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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cognitive Level</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Knowledge &amp; Comprehension</td>
<td>Application</td>
</tr>
<tr>
<td>Topic 1</td>
<td>10%</td>
<td>20%</td>
</tr>
<tr>
<td>Topic 2</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>25%</td>
<td>35%</td>
</tr>
</tbody>
</table>
# Sample Table of Specifications

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Cognitive Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Knowledge</td>
</tr>
<tr>
<td>Identify parts of the heart</td>
<td>4</td>
</tr>
<tr>
<td>Know the effects of exercise</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>
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