



CLASSROOM ASSESSMENT

TEACHER DEVELOPED TESTS

Caribbean Examinations Council



Why Assessment?

- Assessment provides data that can be used by teachers to **adjust** and **enhance** their teaching
- All teachers should be competent in developing and using classroom tests
- Teachers should be able to develop a wide range of tests
 - Selected response
 - Constructed response



Selected response

- Pupils select their answers from options provided
- Multiple choice
- True-false
- Matching items



Selected response

- **Strengths**
 - Can include a large number in a single test
 - Ensures adequate sampling of the content
 - Can be easily scored
 - Good for measuring lower-level objectives
- **Weaknesses**
 - Difficult to write
 - Difficult to assess higher-order skills
 - May be subject to guessing



Constructed response

- Pupils generate a response
- Fill in the blank
- Short answer
- Essays
- Performance assessment



Constructed response

- **Strengths**

- Easier to write
- Good for assessing higher-order objectives
- Eliminate guessing

- **Weaknesses**

- Limitations to number of items that may be included on test
- May not cover the content domain
- More difficult to score



Assembling a test

- Develop a table of specifications
- Provide clear instructions
- Avoid unintended clues
- Arrange items to encourage student performance
- Use appropriate vocabulary



Table of Specifications

- A two-way chart which describes the topics to be covered by a test and the number of items or marks to be awarded
- Ensures that there is a match between what is taught and what is tested

Objectives → Teaching → Testing



Table of Specifications

- Indicates how much emphasis should be placed on each topic (percentage of the test)
- **Linked to how much time was spent teaching the topic and how much emphasis was given to the topic.**



Table of Specifications

- Matches the content you have taught with the cognitive level at which you expect students to perform
- Indicates the type of thinking skills to be assessed
- Should be so complete and so explicit that two persons using the specifications independently would produce comparable and interchangeable tests, differing only in the sampling of the items included



Sample Table of Specifications

	Cognitive Level			
Subject	Knowledge & Comprehension	Application	Analysis & Evaluation	Total
Topic 1	10%	20%	10%	40%
Topic 2	15%	15%	30%	60%
TOTAL	25%	35%	40%	100%



Sample Table of Specifications

	Cognitive Level		
Objectives	Knowledge	Application	Total
Identify parts of the heart	4	1	5
Know the effects of exercise	2	3	5
TOTAL	6	4	10



Developing a TOS

- Select a topic
- Identify the sub-topics to be tested
- Identify the levels of the taxonomy that are most appropriate to assess the content
- Review the types of skills that can be tested under each level
- Consider the number of items that will be used on the entire test and the time available



Developing a TOS

- Based on the time spent on/importance of each sub-topic, decide on the number of items that will be used for each sub-topic.
- Distribute the questions across the cognitive levels.
- Review the table to ensure that there is a reasonable spread across the cognitive domain and the content areas/objectives.



What are can-do skills?

- Tests or activities designed under a formative assessment framework
- Used to collect evidence of skills pupils have mastered
- Planned, designed and constructed by classroom teachers



Can-do skills

- Enable pupils to use the vocabulary of the specific subject literacies
- Provide regular practise of key skills
- Identify aspects of a topic that pupils find difficult
- Tests varying levels of skills



Can-do skills

- Describe what each pupil needs to achieve specific goals
- Identify what the teacher should do next to enhance the progress of the pupil
- Identify what the pupil should do next to enhance his or her progress, competence and confidence



CAN-DO SKILLS

SPECIFIC CONTENT AREAS



Language

- Read for different purposes such as getting information, for learning and for enjoyment
- Use strategies effectively to solve misunderstandings while reading
- Interpret the use of figurative language in poetry and other literary selections



Mathematics

- Solve problems involving the four basic operations of addition, subtraction, multiplication and division
- Describe two-dimensional shapes in terms of number of sides
- Read and interpret data presented in tables, charts and graphs



Social Studies

- Identify the major resources of the Caribbean region
- Name and locate the major towns in the Caribbean
- Identify the early groups of people who came to the Caribbean



Science

- Classify flowering plants according to the type of pollination they undergo
- Identify forces at work in common situations
- Classify resources as renewable and non-renewable