

BEDU104 Assessment of Learning: Examination Paper Setting and Evaluation

ECTS Value: 2 ECTS

Overall Objectives and Outcomes

A very important part of pedagogy involves the assessment of students. One type of assessment that educators need to prepare during the scholastic year is tests and/or examinations. The aim of this unit is to equip educators with the necessary skills to be able to write summative assessments that are valid, reliable, fair and fit-for-purpose. By the end of this module, the learner will be able to:

- i. Analyse different types of tests and decide where they will be used according to the different settings;
- ii. Define and explain terminology pertinent to summative assessment;
- iii. Establish the need of summative assessments as part of a comprehensive assessment policy;
- iv. Discuss the elements that make up an effective summative assessment;
- v. Discuss assessment resources with colleagues;
- vi. Write tasks that are valid, reliable and fair;
- vii. Analyse various types of tasks and assess the validity of using them to create grading in a test paper;
- viii. Write a specification grid and a marking scheme.

Competences

- a. establish the need of summative assessments as part of a comprehensive assessment policy;
- b. collaborate with peers to discuss examination papers;
- c. establish the validity, reliability and fairness of summative tasks (taken from past examination papers);
- d. analyse various types of tasks and assess their validity to create grading in a test/exam paper;
- e. produce test/examination papers which are valid, reliable and fair;
- f. produce a specification grid and a marking scheme.

Knowledge

- a. identify different types of tests;
- b. define the terms related to summative assessment, namely validity, reliability, fairness and backwash effect;
- c. identify the purpose of an examination paper, a specification grid and a marking scheme.

Skills

- a. identify how the different types of tests will be used according to the different settings;
- b. design valid, reliable and fair examination papers;
- c. design a specification grid and a marking scheme;
- d. access the subject curriculum and/or Learning Outcomes and demonstrate how these can be used for assessment planning purposes.

Assessment Methods

This module will be assessed through: Reflective Journal and Practical Assignment

Suggested Readings

Core Reading List:

1. Gardner, J. (Ed) (2012). *Assessment and Learning*. Sage Publications.
2. Harlen, W. (2007) *Assessment of Learning*. Sage Publications.

Supplementary Reading List:

1. Miller, M.D., Linn, R.L., Gronlund, N.E. (2012). *Measurement and Assessment in Teaching*. New Jersey: Prentice Hall.
2. Yi-Ching, P. (2009). VNU Journal of Science, Foreign Languages 25, 257-263, *A review of washback and its pedagogical implications*. The University of Melbourne, Australia. Accessed from: http://tapchi.vnu.edu.vn/nn_4_09/b.8.pdf

Useful Online Resources:

1. Joint Committee on Testing Practices, (date not available). *Code of Fair Testing Practices in Education*. Retrieved from: <http://www.apa.org/science/programs/testing/fair-testing.pdf> [last accessed 8th February 2018]
2. Power, T. *Methods of Assessment*. Retrieved from: <http://www.tedpower.co.uk/esl0706.html>
3. *Webinars on Assessment and Testing*. Retrieved from: www.edweek.org [last accessed 8th February 2018]
4. Great Schools Partnership, (22 August 2015). *Norm-referenced Test*. Retrieved from: <http://edglossary.org/norm-referenced-test/> [last accessed 8th February 2018]