose one group member's paragraphs. Individually, assess that paragraph with the group rubric.
9. Compare marks. Are all group members' marks similar?



The Program for International Student Assessment's Collaborative Problem Solving Test

The Program for International Student Assessment (PISA) is an international assessment used to compare education systems in over 70 countries. It measures 15-year-old students' reading, mathematics and science literacy every three years.

PISA also assesses collaborative problem solving (CPS): "The capacity of an individual to effectively engage in a process whereby two or more agents attempt to solve a problem by sharing the understanding and effort required to come to a solution."

Students sitting the CPS assessment work on computers, where they **collaborate** with one or more agents (a computer-designed fake student) in a chat room to solve a problem. For example, setting up an aquarium, where the student negotiates with an agent to provide a suitable living environment and food for some fish. The student and agent have different resources.

The CPS assesses the student's ability to communicate, manage conflict, organise a team, build consensus and manage progress. Tasks reflect situations that students face in and out of the classroom and skills they will need in the workplace and in further studies.

The student's interactions, decisions and responses are recorded in the computer and used to assess their CPS skills.

Adapted from <http://www.oecd.org/pisa/pisaproducts/Draft%20PISA%202015%20>

ACTIVITY

M Design a detailed rubric. Choose a short assignment that you have used in your classroom (or are planning to use).

1. Define the task. Describe in detail what you expect students to do.
2. Decide on three or four assessment criteria.
3. Identify three levels for your criteria: (e.g.: 1 – approaching expectations, 3 – meeting expectations, 5 – exceeding expectations).
4. Write descriptors at each level for each criteria. Write a sentence, or two to three bullet points for each level.
5. In pairs, discuss your rubrics and marking systems.



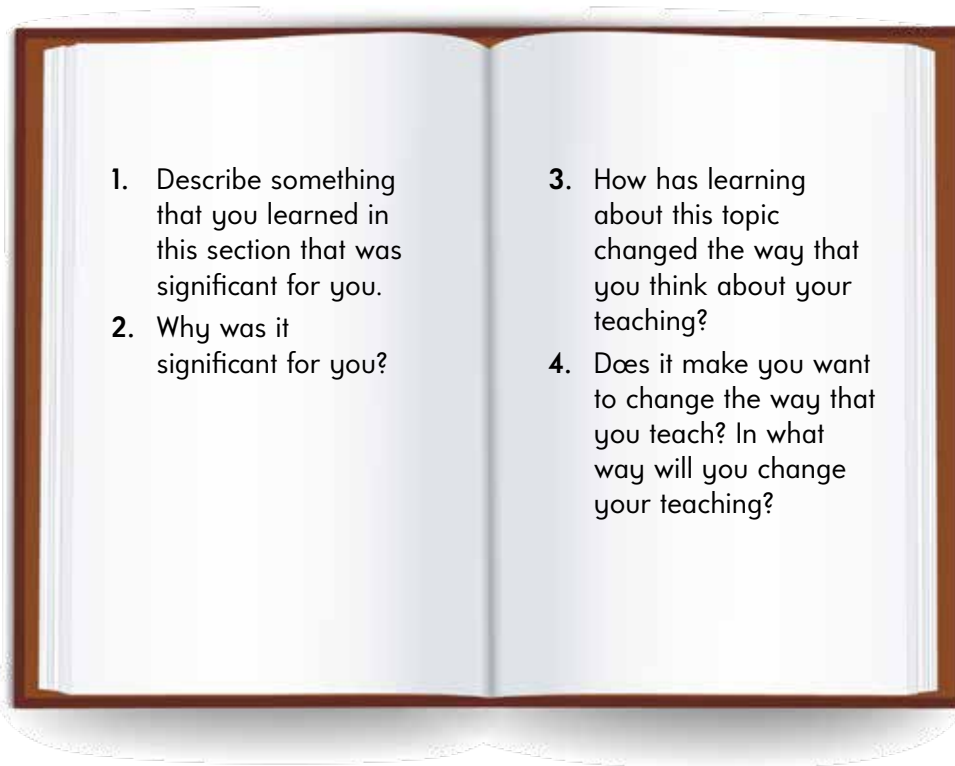
DISCUSSION

N Discuss the questions.

1. What are the advantages and disadvantages of using checklists and rubrics?
2. How do checklists and rubrics affect validity?
3. How can a teacher use a checklist or a rubric to provide feedback to students?

REFLECTION

I In a reflective journal...



Summary – Chapter 3: Methods of Assessment

Most classroom activities can be used for assessment. The important thing is to ensure that the assessment tasks match the learning objectives of the course. This makes them valid assessments.

Some assessment tasks are closed – students choose or give a correct answer from a limited set of possible answers. Closed tasks often focus on **lower-order thinking skills** such as remembering and understanding. Closed tasks are easy to mark, but when you design them, you have to make sure you follow the rules so that they are reliable and valid.

Open tasks have multiple possible correct answers. They usually require students to give their own answers, from a single word to an entire essay or presentation. Marking open tasks can be time consuming, and it is best to have a clear marking guide to ensure reliability. Checklists and rubrics are useful tools commonly used to mark assessments that have open tasks. These can also be shared with students so that they know how they will be marked on the assessment.

For both closed tasks and open tasks, it is essential to give clear instructions to the students so that they know what they need to do in the assessment.

When teaching online, closed tasks may be created, administered and marked using available software. Teachers can also design open tasks for online assessments, such as by having students submit written assignments as digital documents or upload recorded presentations.



4

CREATING ASSESSMENTS

OBJECTIVES

- Trainees will explore the issues in test design.
- Trainees will explore ways to assess projects, group work, participation and reflection.
- Trainees will evaluate methods in assessing these criteria.

GLOSSARY

cooperate (v) – ပူးပေါင်းဆောင်ရွက်သည်

credible (adj) – ယုံကြည်စိတ်ချဖွယ်ရှိသည်

higher-order thinking skills (adj)

– အဆင့်မြင့်တွေးခေါ်ခြင်း ကျွမ်းကျင်မှုများ

label (n/v) – နာမည်တပ်သည်/ တပ်ထားသည့် အမည်

motivation (n) – စိတ်အားထက်သန်မှု

needs analysis (n) – လိုအပ်ချက် ခွဲခြမ်းစိတ်ဖြာမှု

oral (adj) – နှုတ်အားဖြင့်

peer (n) – အချင်းချင်း၊ မိတ်ဆွေ၊ အဖော်အပေါင်း

prior knowledge (n) – ရှိနှင့်ပြီး အသိ

product (n) – ထုတ်ကုန်၊ ရလဒ်

proficiency (n) – ကျွမ်းကျင်မှု

proposal (n) – အလှူငွေ လျှောက်ထားအဆိုပြုလွှာ

realia (n) – ပစ္စည်းပစ္စယများ

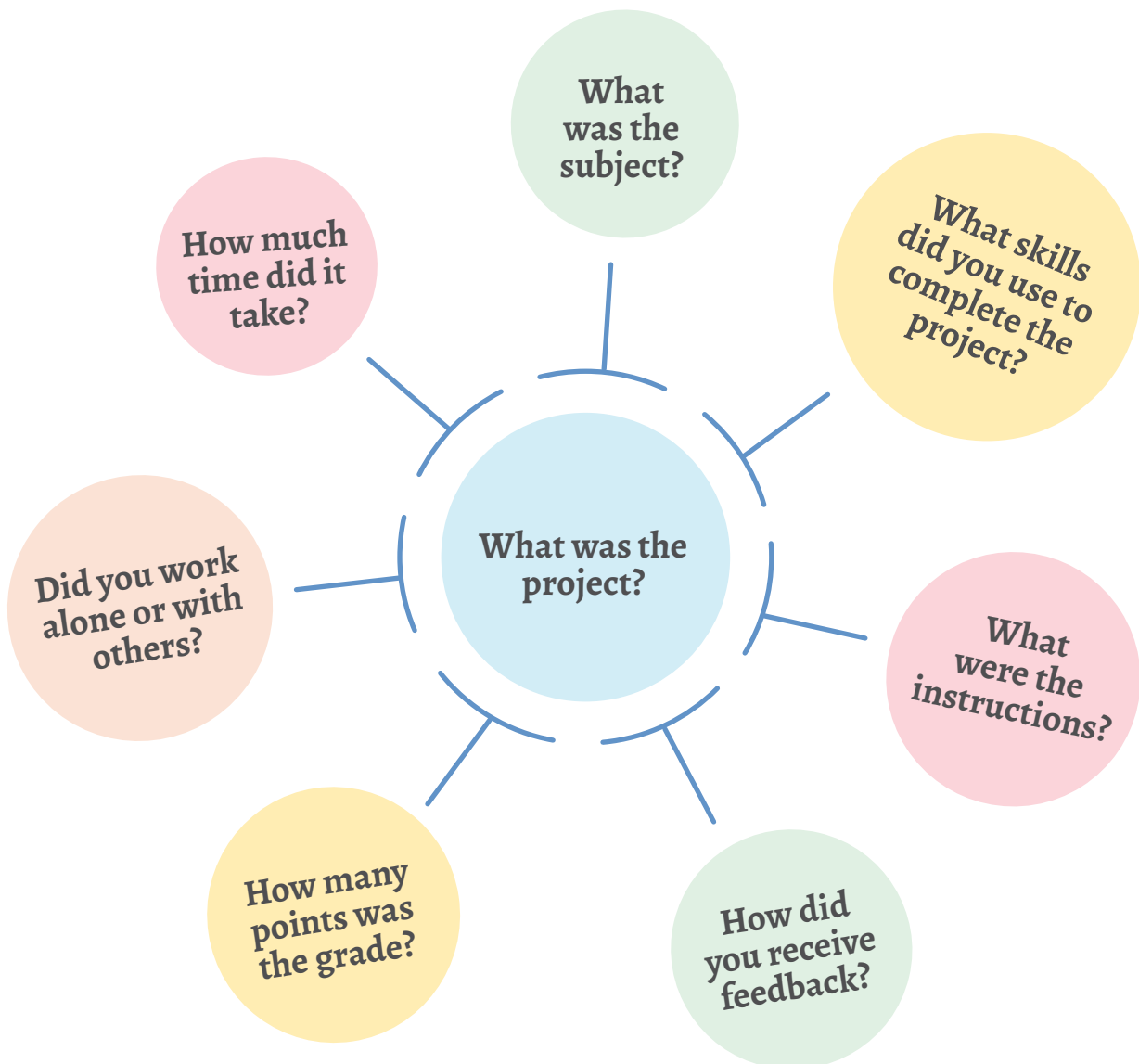
slideshow (n) – ဖြကွက်

trial (n) – စမ်းသပ်ချက်ဖြစ်သော

4.1 ASSESSING PROJECTS

PREVIEW

- A** Reflect on your experiences of doing a project.
1. Make a mindmap based on the questions below.
 2. In groups, compare your mindmaps.
 3. What did you like and dislike about doing this project?



ACTIVITY

B Look at the projects and:

1. Put them in the table according to which subject(s) you might use them in.
 - a. write a research paper
 - b. create a class blog of book reviews
 - c. build a well
 - d. make a traffic underpass more attractive
 - e. design and deliver an online survey
 - f. hold a panel discussion
 - g. make a documentary
 - h. plan and deliver a training workshop
 - i. design a **slideshow**

English Language	History	Community Development	Art	Science

2. Would you use any of these projects for your own subject? Which?
3. What subjects do you teach? As a group, make a list of additional, useful projects for these subjects.

Why Are Projects Used in Teaching and Learning?

Projects are a useful way to assess how well your students can apply the knowledge and skills they have learned in class. Projects require students to use a variety of skills in order to create or produce something.

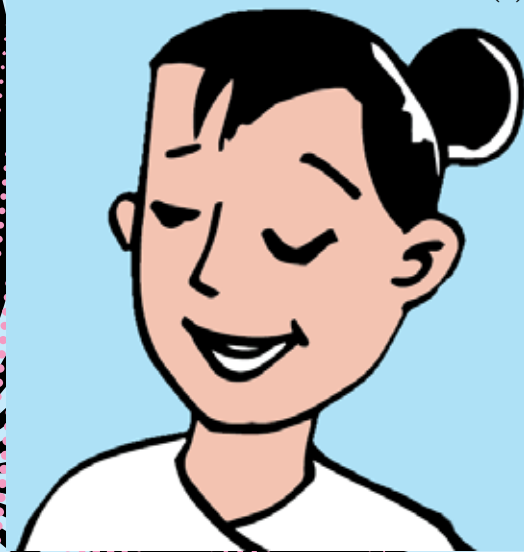
Projects are good way to assess a student's **higher-order thinking skills** – applying, analysing, evaluating, creating – but they require the teacher to be a careful planner. Make sure you give specific instructions to your students so that they know your expectations for how and when to complete the project. Consider how long your students need to complete the project. Use a rubric so that you can grade your students reliably and give them appropriate, detailed feedback.

Projects may be assigned individually or in groups. Some common projects include research, report writing, presentations, experiments and designing solutions to problems.

ACTIVITY

- C** Read these teachers' project ideas and answer the questions.
1. Which project is high-stakes and which is low-stakes?
 2. Which project is summative and which is formative?
 3. Are the projects closed assessment or open assessment?
 4. What tools does each teacher need to prepare for their assessment?

"For the final project of my community development course, students do a **needs analysis** of a neighbourhood. They interview ten households to identify the community's needs. Then, they write a project **proposal** to address one of these needs. Then, they receive a little money to carry out the project. At the end of the two weeks, they submit a final project report and give a presentation to the class. Both of these are graded."



"In today's English class, groups create a short roleplay about going to the doctor. In this lesson they prepare it, and tomorrow they perform their roleplay to the class. I will note their strengths and weaknesses, so we can review these next week."

ACTIVITY

D Look at this rubric.

1. What sort of project could you use it for?
2. Complete the missing descriptors.

	Approaching Expectations 2 points	Meeting Expectations 4 points	Exceeding Expectations 6 points
Organisation of Ideas	(a)	<ul style="list-style-type: none"> • has introduction and conclusion • Ideas mostly relevant to topic 	(b)
Persuasion	<ul style="list-style-type: none"> • audience can't understand argument • argument not logical • argument not credible 	(c)	(d)
Speaking Skills	(e)	(f)	<ul style="list-style-type: none"> • excellent pronunciation • excellent grammar • good use of gesture

3. Here are some more criteria. What projects might you use them for?

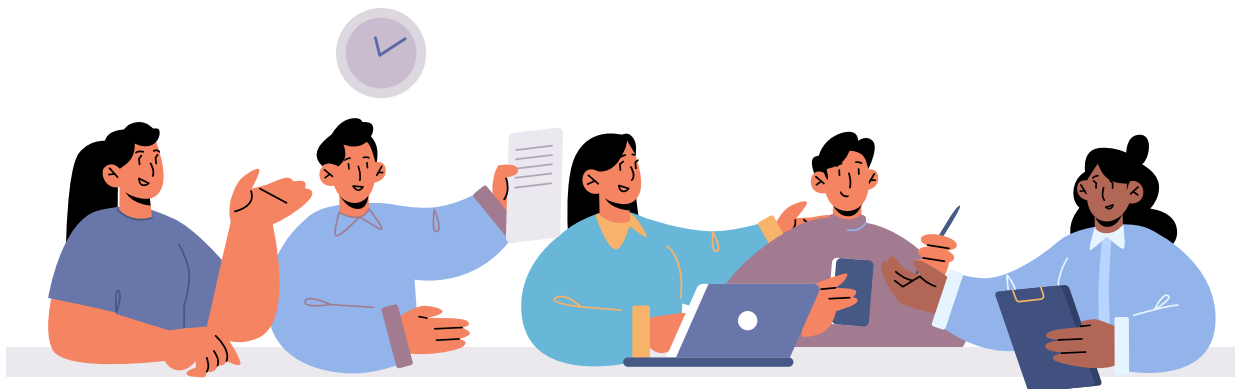
a. grammar	e. time management
b. pronunciation	f. creativity
c. relevance	g. cooperation
d. presentation	h. spelling
4. What other criteria might you use to assess the subjects you teach?

ACTIVITY

- E** Think about a class that you are teaching or are going to teach.
1. Identify what knowledge and skills you would like to assess your students on, and design a project for them to do.
 - Write clear and specific instructions.
 - Allow your students enough time to complete the project.
 - Design an appropriate rubric.
 2. In groups or as a class, present your project ideas. Give feedback on other projects.

DISCUSSION

- F** Discuss the questions.
1. What are the benefits of assessing students by using projects?
 2. What responsibilities does a teacher have when using projects as assessment tasks?
 3. What types of projects could you use in your class for formative assessment?
 4. What types of projects could you use in your class for summative assessment?



4.2 ASSESSING GROUP WORK

PREVIEW

A Discuss the questions.

1. In what situations do you assess group work?
2. How can you ensure that group assessment is fair to all group members?

B Look at the pictures.

1. What is happening?
2. What assessment criteria might a teacher mark these students on?



The Principles of Assessing Group Work

The principles for assessing individual performance – such as practicality, reliability and validity – are also true for assessing group work. However, there are two important points:

- Assessing group work involves assessing both process (how students do something) and **product** (what they do).
- Group performance must be turned into individual grades, in a fair way.

The problem is that most teachers only see the final product. You can't know about group processes and teamwork skills from looking at a design, poster or presentation. You can't see each group member's individual contribution because students may meet outside school hours or online to complete their group work. Even if group work is completed in the classroom, it is challenging for you to observe each group as they work.

Therefore, you need ways to get information about group processes and teamwork skills. One way to get this information is through reflection, which is covered in 4.3. You can also use **peer**-assessment, which involves getting students to assess each other. One way to do peer-assessment is to design a checklist or rubric that allows students to give marks to each other.

ACTIVITY

C Look at the rubric.

1. What types of tasks might you assess with the rubric below?
2. Which criteria might assess process, and which might assess product?
3. Which criteria might assess individuals, and which might assess the whole group?
4. Does this rubric prioritise groupwork, individual performance or both?

		Available Marks and Performance Descriptors		
		1 point approaching expectations	2 points meeting expectations	3 points exceeding expectations
Criteria	Participation	<ul style="list-style-type: none"> • <i>Very little participation</i> • <i>Does not help others</i> 	<ul style="list-style-type: none"> • <i>Mostly good participation</i> • <i>Mostly helps others</i> 	<ul style="list-style-type: none"> • <i>Full participation</i> • <i>Consistently helps others</i>
	Effort	<ul style="list-style-type: none"> • <i>Gives minimal effort</i> 	<ul style="list-style-type: none"> • <i>Gives enough effort</i> 	<ul style="list-style-type: none"> • <i>Gives extra effort</i>
	Design	<ul style="list-style-type: none"> • <i>Design is confusing and may be hard to use</i> 	<ul style="list-style-type: none"> • <i>Design is good but with some difficulties</i> 	<ul style="list-style-type: none"> • <i>Design is strong and easy to use</i>
	Explanation	<ul style="list-style-type: none"> • <i>Difficult to understand</i> • <i>Structure is confusing</i> 	<ul style="list-style-type: none"> • <i>Mostly easy to understand</i> • <i>Structure is mostly good</i> 	<ul style="list-style-type: none"> • <i>Easy and clear to understand</i> • <i>Structure is very strong</i>

DISCUSSION

D Below is the task that the rubric in 4.2 C assesses. Discuss the questions below.

Teamwork in Community Development

In groups of four-five, design a map of community services in your area. Explain the importance of each service, and how community members can use it.

1. What are the possible practicality issues with this assessment?
2. What are the possible reliability issues with this assessment?
3. What are the possible validity issues with this assessment?

Example:

Different markers might mark this differently. Some groups might get overall lower or higher marks because of one or two students.

EXERCISE

E Read the advice. Which is dealing with reliability issues, which with validity issues, and which with practicality issues?

1. Have your students assess their own process work. Give them a rubric and have them mark themselves for participation, effort and communication. If you are confident that your students are fair-minded, you could have them assess each other. I would not do this for high-stakes assessment.

2. Ensure that students know the marking criteria. You could show them the rubric. That way, they will know what they will be marked for, and make more effort with process skills as well as try to produce a good map.

3. If you have a lot of students, you might not be able to observe the process well enough to give each individual student a fair mark. You could get students to assess this themselves, by giving them the rubric and having them assess the process criteria and perhaps product criteria as well.

Another idea is to have the group assess their own process criteria and give themselves a group mark, rather than try to give everyone an individual mark.

ACTIVITY

F Read the task.

Choose a short task you know how to do, but that some people might not, e.g.: how to create a complex hairstyle, how to change a bicycle tyre, how to cook *hmo' lone ya baw*. Prepare a step-by-step demonstration of how to do this task. Use **realia**, diagrams, miming and/or explanations. Perform your demonstrations to another group or to the class.

1. In groups of three-five, decide on some assessment criteria to use for it.
2. Develop a rubric to assess the task.
3. Work with another group. Explain your assessment criteria to them and give them your rubric.
4. In your group, plan the task, remembering the criteria you will be assessed by.
5. In your group, perform your task.
6. Observe the other group's performance and assess it according to your criteria.
7. Discuss the questions.
 - a. Were you assessed fairly?
 - b. Do you think their assessment of you was reliable, valid and practical?
 - c. Did either group use self-assessment or peer-assessment? Why or why not?



4.3 ASSESSING PARTICIPATION AND REFLECTION

PREVIEW

A How can teachers measure the participation of their students?

Participation

Participation is a common type of progress and achievement assessment.

Participation assessment typically assesses the effort, attendance, cooperation and attitude of each student. It can be very useful to make participation a formal assessment in your class because it will then hold your students more responsible for their behaviour – if they are not actively trying to participate, it will affect their final grade.

It is important to tell your students your expectations for participation. If you don't tell them, then they won't know how to successfully participate in your class.

You could post your participation expectations on the wall so that students always know what to expect.



DISCUSSION

B Answer the questions.

1. Why is it useful to assess students' participation? List reasons.
2. Is participation usually a high- or low-stakes assessment?

ACTIVITY

- These teachers have issues with participation in their classes.
1. Are their issues related to effort, attendance, cooperation or attitude?

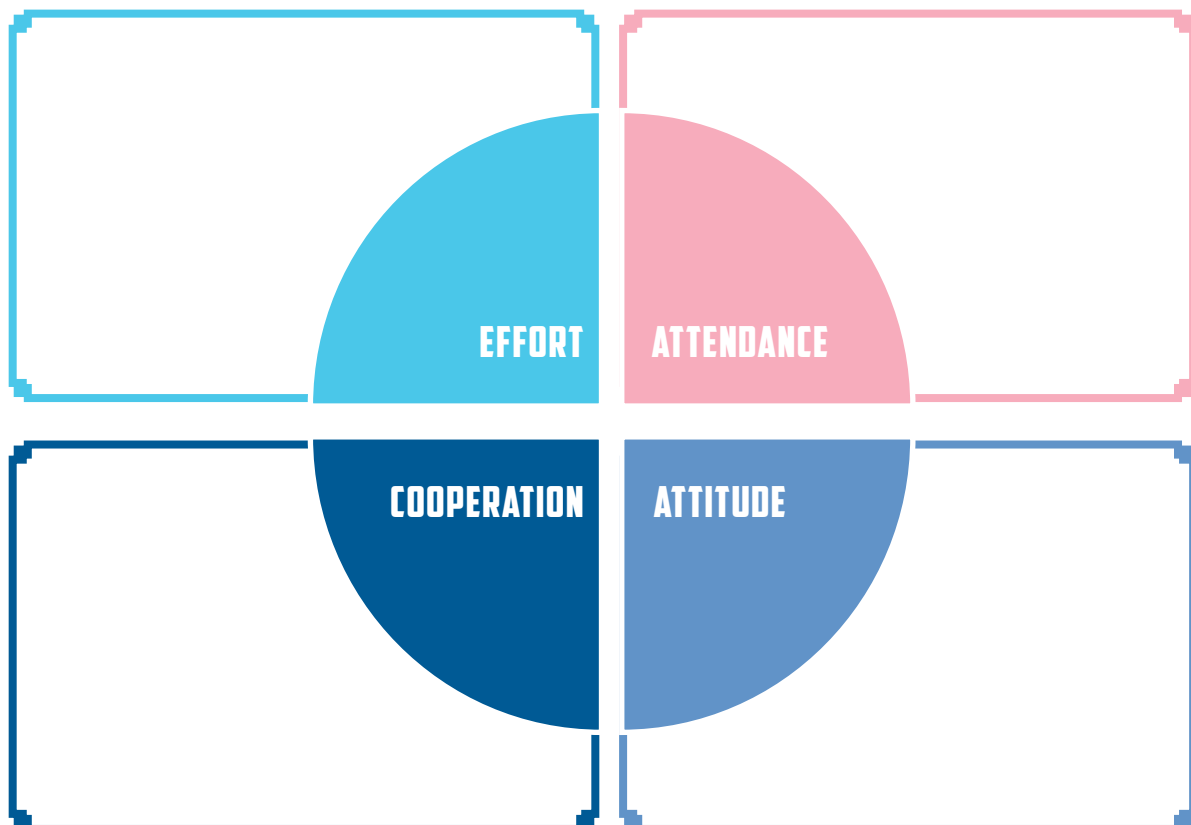
(a) I wish my students would get to class on time.

(b) Some of the students look at their phones all the time instead of paying attention. It's really annoying.

(c) They don't like writing essays, so always give short, poor quality work.

(d) Two students always help others, and I would like to recognise that in their marks.

2. Complete this mindmap with your own expectations of student participation.



ACTIVITY

- D** Create a participation assessment plan for your classroom. Include a rubric that you can use.
- What criteria will you have?
 - How many possible points will there be?
 - How will you present your expectations to your students?
 - How often will you assess this?

DISCUSSION

E This teacher has his students use self assessment for participation. Read his comment and answer the questions.

1. Would this work with all classes?
2. What are the potential problems with this self assessment?
3. What are the advantages of self assessment?

I get my students to assess their own participation. I give the rubric each week and they grade themselves. That helps them understand my expectations. I usually find they are very fair with themselves.



Reflective Learning

Reflective learning involves students thinking about what they have been learning. Assessing reflective learning is a useful strategy for formative and diagnostic assessment. This means that the teacher can assess what the students feel they have been learning, which will help the teacher prepare for future teaching.

There are two common ways of assessing reflective learning:

Reflective journals give your students an opportunity to share what they have been learning by writing a short journal entry about what they have learned each week or month in your class.

Self assessment lets your students give themselves a grade based on their own performance in the class. Self assessment can be very useful for projects and participation because it allows the students to reflect on their experiences. Some teachers give the student a grade using one rubric and then ask their students to give themselves a grade according to a self assessment rubric.

ACTIVITY

- F** Reflect on what you have learned so far in Chapter 4.
1. Write two paragraphs about new things you have learned, assessments you think will be useful and assessments you think will be challenging to use.
 2. Give yourself a self-assessment grade based on this rubric.

Criteria	Score	Comment
Identifying new things you've learned	/5	
Identifying useful assessments	/5	
Identifying challenging assessments	/5	
Writing with detail and giving reasons	/5	

ACTIVITY

- G** Think of a class that you are teaching or plan to teach:
- When could you use reflective journals in your classroom?
 - When could you use self assessment in your classroom?
1. Write instructions to your students for either a self assessment task or a reflective journal task.
 2. In pairs, compare your instructions.

DISCUSSION

- H** What would you do in these situations?
1. Aye Mon has given himself a high mark on his self assessment for participation, but you feel like he has not done such a good job.
 2. Kham Beh has given herself low marks on her self assessment for a community development project, but you feel she has done a much better job than that.
 3. In their reflective journals from last week, some of your students wrote that they had trouble understanding last week's lesson on reading strategies.
 4. Mœ Mœ makes grammar and spelling mistakes in her reflection assignments. Should you reduce her marks because of this?
 5. Gabriel Htoo clearly tries hard on his classwork and homework, but his answers are often incorrect. Should he lose marks because of this?

4.4 CREATING TESTS

PREVIEW

A Discuss the questions.

1. Do you like creating tests? Why/why not?
2. What is the most difficult thing about creating tests?
3. As a student, did you like sitting tests? Why/why not?

What Is a Test?

Tests are a very common form of assessment. Most education systems use regular testing as a main part of their assessment plan. Some schools and courses use only tests to assess students' **proficiency** or progress.

Tests might include exams – high-stakes tests which determine whether a student passes or fails a course, or whether a student can enter a course. They might include low-stakes weekly quizzes, where the teacher checks to see how well students have learned the week's work. They might include external exams, such as IELTS or matriculation.

Tests contain one or more task types. Some tests, especially computerised and online tests, might have only closed tasks. Others contain a range of task types, from closed (such as multiple choice and matching) to open (such as open questions or essay writing).

An important principle of test design, especially for achievement tests, is coverage. Your test should cover all the content and skills students are expected to have learned. This ensures that your test will have stronger validity.



DISCUSSION

B Discuss the questions.

1. Do closed questions encourage guessing more than open ones?
2. What covers more course content, essay-based tests or closed-answer tests?
3. Which is a better measure of students' knowledge and skills, open or closed tasks?
4. What is it important to cover in:
 - a. a placement test?
 - b. a progress test?
 - c. an achievement test?

DISCUSSION

C Here are some students' complaints about tests they sat recently. As a teacher, what would you do? Would you change the tests next time or would you give the student some advice? Explain your answer.

1. *There was a choice of eight essay topics. I didn't know how to choose and spent too much time trying to decide.*

2. *The test was too big. The long answer questions in Part Two took ages, so I never even started the shorter questions in Parts Three, Four or Five.*

3. *I spent my time revising the whole course, but the final exam was two essays on only two topics. Most of my study was a waste of time.*

Choosing the Right Task Types

Choosing the right balance of test task types depends on:

- the size of the group you are testing;
- how many markers you have and how skilled they are;
- whether the test is high-stakes or low-stakes;
- the learning objectives.

Both open and closed items are useful for measuring content knowledge and thinking skills. However there are more appropriate test tasks to measure different objectives. Some tasks are useful to test memorising and others are more suitable to test creating.

Ensure you use task types that students are familiar with. If you don't, they may answer wrongly because they don't understand the instructions.

With high-stakes tests, it is a good idea to **trial** the test beforehand. Find some students similar to those who will sit the test. Have them do the test and mark it. This will help you identify any mistakes in the test, and anything that is not fair or valid. Get their feedback and change the test if necessary.

ACTIVITY

D Match the objective with the most appropriate test task to measure it. Some objectives may have more than one appropriate task.

- | | |
|---|----------------------|
| 1. memorise the elements and chemical symbols in the periodic table | a. gap fill (closed) |
| 2. evaluate a poem | b. essay |
| 3. describe four examples of violations of press freedom | c. open questions |
| 4. identify characteristics of mammals | d. matching |
| 5. correctly use adverbs of frequency | e. labelling |

ACTIVITY

E Sit this short English writing skills test.

WRITING SKILLS (20 marks)

a. Add punctuation to the text.

(5 marks)

in 2014 malala yousafzai became the youngest ever nobel prize winner she was born in 1997 in mingora pakistan in 2012 she was shot by the taliban for speaking in favour of girls education she was seriously injured but recovered slowly after this she was called the most famous teenager in the world ever since she has worked for equal education access for all

b. Write an introduction and concluding sentence to this paragraph. (6marks)

You can use FRESHAIR soap powder to wash by hand or in machines, with hot or cold water. It leaves no powder residue after drying, and clothes dry crisp and soft. For a very low cost, your clothes will smell like a walk in a flower garden.

c. Complete these sentences so they are true for you.

(9 marks)

- i. I really enjoy _____
- ii. After I finish this test, _____
- iii. If I had a lot of money, _____

- In pairs, mark each other's tests.
- Discuss each task (a-c in the test). What objective was each question testing?
Example: A - use basic English punctuation accurately.
- Which list is criteria for which task? Match the lists with the tasks.

i. _____	ii. _____	iii. _____										
<ul style="list-style-type: none"> relevant to the topic correct spelling and grammar uses appropriate beginning and ending phrases persuasive 	<table> <tr> <td>1-3 corrected</td> <td>1 mark</td> </tr> <tr> <td>4-5 corrected</td> <td>2 marks</td> </tr> <tr> <td>6-7 corrected</td> <td>3 marks</td> </tr> <tr> <td>8-9 corrected</td> <td>4 marks</td> </tr> <tr> <td>10+ corrected</td> <td>5 marks</td> </tr> </table>	1-3 corrected	1 mark	4-5 corrected	2 marks	6-7 corrected	3 marks	8-9 corrected	4 marks	10+ corrected	5 marks	<ul style="list-style-type: none"> appropriate tense and agreement correct spelling, grammar and punctuation wide vocabulary interesting
1-3 corrected	1 mark											
4-5 corrected	2 marks											
6-7 corrected	3 marks											
8-9 corrected	4 marks											
10+ corrected	5 marks											

Written and Oral Tests

Some tests include longer writing questions or **oral** questions. For entrance and placement tests, these are usually designed to:

- assess students' **motivation** and commitment to the course;
- check their **prior knowledge** of the subject.

For progress and achievement tests, these often need to:

- assess students' content knowledge of the course material;
- assess students reasoning skills.

Sometimes these tasks are to assess students' ability to write or speak clearly and accurately, solve problems or argue a case. The important things are to ensure that the marking criteria match the course objectives, and that markers and students know the marking criteria.

Oral tests can take the form of an interview, a presentation or a conversation.

Question	Score
1. What was the most useful thing you that learned on this course?	
2. How has your thinking changed during this course?	
3. How will you apply ideas from this course in your community work?	
4. What would you change about this course?	

ACTIVITY

- F** You are designing an entrance test for a teacher training course or a course that you are teaching, or planning to teach.
1. Design an oral test (interview) of five questions to select students for your course.
 2. Develop a marking guide for this task. What marking criteria will you use? How will you inform the students about the criteria?
 3. In pairs, interview each other. Mark your partner according to your criteria.
 4. Discuss your criteria.

ACTIVITY

- G** You are designing a written achievement test for a class that you have been teaching. It is worth 40% of the final mark and will take two hours.
1. You intend to include these task types. What order would you have them in the test?
 - a. long answer (open) questions
 - b. multiple choice questions
 - c. essay (choice of two topics)
 - d. a matching task where students match ideas about the topic to examples.
 - e. Some incorrect statements about the topic. Students have to write correct statements.
 2. In pairs or groups, discuss your ordering and why you chose that order.
 3. How can you ensure each task contributes to coverage?



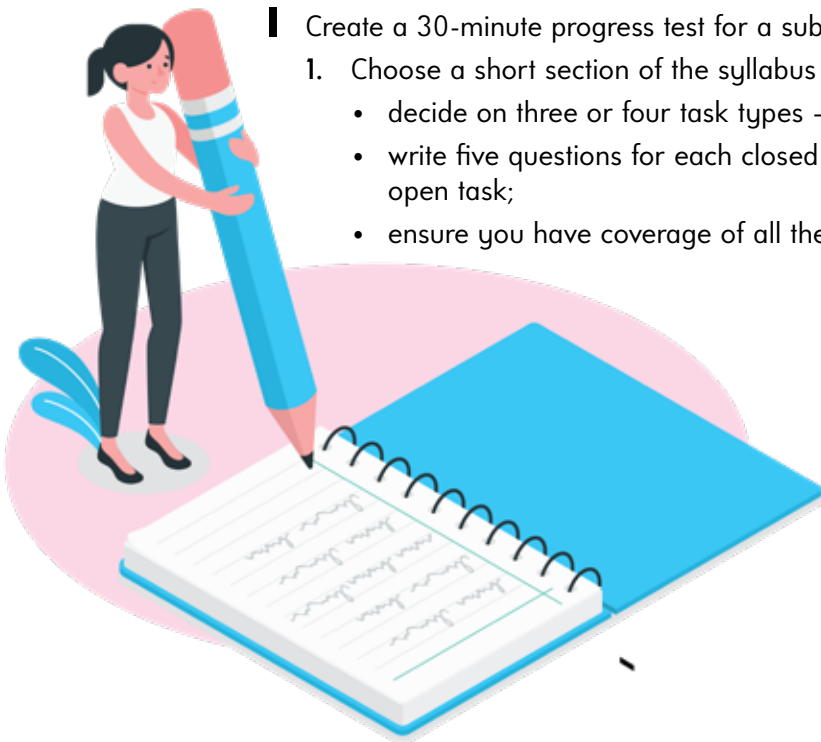
ACTIVITY

H In groups, look back at your checklists from 2.4 F.

- Adapt your checklist for test design. Do you need to change or add anything?
- Make a class checklist for good test design.
- Make copies for everyone and use this as you develop tests for your students (optional).

What?	Y/N
- Does it cover all relevant skills and content?	

ACTIVITY



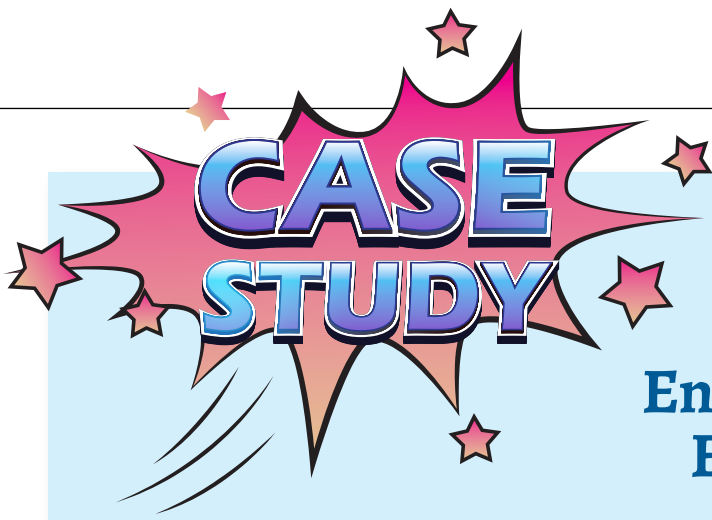
I Create a 30-minute progress test for a subject that you teach or plan to teach.

1. Choose a short section of the syllabus (about a week's worth) and:
 - decide on three or four task types – some closed, some open;
 - write five questions for each closed task, and one-three questions for each open task;
 - ensure you have coverage of all the week's content and skills.
2. Think of your students. Is this test the right level for them? Will the hard workers and enthusiastic learners do well? Will most students be able to pass?
3. Think of the time available. Is there enough time to complete the test?
4. Give your test to a partner and sit your partner's test.
5. Analyse your partner's test according to your checklist.
6. Give feedback to your partner on their test.

DISCUSSION

J Discuss the questions.

1. What are the advantages and disadvantages of longer written or oral answer test tasks?
2. Should students know the marking system and criteria of a test?
3. How can you help your students prepare for a test?



The Karen Refugee Committee Education Entity Institute of Higher Education's Exam Bank

The Karen Refugee Committee Education Entity (KRCEE)'s Institute of Higher Education provides a standardised curriculum to seven junior colleges in refugee camps and in Kayin State. Subjects covered in their two-year lower division programme include maths, science, English, Kayin and social studies.

The assessment system includes marks for assignments, attendance, behaviour and regular tests. The mid-term and final exams for each course are worth a high percentage of the final mark, so are very high-stakes. Previously, teachers were designing exams every year. Teachers from all schools sent suggested exam questions to KRCEE head office,

where the questions were sorted into exam papers. This process was very time consuming, especially as communication with remote schools is not always easy. In addition, newer teachers were often not confident to contribute questions, as they didn't know the material well.

In 2016, KRCEE-IHE decided to experiment with an exam bank for social studies and English. They held a workshop for all teachers to decide on task types. Trainers then went to each school to provide training in test question design. Teachers contributed as many questions for each task type as they could. Senior teachers and trainers checked all the questions to ensure validity and

reliability. Comprehensive marking guides were developed to accompany the exam banks.

Now IHE has a bank of hundreds of questions they can choose from to compile English and social studies tests. This bank will develop and change as more teachers contribute questions, and as the curriculum is modified.

Assignments	5%
Behaviour and cooperation	5%
Attendance	5%
Progress tests	5%
Mid-term exam	30%
Final exam	50%
Total	

ACTIVITY

K Read the case study on the previous page. In groups:

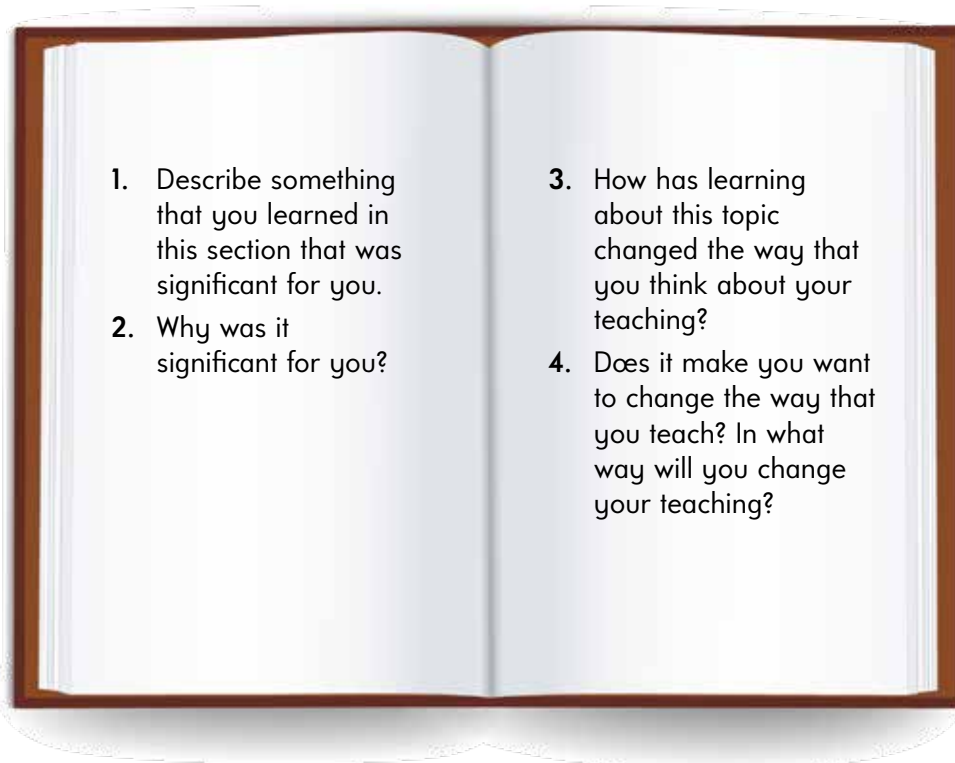
1. Circle the words that you could use to describe the tests in the exam bank.

high-stakes low-stakes formative summative
reliable unreliable valid invalid practical impractical

2. Answer the questions.
 - a. What were the reliability, validity and practicality issues with the previous system?
 - b. How do you think the exam bank system might help with these issues?
 - c. In what situations might a test bank be useful?

REFLECTION

I In a reflective journal...



Summary – Chapter 4: Creating Assessments

There are many different assessments that we can create for our students, and it is best to use a mixture of these within our course assessment systems.

Tests are the most common form of assessment. They can be used as any type of assessment, from entrance to achievement. Tests are most valid if they include a mixture of test task types, and include both closed and open tasks.

Projects often assess higher-order thinking, and because they are open assessments, they require a rubric. This can make projects more difficult to plan for and to mark. Project-based assessment can present students with assessment situations similar to the real world.

Groupwork, participation and reflection can all be assessed in your course and they will help your students develop skills related to effort, cooperation, attitude and reflective learning.



5

ASSESSMENT SYSTEMS

OBJECTIVES

- Trainees will explore components of assessment system.
- Trainees will weight components in assessment systems.
- Trainees will create an assessment system.

GLOSSARY

component (n) – အစိတ်အပိုင်း

continuous assessment (n) – စဉ်ဆက်မပြတ် အကဲဖြတ် သုံးသပ်ခြင်း

portfolio (n) – အကဲဖြတ်လုပ်ငန်းစဉ် အစုအဝေး

weighting (n) – နှိုင်းရ အရေးပါမှု သတ်မှတ်ချက်

5.1 CONTINUOUS ASSESSMENT AND PORTFOLIOS

PREVIEW

A Think of a course you have taught or studied. How were the marks calculated? What things were assessed? Make a class list.

- attendance
- final exam

B Brainstorm class lists. What do you know about:

1. portfolio assessment?
2. continuous assessment?

Read the text below. Were you right?



Continuous Assessment and Portfolios

Continuous assessment involves giving marks for a number of assessment tasks throughout the course. These might include marks for classwork, homework, projects and tests. It could also include marks for things like attendance, participation or group work or reflection. In a continuous assessment system, the teacher records the marks for these individual assessment tasks and then calculates an overall or final mark for the student at the end of the semester or course.

A **portfolio** is where a student collects a number of examples of work – assignments, projects and presents them in a file. This portfolio is then used as a basis for assessment. The teacher or school might specify what types of work have to be included, or the student might choose examples of their best work.

ACTIVITY

C Which of the tools below would you use with:

1. portfolio assessment?
2. continuous assessment?
3. self assessment?

a.

	score	comment
<i>identify conflict actors</i>	4/5	Mostly correct
<i>compare conflict goals</i>	2/5	difficult – need to do more research
<i>design identity chart</i>	5/5	fun – also I helped my friend do hers
<i>outline needs and values</i>	3/5	didn't get time to complete

This folder contains:

- diagram of car engine
- essay on history of motorised transport
- evaluation of new type of engine (EP4I3)
- photos from project
- slides from presentation on practical project

b.

c.

	homework 1	assignment 1	homework 2	assignment 2
Mi Chan	75%	100%	100%	75%
Kyaw Hsan	75%	75%	25%	50%
Bawk Nu	50%	25%	–	75%
Maung Gyi	25%	50%	75%	50%
Sai Sai	75%	50%	100%	–

EXERCISE

D True or false? If false, write a correct statement.

1. Testing can be part of continuous assessment.
2. Students can choose their best work to go into their portfolio.
3. Attendance in class can be a part of portfolios.
4. Projects can be a part of continuous assessment.
5. Projects can be a part of portfolios.
6. Portfolios can be a part of continuous assessment.

ACTIVITY

E Look at this assessment system for a reading skills course. It has five **components**. Answer the questions.

1. What is the most important part of this course?
2. What system could the teacher make so that students could easily record what they are reading?
3. Based on the assessment component, what else might the teacher need to assess the students?
 - books at an appropriate level for students
 -
 -
4. What might be challenging about using this example assessment system?
 - ensuring that the portfolio was marked reliably
 -
 -
5. How could you address these challenges?
 - design marking guides for each part of the portfolio
 -
 -

READING SKILLS COURSE (10 weeks) Assessment Components

Students will be assessed on:

<u>Portfolio</u>	50%
<ul style="list-style-type: none">• 3 x book reviews• 1 x book cover design• 1 x essay	
<u>Extensive Reading</u>	10%
Students must read one book or article every week. 1 mark will be taken away for each week without reading.	
<u>Tests</u>	20%
<ul style="list-style-type: none">• 2 progress tests (weeks 4 and 8)• Final exam (week 10)	
<u>Participation and Attitude</u>	10%
<u>Self assessment</u>	10%

DISCUSSION

F What are the advantages and disadvantages of using:

1. portfolio assessment?
2. continuous assessment?



5.2 WEIGHTING IN ASSESSMENT SYSTEMS

PREVIEW

- A** Look again at the continuous assessment system from 5.1.E. Different components have different percentages. What effect does using percentages in a continuous assessment system have on the final marking?

Weighting

Continuous assessment systems are common when teachers need to give students a final mark for each semester or course. Often, teachers weight the components within an assessment system so that different components count for different percentages of the final grade. In the example system in 5.1 E the "portfolio" component is worth 50% of the student's final grade, and participation and attitude count for 10%. Here, the portfolio is a much more important mark for the student's final grade. This teacher considers portfolios very important, tests quite important, and participation and attendance less important.

Sometimes teachers decide on **weighting** of assessment components, and sometimes a school has a system used for all classes.

EXERCISE

- B** Calculate how many marks, out of the total marks, each student will receive for these components.
1. Lu Reh got 6 marks out of 10 for participation, which is worth 5% of the final mark. What is his final participation mark?
 2. Sandar Win's portfolio is marked out of 20 points, and she gets 18. It is worth 50% of the final grade. What is the final mark for her portfolio?
 3. Khu Paw gets 39/50, 42/50, 49/50, 35/50 and 40/50 for her progress tests. The progress tests are 20% of the final mark. What is her final grade for progress tests?



ACTIVITY

- C** This is an example assessment system from the Gaw Yin Gyi Institute of Social Science.
1. Is this assessment system formative or summative?
 2. Which assessment components have the most weight?

Components	% of Total Grade	Method of Assessment
Attendance and Participation	20%	<p>Daily attendance records assess:</p> <ul style="list-style-type: none"> • Regular attendance in class • Arriving to class on time <p>Weekly participation records assess:</p> <ul style="list-style-type: none"> • Participation in activities and discussions • Cooperation with classmates
Continuous Assessment	25%	<p>Closed and Open Assessment Tasks:</p> <ul style="list-style-type: none"> • Classwork • Homework Assignments • Presentations <p>Classwork is graded once a week and homework is graded twice a week. Presentations are twice per semester. The presentations rubric measures both presentation skills and content knowledge.</p>
Progress Tests	15%	<p>Throughout the program, regular tests assess students' understanding of the lessons. All tests are based on materials covered in the class, and aim to measure acquisition of knowledge, key concepts and important vocabulary.</p>
Self assessment	20%	<p>Students submit weekly reflective learning journals where they write freely on their learning process throughout the course. Teachers mark the reflection according to students' effort.</p>
Exam	20%	<p>Students sit an examination at the end of the semester. They are be tested on their understanding of key concepts and skills.</p>

ACTIVITY

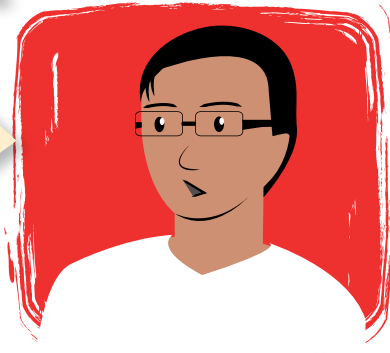
D Sayar Ba Tin Shwe teaches at the Gaw Yin Gyi Institute of Social Science. In the first semester, he teaches a ten-week course with lessons five days a week.

If they come to class on time, they get two points for attendance. Late, they get one. Not at all, zero, unless they have a good excuse.

At the end of every two-week unit, they get a 20-point progress test. There's a final exam at the end of the semester, which is worth 100 points.

I don't include every class activity in the assessment. I choose two classroom tasks each week – writing tasks, projects or group tasks. I grade each for correctness. Each task is worth five points. I do the same with two homework tasks.

They fill in reflective journals each week. I only mark them for effort. For a thoughtful reflection of at least two paragraphs, they get two points. If it is short, one point. I usually write a personal reply.



I give them a weekly mark out of five for participation.

Twice each semester, they do a presentation on a topic that we are studying. I mark these out of 25 – we use a detailed rubric.

- Fill in the chart according to how Sayar Ba Tin Shwe uses the school's assessment system, outlined in 5.2 C.

Assessment	a. Frequency (per semester)	b. Possible Points per Assessment	c. Total Number of Assessments per Semester	d. Total Possible Points per Semester
Attendance	Every day	2	50	100
Participation				
Classwork				
Homework				
Presentations	Two per semester			50
Reflective Journals				
Tests				
Exam			1	

2. James is a student in Sayar Ba Tin Shwe's class. Here are his scores for the semester. Calculate his final grade.

Components	% of total grade	Assessment	Student's Marks	Possible marks	Student's %
Attendance and Participation	20%	Attendance	94	100	$170 \div 200$ $\times 20 =$ 17%
		Participation	76	100	
Continuous Assessment	25%	Classwork	73	100	
		Homework	82	100	
		Presentations	34	50	
Self assessment	20%	Reflective Journals	17	20	
Progress Tests	15%	Tests	65	100	
Exam	20%	Exam	88	100	
Final Grade, %					

DISCUSSION

E Discuss the questions.

1. What are the benefits of using the assessment system in 5.2 C?
2. What challenges might you have with it?
3. How could you address these challenges?

EXAMPLE:

The teacher has to keep a lot of records of students' grades.

The teacher could use a notebook or spreadsheet to record grades.

ACTIVITY

F Think about a class you are teaching.

1. Design an assessment system that you can use during your academic year. Remember to think about:
 - criteria and components;
 - percentage of total grade;
 - assessment methods.
2. Present your assessment system to the class.

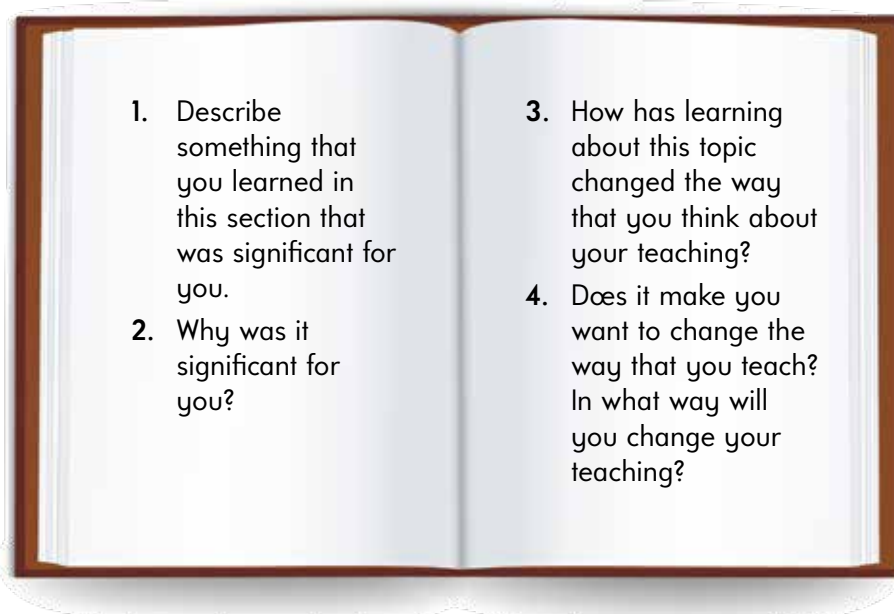
ACTIVITY

G How would you assess this assessment course?

1. What assessment tasks would you choose? How would you weight them in an assessment system?
2. Look at the test on page 116. Would you want to include this in your assessment components?
How would you weight it?
3. Assess yourselves, each other, or have the trainer do an achievement assessment of your performance during this assessment course.

REFLECTION

H In a reflective journal...



Summary – Chapter 5: Assessment Systems

Continuous assessment is a way to assess students' marks to reflect the many different types of knowledge and skills needed in a course. Portfolios are a type of continuous assessment where students select the best examples of different types of work and present it for assessment.

In a continuous assessment system, teachers assign different percentages – weights – to the assessment components within an assessment system. This is done to give some components more importance.

It is good for teachers to plan their assessment systems before their class starts. This makes it easier to plan the different assessment tasks (tests, projects, homework, classwork, participation, reflections, etc.) that they will use throughout the course.

Teachers should share the assessment system with their students so that the students can know how they will be graded during the school year.

ACHIEVEMENT TEST

Assess what you have learned in this module by taking this achievement test. Answers and possible answers to the tasks in Sections A-D are in the answer key at the back of this book. The task in Section E will require an external marker.

80 marks

A Multiple Choice. Choose the best Answer.

(14 marks)

1. How does testing relate to assessment?
 - a. testing and assessment are the same
 - b. assessment is one method of testing
 - c. testing is one method of assessment
 - d. assessment and testing are not related
2. What sort of assessment determines which students should get into a course?
 - a. entrance
 - b. placement
 - c. diagnostic
 - d. achievement
3. What sort of assessment measures students' learning throughout the whole course?
 - a. entrance
 - b. diagnostic
 - c. progress
 - d. achievement
4. What type of assessment helps us decide what to teach?
 - a. high-stakes
 - b. formal
 - c. formative
 - d. summative
5. High school matriculation exams are an example of _____.
 - a. high-stakes assessment
 - b. internal assessment
 - c. formative assessment
 - d. progress assessment
6. How should you choose appropriate assessment tasks?
 - a. they fit the course objectives
 - b. they must be easy to complete
 - c. through formative assessment
 - d. through progress assessment
7. What is a closed test task?
 - a. a task with only one correct answer
 - b. a task you do by yourself
 - c. a task with many possible correct answers
 - d. a task you have check for correctness
8. Open-answer questions are:
 - a. questions where people all need to give the same correct answer
 - b. questions where different people can give different correct answers
 - c. more reliable than closed questions
 - d. more valid than closed questions
9. How can you make assessment of essays more reliable?
 - a. only allow one correct answer
 - b. have a team of markers
 - c. use a rubric when marking
 - d. have a variety of different tasks
10. When assessing group work, which of these would you usually include in your criteria?
 - a. presentation and design
 - b. attention to detail
 - c. spelling and grammar
 - d. process and teamwork

11. Which of these is always true about exams?
 - a. Exams are a high-stakes form of testing.
 - b. Exams are the most important type of assessments.
 - c. Exams have a variety of test task types.
 - d. Exams are part of every assessment system.
12. Which of these is always true about multiple choice questions?
 - a. There should be at least four options.
 - b. There should be three distractors.
 - c. Ensure there is only one correct answer.
 - d. Don't use "all of the above" as an option.
13. What is weighting in an assessment system?
 - a. using only open assessment tasks
 - b. using only closed assessment tasks
 - c. giving percentages to each component
 - d. making sure there is a variety of tasks
14. Continuous assessment can include _____
 - a. self assessment
 - b. regular tests
 - c. a portfolio
 - d. all of the above

B Read the scenarios. Is the problem practicality, reliability or validity? (8 marks)

1. There are three different markers, who each mark an assignment using different criteria.
2. The test is assessing science skills, but some people get low marks for poor English spelling.
3. The students on the left-hand side of the room can't hear the listening test very well.
4. You have 200 applicants and one assessor. The entrance assessment involves an hour-long interview.
5. Although there are many possible correct answers, the marker will only accept one.
6. The instructions are confusing, so a lot of students write the answer in the wrong place.
7. A teacher spends three days designing, a short low-stakes progress assessment.
8. Some of the topics in an achievement test were not taught to all the students.

C For each scenario in B, explain how you can correct the problem. (16 marks)

D What are the important issues with these assessments? Write a short paragraph for each. Outline the type of assessment and its characteristics, and suggest an appropriate assessment task

(12 marks)

1. You want to choose 12 students for an intensive English language course. 250 students have applied, from many different areas. You want to select the students with the highest level of English.
2. You teach young children. You want to know how well they can count from 1-20, so you know whether to spend more time on this. If they can do it well, you will focus on 21-100.
3. In your teacher training programme, trainees are doing a group project worth 20% of their final grade. The project involves designing a lesson plan, teaching it and writing a reflection on what worked and what could be improved.
4. You want to quickly check whether your middle school students understand the week's geography classes.

E Essay/Assignment

(30 marks)

Think of a course you teach, plan to teach, or would like to teach. Briefly outline your course objectives. Design a continuous assessment system for your course, and write 200-400 words explaining the objectives in it and the criteria for assessing them.

It will be marked according to the following rubric.

	6 Points Approaching Expectations	8 Points Meeting Expectations	10 Points Exceeding Expectations
Relevance	<ul style="list-style-type: none"> • Objectives are partially explained • Criteria are partially explained • Components are partially explained 	<ul style="list-style-type: none"> • Objectives are mostly well explained • Criteria are mostly well explained • Components are mostly well explained 	<ul style="list-style-type: none"> • Objectives are well explained • Criteria are well explained • Components are well explained
Ideas	<ul style="list-style-type: none"> • Little knowledge of assessment principles • Ideas are not specific 	<ul style="list-style-type: none"> • Some knowledge of assessment principles • Ideas are mostly specific 	<ul style="list-style-type: none"> • Strong knowledge of assessment principles • Ideas are very specific
Writing	<ul style="list-style-type: none"> • Difficult to understand • Not well organised 	<ul style="list-style-type: none"> • Mostly easy to understand • Mostly well organised 	<ul style="list-style-type: none"> • Easy to understand • Well organised

FINAL PROJECT: Plan and Create an Assessment

Task A: Plan for an assessment that will be useful for you.

1. Answer the questions.

What is the purpose of the assessment?				
When will you use the assessment?				
Who is the assessment for?				
Type of Assessment (circle one in each row):				
entrance	placement	diagnostic	progress	achievement
Characteristics of Assessment (circle one in each row)				
high-stakes	low-stakes			
formative	summative			
Will you use closed tasks? If so, which ones?				
Will you use open tasks? If so, which ones?				
Do you need to use a rubric? If so, a checklist, a simple rubric or a detailed rubric?				
Is the assessment worth points? If so, how many?				
How will you ensure your assessment is practical?				
How will you ensure your assessment is reliable?				
How will you ensure your assessment is valid?				
Instructions for the assessment:				

2. Present your assessment system to the class.

Task B: Create the assessment.

- Write any closed tasks and open tasks that you need.
If you plan to have a detailed rubric, you can use the template in Appendix 1.
- In pairs, share your assessment. Give each other feedback using the checklist.

				changes needed
The assessment is practical.	yes	no	partially	
The assessment is reliable.	yes	no	partially	
The assessment is valid	yes	no	partially	
All closed tasks were created correctly.	yes	no	partially	
All open tasks were created correctly.	yes	no	partially	
All rubrics are appropriate.	yes	no	partially	
The instructions are clear.	yes	no	partially	

Appendix 1: Detailed Rubric Template

Use the template to design a detailed rubric with three levels.

1. List the criteria in the columns on the left side. You can add or remove rows if you have more or less than four criteria.
2. List the number of available marks for each level in the top row.
3. Write the performance descriptors for each level. It is recommended that you have at least two descriptors per level.

For additional information on how to design a detailed rubric, see 3.4.

		Performance Ratings and Descriptors			
		_____ points approaching expectations	_____ points meeting expectations	_____ points exceeding expectations	Total
Criteria		• •	• •	• •	
		• •	• •	• •	
		• •		• •	
		• •	• •	• •	
	Teacher's comments:			Total Score	

Appendix 2: Assessment System Template

Use the template to design an assessment system.

1. In the left hand column, choose and list the different components for the system, such as:
 - Attendance and Participation
 - Continuous Assessment (homework, classwork, worksheets, etc.)
 - Achievement Assessment (mid-term exams and projects, final exams and projects, etc.)
 - Progress Tests (unit/chapter tests, quizzes, etc.)
 - Self-Assessment and Reflection
 - Portfolios
2. In the right hand column, list the different tasks you will use for each component.
3. In the middle column, identify the weights of each component. Make sure that the percentages for each component add up to 100%.

For additional information on how to design an assessment system, see 5.2.

Components	% of Total Grade	Methods of Assessment

ANSWER KEY

1 What is Assessment?

1.1 Why Assess?

A Answer:

1. The "assess" stage.
2. You assess to measure students' learning after you have finished teaching. The performance of your students can inform evaluation of your teaching. Assessing your students can help identify their current and future needs. This will inform how you plan and teach future lessons.

B Answers:

1. Testing is a part of assessment; it is a way of assessing learners. It involves measuring the level of skill and/or knowledge that learners have reached by giving them a quiz, test, or exam to complete. Testing is a common method of assessment. However there are many different ways of assessment other than testing. You can also assess students through marking their assignments and projects, by observing their participation, or by reading their journals.
2. a

C Possible answers:

1.
 - a. Who should we assess?
 - Students.Who assesses?
 - Teachers.Who benefits?
 - Teachers and students.
 - The whole course or programme.
 - b. When do we assess?
 - Before the course.
 - At the beginning of the course.
 - At the end of the course.
 - Throughout the course.
 - c. Why do we assess?
 - To find out the level of the students.
 - To find out how much they have learned.
 - To check on students' progress.
 - To find out what students know and can do.

- d. How often do we assess?
 - Whenever we start a new class.
 - Once a week.
 - At the end of every semester.

How do we assess?

- Tests.
- Assignments.
- Marking homework.
- Performance in class.

E Possible answers:

1. T
2. F – Assessment, teaching and planning are all related to each other as part of a cycle.
3. T

1.2 Types and Purposes of Assessment

B Answers:

1. progress
2. entrance
3. placement
4. achievement
5. diagnostic
6. diagnostic
7. progress
8. entrance
9. achievement
10. placement

C Answers:

1. b, i
2. c, v
3. d, iii
4. e, ii
5. a, iv

D Possible answers:

1. a. A brief multiple choice test that starts with simple words in Kayah, up to complex paragraphs.
- b. A race. Record each swimmer's timing and assign points for specific technique.
- c. A selection of reading tasks similar to the ones in the unit you have just taught.
- d. A series of tasks and tests covering all the topics from the course, plus an independent research project on a topic approved by the professor.

1.3 Characteristics of Assessment

B Answers:

1. Achievement
2. Progress
3. Achievement
4. Progress or achievement
5. Diagnostic
6. Progress
7. Diagnostic or progress or achievement
8. Diagnostic or progress

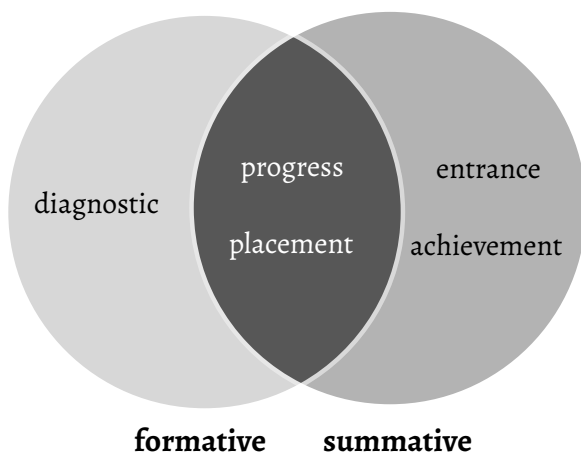
E Answers:

1. progress
2. progress
3. diagnostic
4. diagnostic

F Answers:

1. achievement
2. achievement
3. achievement
4. entrance

G Answer:



H Possible answers:

1. a. formative
b. What students already know on the topic, what their gaps are and what they would like to know.
c. Their own gaps and their own prior knowledge. They can give feedback to the teacher about what they would like to learn.
2. a. Formative (an exercise done during a lesson) or summative (to grade students on their knowledge of the topic).
b. How well students understand key words on the topic.

- c. Students can check their own learning.

3. a. Can be formative but more likely summative.

- b. Information on how well students have learned the topic.

- c. Check their own learning, compare their learning to others in the group.

2 Principles of Assessment

2.1 Practicality

A Possible answers:

1. Useful, suitable, easy to organise.
2. Assessments need to be practical so that students can focus easily on demonstrating the topic and/or their skills.

B Possible answers:

1. a. **Invigilate.** Since this is an online test, you will want to ensure the students cannot cheat. You may want to have all students take the test at the same time so they cannot share answers after the test with students who have not yet taken the test

Mark: You will need a lot of markers and very clear marking guidelines. The markers need to be trained.

- b. **Design:** Needs to ensure all six students demonstrate understanding of the target objectives.

Mark: As only six students, you can spend more time on each students' issues.

- c. **Design:** Make sure there is enough paper and erasers for everyone.

Invigilate: Make sure they don't copy from their books or from each other.

2. i. c
ii. a
iii. b

3. a. A two-step process. Firstly a multiple choice test that you can mark quickly. The highest-scoring 10% of candidates then do an essay and/or an interview.

- b. An assignment where students write essay outlines, introductions and conclusions.

- c. One or more writing tasks, such as a story or dictation in the target language.

2.2 Reliability

A Possible answers:

1. The marking is inconsistent. Two different teachers are giving different marks for the same answer.
2. The teacher is tired after a whole day of marking, so her marking style may not be the same as in the morning. The teacher is giving lower marks as she gets more tired.
3. The conditions are different for students sitting in the back compared to those at the front.

B Possible answers:

1. Dependable, accurate, you can trust it.
2. Assessments need to be reliable so that teachers and students trust the results.

C Answers:

1. **Reliable** – there are clear right and wrong answers and only one person marks the answers.
2. **Unreliable** – different teachers use different marking criteria.
3. **Reliable** – the criteria has clearly been stated and was used when marking.
4. **Unreliable** – the test conditions are not the same for all students.
5. **Unreliable** – the interview conditions are not the same for all students.
6. **Unreliable** – the students who go last can learn or review the alphabet as they listen to all their classmates recite it.

D Possible answers:

1. 1 – probably low; 2 – high; 3 – high; 4 – high; 5 – high; 6 – probably low
2. The higher the stakes, the more important reliability is.

E Possible answers:

1. student
2. assessor
3. assessment
4. student
5. assessment
6. assessor
7. assessment
8. environment
9. student
10. student
11. environment
12. assessor

13. assessor
14. environment
15. assessor

F Possible answers:

- Do all the students have the same test conditions/environment?
- Has the assessment been checked for any errors?
- Are all the instructions clear and students can understand them?
- Do the markers have the knowledge, skills and tools to mark it?

G Possible answers:

- Trial the assessment before administering it. If there are any problems you can adjust them before the assessment is taken. It is best to trial it, where possible, with a group that is similar to the students who will take the test.
- Train all markers before they mark the assessment.

2.3 Validity

A Possible answers:

1. Makes sense, does what it claims to do, is reasonable
2. Assessments need to be valid so teachers and students know the result indicates students' proficiency at the target knowledge and skills.
3. Valid assessments measure how well students meet the learning objectives.

B Possible answers:

1. **a.** Students applying for a course to prepare for GED will probably not be able to do a GED exam paper. They have not studied for it yet.
b. It only tests speed and doesn't test other swimming skills that students have learned during the course.
c. Formal speech is different from conversation. This test is not testing what the students have been taught.
d. It is not valid to test students on topics they have not covered. The test should only include the topics that all the students have covered.
2. **a.** In order to prepare for a GED exam students need to have a certain level of English and mathematics. An English and maths test would be more valid.
b. An assessment where swimmers have to demonstrate all skills learned during the

course, e.g.: swimming on their front, some on their back, some underwater, and some diving.

- c. A valid progress or achievement test should only focus on skills and topics that have been covered.
- d. Test questions should be checked with each school. Only topics covered by all schools should be included.

C Possible answers:

1. a. iii
b. ii
c. i
2. a. **Validity issue** - This are testing English vocabulary, not how body parts work
How to improve it - Change the images of body parts to a description of body part functions.
b. **Validity issue** - This only tests grammar, not other aspects of English language.
How to improve it - include other questions testing vocabulary, reading, writing, etc.
c. **Validity issues** - The students are marked based on how beautiful the tool is instead of how well they are able to measure mass. Also the picture shows the answer (the tool students are supposed to design).
How to improve it - Change the grading to be about how effectively the tool measures mass. Remove the picture.

E Possible answers:

- Are all important topics from the syllabus covered?
- Does it assess what I think it does?

2.4 Putting it Together: PRV

B Possible answers:

1. ii - When students do this project, they demonstrate how they can summarise, describe and research, as part of their assessment.
2. i - Multiple choice tests are very easy to mark reliably, and you can control the conditions so they are the same for everyone.
3. ii - You don't need to create a large number of questions that cover all topics taught during the semester/course.

4. "i" is easy to invigilate. "ii" might be difficult to administer, depending on how easily the students might have access to the teachers for interviews and what the internet access is like. Also "ii" will take much more time.
5. "i" is much more practical to mark.

C Possible answers:

- a. 1. validity
2. Change vocabulary "functionaries" and "premises" to something students might study in an elementary course.
- b. 1. reliability
2. Change the options so that only one answer is correct.
- c. 1. practicality
2. Use this assessment as a second round, when you have fewer candidates, and have an assessment that is faster to mark as a first round.
- d. 1. validity
2. This isn't testing social studies, this is testing random knowledge of information that they might or might not have studied.
- e. 1. practicality
2. That's a lot of work. Use existing IELTS practice tests (there are a lot of free IELTS tests on the internet)
- f. 1. validity
2. This question only tests the students' copying skills. Change the sentences so that students have to use their knowledge of English to fill in the information.
- g. 1. validity
2. Change the questions so that the questions test the students' knowledge of English rather than their understanding of management styles. Base the questions on the text provided.
- h. 1. reliability
2. Train all interviewers to use a standardised rubric for interviews.
- i. 1. validity
2. This looks more like an assessment of English. Reduce the weighting for grammar and spelling and add more criteria related to science research, such as presentation of findings.

- D**
1. If students are assessed without knowing this, they might lose trust in the teacher. For high-stakes and summative assessments, it is essential that students know they will be assessed and are given enough time to study and prepare.
 2. Students with disabilities may need additional support in order to complete an assessment so that they are not disadvantaged. If some students are disadvantaged, then the assessment will not be a valid indicator of their ability.
 3. As much as possible, assessments should be designed so they are at an appropriate level for the abilities of the students. If they are too easy or too difficult, the results will not be a valid indicator of how well the students are doing.
 4. Students should understand how to complete the tasks used in assessment. If they do not understand these, then the assessment will be confusing and likely not be a valid indicator of their ability.

E Possible answers:

1. high-stakes, summative, unreliable, invalid, practical
2.
 - a. The test designers and markers do not have training in assessment, and their test design and marking is inconsistent.
 - b. The test designers did not consult the curriculum so the assessment tests things not in the curriculum.
 - c. It results in only teaching students to memorise the facts for the test and not teaching any higher-order thinking skills.
3.
 - Develop cooperation between the centralised assessment people and curriculum people.
 - Decentralise at least part of the assessment and have teachers develop some assessment tasks (and check that they are in the curriculum).
 - Have more open-ended assessment tasks, such as essays, presentations, projects, etc.
 - Train assessment designers in developing multiple choice items.

F Possible answers:

- Do students know that they are being assessed?
- Do students know what they are being assessed on?
- Are all students physically able to do the assessment?

- Is the assessment the right level (not too easy and not too difficult)?
- Are students familiar with the tasks used in the assessment?

3 Methods of Assessment

3.1 How to Assess

A Possible answers:

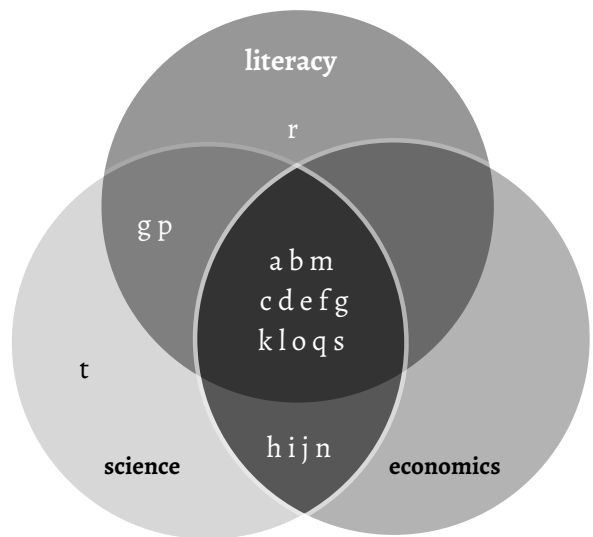
- essay
- project
- assignment
- dictation
- interview

B Possible answers:

- number of students
- age of students
- level of students
- practicality/validity/reliability
- learning objectives

C Possible answers:

1. It is possible to use most of these activities to assess different subjects.



D Possible answers:

1.
 - a. This task is useful for measuring the knowledge objective.
 - b. This task is useful for measuring the knowledge objective.
 - c. This task is somewhat invalid, as it focuses only on presentation skills and not on whether someone is an active citizen. However presentation skills are part of the skills objective, so it is not completely invalid.
 - d. This is a more valid task than c to measure the skills objective, as although they are assessed on the presentation skills, the main focus is active citizenship.

- e. This task is useful for measuring the values objective.
 - f. This task is a little useful for measuring the knowledge objective.
2. A presentation about active citizenship projects, organisations, people or events in the community. The presentation could define active citizenship, distinguish it from legal citizenship, and point out how the community has benefitted from these people or projects.

3.2 Assessment Task Types

A Possible answers:

Multiple choice tests can be harder to design because they require creating many different questions and possible answers, whereas an essay might only have one question or prompt.

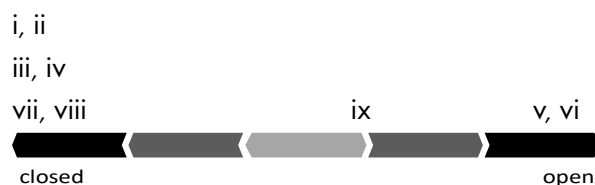
Multiple choice tests are better for lower-order thinking skills (remembering and understanding) whereas essays often focus on students using higher-order thinking skills (applying, analysing, evaluating, creating).

Marking a multiple choice test involves checking whether student responses are correct or not and can be done quite quickly with an answer key. Marking essays often requires using a rubric and may be more time consuming.

B Answers:

1.
 - i. geography
 - ii. history (of Burma)
 - iii. science, chemistry
 - iv. English language
 - v. science, biology
 - vi. politics, civics
 - vii. French language
 - viii. mathematics
 - ix. community development, social studies, language, media studies
2.
 - i. f – classifying
 - ii. c – ordering
 - iii. g – multiple choice
 - iv. a – matching
 - v. b – essay
 - vi. d – open-answer questions
 - vii. i – closed gap fill
 - viii. e – closed-answer questions
 - ix. h – open gap fill

C Answers:



D Possible answers:

1.
 - i. Students list more examples of countries, cities and ethnicities.
 - ii. Students add more events to the timeline.
 - iii. Students follow up by explaining the characteristics of an element.
 - iv. Students answer the questions about themselves.
 - vii. Do not provide the correct answers in the box.
2.
 - v. Write the steps of photosynthesis and students put them in order.
 - vi. Provide possible answers in multiple choice format.
 - ix. Provide key words that students could use in their answers.

3.3 Closed Tasks

A Possible answers:

1. They are harder to design and, if not designed well, they can be unreliable.
2. They are not always the most valid way to test certain skills, especially higher-order thinking skills.

B Answers:

3. According to the marking guide, all of Aye Khaing's answers are incorrect.
4. The test task is a gap-fill and presented as an open task but the marking guide marks it like a closed task.

C Possible answers:

1.
 - i. B
 - ii. D
 - iii. A
 - iv. C (except it isn't completely closed).
2. a, b and d are completely closed. c is partially open.

3. Marking Guide

Give one point for each correct answer.

- A.
 - i. c
 - ii. a
- B.
 - i. talk about
 - ii. seas
 - iii. regions

- C. i. sea, water, ocean
- ii. rivers, water
- D. i. T
- ii. F
- iii. T

D Possible answers:

1. All answers are correct, so there is no choice.
2. Make sure that there is a correct answer, and that there is only one correct answer.

E Answers:

1. d
2. b
3. c
4. a

F Possible answers:

1. Rule 3
2. Reword the questions so they are different from the text. This ensures you are testing comprehension, not letter recognition. For example:
 - a 1. Kyi Kyi's apartment is ____.
 - a 2. She likes studying ____.
 - b 1. Kyi Kyi's 12.
 - b 2. In her free time, she enjoys football.
 - b 3 She does not want a pen pal.

G Possible answers:

1. A.
 - i. rule 4
 - ii. rule 6
 - iii. rule 1
 - iv. rule 2
 - v. rule 3
- B.
 - i. rule 3, rule 5
 - ii. rule 1
 - iii. rule 3
 - iv. rule 3
 - v. rule 2, rule 3
2. These rules are important for reliability and validity. If these rules are not followed, students can't answer correctly even if they know the content, or correct answers might not be marked as correct.
3. A.
 - i. Make one of the options correct.
 - ii. Remove two distractors.
 - iii. Make the answer a similar length to the distractors, i.e.: "/i>lives", or make the distractors as long as the answer.

- iv. Change the distractors to words that are more realistic, e.g.: *clock, moment, now*.
- v. Change three of the options to be incorrect, e.g.: *Monday, June, day*.

B.

- i. Remove the double negative and make one answer correct, e.g.:
The ball is ____ the box.
 - a. on
 - b. under
 - c. in
 - d. behind
- ii. Make the distractors shorter or the correct answer longer.
- iii. Change the fruit option to a vegetable option.
- iv. Replace one of the correct answers (carefully, slowly) with an incorrect word.
- v. Replace "all of these" with "none of these", or rewrite the choices so that they are realistic, and there is only one correct answer.

3.4 Open Tasks

B Possible answers:

1. Criteria could be correct spelling of family words, that they have worked hard to draw a nice picture, or perhaps artistic criteria such as use of colour or interesting art style.
2. You could listen, observe and check the performer for accuracy and/or style.

C Answers:

3. These are all correct answers.

D Possible answers:

1. The main thing to recognise here is that Mi Chan has answered the questions. She gave examples of a monarchy and a theocracy in question *i*, and explained advantages and disadvantages in question *ii*. Kyaw Zaw did not give examples or list advantages and disadvantages, so he should get lower marks.
3. a. If two or more different markers give very different marks for very similar answers, it makes the test task unreliable.
- b. This task needs better marking guidelines, e.g.:
 - i. Give 4 marks for clear explanation of the differences between monarchy and theocracy with an example of each system.

- ii. Give 4 marks for a list of characteristics of anarchism, and some advantages and disadvantages of it.

(You could make a rubric that explained a 3, 2, and 1 mark answer, or provide example "perfect" answers.)

F Answers:

- a. 5 / 8
b. 12 / 20
c. 14 / 20
- c. the detailed rubric, gives the most feedback.

G Answers:

- c
- a
- b
- f
- d
- e

I Answers:

- a
- c
- b
- d

J Possible answers:

The answer to all of these depends on how detailed the results you want. The more criteria, descriptors and levels, the more time it will take to mark. The higher the stakes, the more important to have detailed assessment.

L Possible answers:

- diagnostic, low-stakes, reliable, impractical
- a. Students in different countries might have very different testing conditions that might affect their scores.
b. If the test is not in the students' first language they might not understand something due to language. If students are not familiar with computers this could be a validity issue.
c. It's very hard to mark open tasks on such a large scale. A lot of markers need to be involved and they need a lot of training.
- analysis, collaboration/teamwork, managing conflict, leadership, decision making, etc.
- It is like tasks students have to do in real life. Therefore it gives students information they can use after they leave formal education, no matter what sort of job or life they have.

N Possible answers:

- Advantage** – Makes marking more reliable, especially if there is more than one person marking. They help markers to mark consistently, using the same criteria and at the same level.
Disadvantage – They take time to design and can make marking take longer.
- You can design checklists and rubrics using learning objectives. This ensures the assessment is assessing what it is supposed to assess.
- The teacher can present the criteria and performance descriptors to students before they do an assignment, and compare their performance to these afterwards.

4. Creating Assessments

4.1 Assessing Projects

B Possible answers:

- English language – a, b, e, f, g, h, i
 - History – a, b, e, f, g, h, i
 - Community Development – a, b, c, d, e, f, g, h, i
 - Art – b, d, e, f, g, h, i
 - Science – a, b, c, e, f, g, h, i

C Possible answers:

- a – high-stakes; b – low-stakes
- a – summative; b – formative
- open
- a. Specific instructions for students.
Rubric for the proposal.
Rubric for the final project report.
Rubric for the presentation.
(The teacher might decide not to formally assess all these, so fewer rubrics would be needed. She might also decide to assess groupworking skills, in which case another rubric would be needed).
b. Rubric for roleplays.

D Possible answers:

- public speaking, debate
- a. No introduction, no conclusion, ideas mostly unrelated to topic.
b. Strong introduction, strong conclusion, all ideas related to topic.
c. Somewhat logical and credible, message is understandable to audience.
d. Very logical and credible, audience is persuaded by the message.

- e. Poor pronunciation, confusing grammar, few hand gestures, poor eye contact.
 - f. Some confusing pronunciation, few grammar mistakes, some gestures, good eye contact.
3.
 - Essays, reports, stories – a, c, d, f, h
 - Roleplays – a, b, c, e, f, g
 - Community projects – c, e, f, g
 - Presentations – a, b, c, d, e, f, g, h
 4. accuracy, use of visuals, length

F Answers:

1. Projects are great at engaging higher-order thinking. They often require students to apply the knowledge and skills they have been learning, and they can also require students to analyse and evaluate knowledge and skills. Projects can require teamwork and cooperation, and they can reflect real-world situations.
2. Teachers must give students clear and detailed instructions on how to complete the project and what the expectations are for a successfully completed project. Teachers must also have assessment tools like rubrics ready to mark the project and provide the students with useful feedback.

4.2 Assessing Group Work

A Possible answers:

1. When you assess a task students are doing in groups, such as a group project or presentation.
2. Ensure all members participate equally in the task, or include assessment criteria looking at individual participation.

B Possible answers:

1. A group of students are doing a group project – planning and creating a community garden.
2. planning, teamwork, presentation, budgeting

C Possible answers:

1. Designing or creating something as a group.
2. **process** – participation, effort
product – design, explanation
3. **individuals** – participation, effort
whole group – design, explanation
4. Half the criteria are individual and half group work. If it used a percentage for each criteria, it might have a higher score for either individual or group work.

D Possible answers:

1. To assess the process and the individual work criteria, the assessor needs to closely observe the group working on the task, or have tools to measure this.
2. Different markers might mark this differently. Some groups might get overall lower marks because of one or two students.
3. If the learning objectives state that students are expected to participate, make an effort, have good design and a useful explanation, this is a valid assessment. If students don't know that they are supposed to focus on these, it is less valid.

E Answers:

1. reliability
2. validity
3. practicality

4.3 Assessing Participation and Reflection

A Possible answers:

Teachers can observe the students during class and give a mark according to a rubric or a set of criteria.

B Possible answers:

1. Participation affects how much students can learn. If they don't participate well, then they won't learn as much. Assessing participation can motivate students to increase their participation. Assessing participation can help teachers identify which students need more attention or motivation. Assessing participation holds students accountable for their behaviour in the classroom.
2. Participation is usually considered low-stakes because it is typically only worth a few points each day or week. However, the final participation score, once all participation marks are added up, can have a large impact on a student's grade if they consistently have excellent or terrible participation.

C Possible answers:

1.
 - a. attendance
 - b. attitude
 - c. effort
 - d. cooperation
2. **Effort** – Students follow instructions; students work for all of the time allowed; students try even if they have difficulty or are unsure.

Attendance – Students arrive to class on time; students notify the teacher if they are going to miss the class.

Cooperation – Students work together when asked to; students do not ignore members of their group; students help each other and the teacher.

Attitude – Students follow the class rules; students use polite language when speaking to each other and the teacher; students are willing to try new things.

E Possible answers:

1. This would work best in classes where the teacher and the students have built trust so that the students will provide honest self assessment. It might work better with older students, rather than young children.
2. Students might not be honest, and all give themselves full marks. Students might feel uncomfortable or embarrassed when assessing themselves.
3. The teacher does less work. Students are able to reflect on their participation and perhaps be more self motivated to improve.

H Possible answers:

1. Speak with Aye Mon and compare your assessment with his. You can then understand why he feels he deserves high marks.
2. Speak with Kham Beh to understand why she gave herself low marks, as there might be a reason you don't know about.
3. Plan some future class time to review reading strategies.
4. No, as reflective tasks should focus on meaning, not language. The purpose of a reflection is for your students to consider what they have learned. If students are worried about whether their spelling and grammar are correct, they might not write about their opinions and ideas.
5. If you know that he tries hard, give him high marks for effort. Only reduce his marks if you are marking classwork and homework for having correct answers too. If a lot of your students are trying hard but not getting the correct answers, you should review the concepts, materials and methods you are teaching.

4.4 Creating Tests

B Possible answers:

1. No – there is a lot of guessing involved in both closed and open tasks.

2. This depends on the test design.
3. This depends on the subject, test design and the student's abilities. Some students are better at closed-answer tasks, others at essays.
4.
 - a. The skills and content students need to already know before starting a course.
 - b. The skills and content students have covered in the unit or topic they have completed.
 - c. The skills and content students have covered in the entire course.

C Possible answers:

1. **Change the test.** Reduce the number of choices. Eight essay choices is too many – two or three are better. If you give too many choices, students waste time reading through them and deciding which to take.
2. **Advise the student.** It's best to leave the longer/more difficult questions until the end of the test. Do the easier parts first. If you don't know the answer, skip the question, don't waste your time. You can come back to it later if you have time. Order the test so the closed, shorter or easier test tasks are first, and the longer, open ones at the end.
3. **Change the test.** If a final achievement test does not cover materials from the whole course, it is not valid. Choose a broader range of questions, or design questions that cover materials from the whole course.

D Answers:

1. a, d or e
2. b
3. c
4. a, d or e
5. a, b or c

E Possible answers:

2.
 - b. Writing appropriate introduction and concluding sentences.
 - c. Express personal information using accurate grammar and vocabulary.
3. i – b ii – a iii – c

G Possible answers:

1. A common way is from closed to open – b, d, e, a, c.
3. Look through the curriculum, syllabus and learning objectives while you are designing the test. Ensure each task type tests knowledge and skills from throughout the curriculum.

J Possible answers:

1. Advantages:

- Good for testing higher-order thinking.
- Can test a wide range of content in one task.
- Can get more in-depth information about a student's knowledge, skills and ideas.

Disadvantages:

- They take a long time to mark.
 - They can be unreliable, especially if there is more than one marker.
 - You need clear criteria and a rubric or marking guide.
2. Yes, because then students know how much time to spend on each part of the test and what sorts of answers to focus on. If students don't know the marking criteria, they might focus on the wrong thing, e.g.: they might try to make the grammar and spelling perfect rather than express their ideas.
3. • Telling them the marking criteria.
• Modelling good answers (not for the questions you are going to include in the test, but similar questions).
• Giving students practice tests.

K Possible answers:

1. high-stakes, summative, reliable, practical
2. a. It was less reliable as many less experienced teachers designed questions that had errors. They were less practical because of the distances between the schools caused difficulties in communication. They were less valid as newer teachers did not know the curriculum and materials well, so might have some questions not related to course objectives.
- b. The exam bank increases reliability because teachers receive training in writing test questions. Practicality increases as they don't have to create new exams every semester, as there are already lots of questions to choose from. Validity increases as senior teachers and trainers check all questions before they go into the bank. Additionally, the bank is updated and developed as teachers send more questions, and when the curriculum is updated.

- c. A test bank is useful when you have exams based on the same curriculum, course after course. It is especially useful if this happens in a standardised system with several schools.

5. Assessment Systems

5.1 Continuous Assessment and Portfolios

C Answers:

1. b
2. c
3. a

D Answers:

1. T
2. T
3. F – portfolios are examples of student work.
4. T
5. T
6. T

E Possible answers:

1. The portfolio, as it is worth the highest percentage.
2. There could be a chart on the wall where students record what they have read, or they could list their reading in a journal or on an online file.
3. • Marking guides or rubrics for the book reviews and essay.
• Book review template.
• Recommended reading list.
• Criteria for the book cover design.
4. • Ensuring all students have all components in their portfolios.
• Some students might read very short books or articles, others longer ones.
• Some hard-working, high achieving students might give themselves low marks for self assessment, whilst lazy students might give themselves high marks.
5. • Make sure the students know what is expected in their portfolios.
• Talk to students you think are not doing enough reading. Explain the types of books/articles you want them to read from a recommended reading list.
• At the start of the semester, give these students more guidance as to how to do an honest self assessment.

F Possible answers:

- Advantages** – Students can choose their best work for assessment. They feel more ownership of their work, so are motivated to work on them.
Students can be assessed over time and have the opportunity to improve their work as the course goes on.
Students may feel a sense of achievement as they add work to their portfolio.
Disadvantages – harder to use them to identify problems students are having, as they only show their best work.
- Advantages** – better reflects all skills and topics covered in class. Fairer for students who are not good at particular assessment styles.
Disadvantages – ongoing work for the teacher

5.2 Weighting in Assessment Systems**A Possible answer:**

Using percentages allows teachers to decide how important each component is, no matter how many points you might give in an assessment task. e.g.: you might have an essay that you mark out of 100, but that essay might only be worth 5% of the final mark.

B Answers:

- Participation = $[(6 \div 10) \times 0.05] \times 100 = 3$
- Portfolio = $[(18 \div 20) \times 0.5] \times 100 = 45$
- Progress test = $(205 \div 250) \times 0.2 \times 100 = 16.4$

C Possible answers:

- summative
- Continuous assessment has the most weight of all of the components. However, it is divided into multiple assignments. The exam is the single component that has the most weight, as it is only one task, worth 20% of the final mark.

D Answers:

-

	a	b	c	d
Attendance	daily	2	50	100
Participation	weekly	5	10	50
Classwork	weekly	5	10	50
Homework	twice per week	5	10	50
Presentations	twice per semester	25	2	50
Reflective Journals	weekly	2	10	20
Tests	every two weeks	20	5	100
Exam	once per semester	100	1	100

- Continuous assessment – $189/250 \times 25\% = 18.9$
 - Self assessment – $17/20 \times 20\% = 17$
 - Progress tests – $65/100 \times 15\% = 9.75$
 - Exam – $88/100 \times 20\% = 17.6$
 - Total – 80.25%

E Possible answers:

- It is a very detailed system with many different types of assessment. It gives each assessment element a different percentage of the marks depending on how important the school or teacher considers each one.
- It requires the teacher to keep records of each student's performance in different assessment tasks. The teacher needs to use percentages when calculating the final grade. The students should be aware of how they will be marked and how their final grade will be calculated.
- The teacher can use a grade book or spreadsheet to keep a record of the students' grades. The teacher can use a calculator when computing final grades. The teacher can go over the assessment system with their students during the beginning of the academic year.

ANSWER KEY

A Answers:

- | | | | |
|------|------|-------|-------|
| 1. c | 5. a | 9. c | 13. c |
| 2. a | 6. a | 10. d | 14. d |
| 3. d | 7. a | 11. a | |
| 4. c | 8. b | 12. c | |

B Answers:

- reliability
- validity
- reliability.
- practicality
- reliability
- reliability
- practicality
- validity

C Mark the answers according to this rubric:

- solution is not valid, practical or reliable - 0 marks
- solution is somewhat valid, practical and reliable - 1 mark
- solution is valid, practical and reliable - 2 marks

Possible answers:

- Develop one set of criteria and train all the markers to use it.
- Instruct the markers to only take points off for science mistakes.
- Move the audio equipment (or the students) to a place where everyone can hear.
- Give a test to all applicants. Only interview those who get high marks in the test.
- List a range of acceptable answers in the marking guide.
- Make better instructions and give an example.
- Encourage the teacher not to prioritise low-stakes tests.
- Check that the test items are all part of the curriculum used with all students.

D Mark the answers according to this rubric:

Criteria	Satisfactory	Unsatisfactory
1. Objective of assessment is described		
2. Issues with assessment are described		
3. Suggested assessment task is practical, reliable, and valid		
Total score	/3	
Teacher's Comments:		

Possible answers:

- This is a high-stakes entrance assessment. Design a comprehensive entrance exam that covers different aspects of English language using a variety of test task types. Choose the students with high marks and interview them. Use a rubric to mark their performance on the interview. Select from those who do well on both the test and interview
- This is a formative low-stakes progress assessment. Develop a game where children have to count to 20 and observe how they do.
- This is an achievement assessment. As a group assessment, components can include cooperation and teamwork. Observe the group working together in order to assess their process, using a checklist, or have them self assess, or peer assess. Assess the final product(s) separately (the lesson plan, teaching and reflection) by using rubrics.
- This is low-stakes progress assessment. Give the students a few closed and open questions based on what was taught this week.

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