

WORKSHOP B

Classroom Testing: Victory or Defeat?

Puan Mawarni Hassan
Malaysian Examinations Syndicate

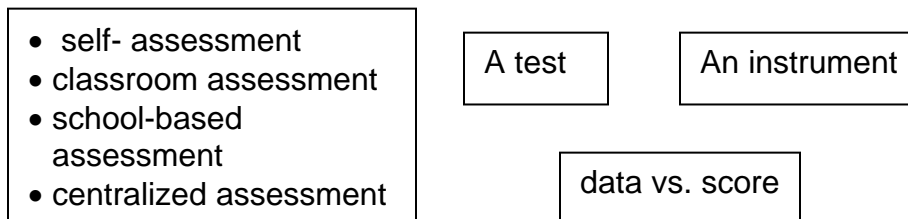
ABSTRACT

The current trend in educational assessment today, that is, assessment for better learning recognizes a truth long evident to effective teachers everywhere. However, many teachers have fallen into the trap of testing for the sake of having test scores and adhering to schedules, due to an ever-increasing burden of teaching and administrative tasks.

This workshop aims to provide teachers with models of classroom assessment that will reinforce the teaching and learning process. It is hoped that these models will help teachers identify what, how and when to test, seamlessly and painlessly within the teaching and learning process. The materials and items used in this workshop will be slanted towards oral tests in the classroom. In this way teachers will be equipped with the right weapons, i.e. knowledge and techniques in assessment, which will help them, achieve victory against the temptation to test for the sake of testing alone.

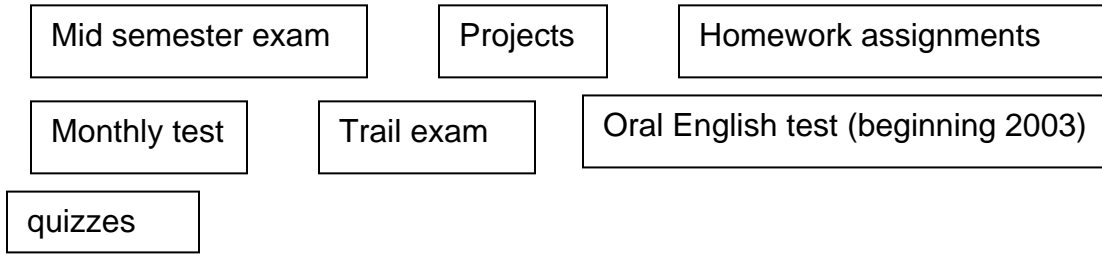
WORKSHOP SUMMARY

Jargon check – What is..... assessment vs. evaluation



Write a single sentence answer or simple definition for any two terms. Work in pairs/groups of three

What is not classroom assessment?



Vote for correct answer.

Classroom testing paradigm

- Why do teachers test? Teaching/ learning/ administration
- When do teachers test? Time/purpose
- How do teachers test? Method/instrument
- What do teachers test? Teachers test what they taught
- What do teachers do with results of tests? What is done to data/scores or specific action?

Why do teachers test?

- To check whether students have learnt what was taught
 - To rank / select / place students
- } + to reinforce / assist learning

When do teachers test?

- At the end of a learning unit
 - End of a month
 - Mid semester
 - End of semester
- } + before a learning unit begins, during and after

How do teachers test?

- Pen & paper tests
 - MCQ questions
 - Essays
 - Questions based on exam format
 - Projects
 - Oral presentations
- +
- Homework assignments
 - Class participation
 - Pop quizzes
 - Filling in grids/tables/templates
 - Collaborative log journals
 - Chain notes
 - Minute papers
 - Student set rubrics/questions
 - Etc.....

What so teachers test?

- Curriculum objectives as in scheme of work
- +
- What they teach – in manageable proportions = graded objectives

- Learning outcomes

What do teachers do with results of test?

- record
- report
- analyse
- review what they teach or how they taught
- form a student profile / database
- identify learning gaps and students in need
- plan teaching and follow up
 - set or readjust learning and assessment objectives

What is classroom assessment?

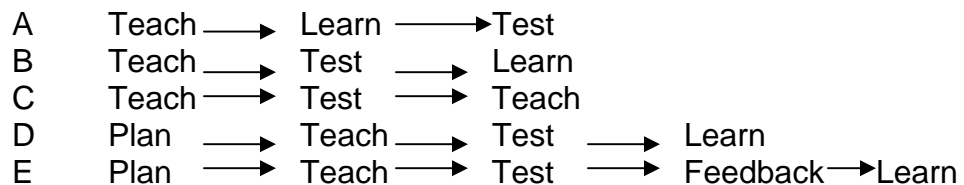
“Classroom assessment is both a teaching approach and a set of techniques. The approach is that the more you know about what and how students are learning; the better you can plan learning activities to structure your teaching.

The techniques are mostly simple, non-graded, anonymous, in-class activities that give both you and your students useful feedback on the teaching-learning process”

www.ntlf.com

Assessment for learning model

CAT models – the good, the bad and the ‘not-so-pretty’



Types of classroom assessment techniques

Name	What to do with data
• Minute paper	• Review response for useful comments and highlight in next lesson
• Chain notes	• Set criteria for categorizing data in order to detect

<ul style="list-style-type: none"> Directed paraphrasing Who does what to whom, when and why 	<p>response patterns – discuss patterns of response with students</p>
<ul style="list-style-type: none"> Memory Matrix 	<ul style="list-style-type: none"> Table/Grid with labels and categories- Character/Story/Description – useful to check weak links
<ul style="list-style-type: none"> One sentence summary 	<ul style="list-style-type: none"> Look for understanding of essential concepts/relationships = share with students

CAT CHECKLIST

1. *Set clear goals – what to teach, how to test, and type of outcomes/data expected*
2. *Do you need to modify CAT chosen? Check situation and numbers*
3. *Do you grade or not grade CAT? Ungraded if for feedback*
4. *Is CAT simple to plan, conduct, analyse?*
5. *What kind of response do you expect from learners?*
 - *Facts = scores*
 - *Concept = qualitative response*
6. *Will you get the data you want?*
7. *Has someone else checked your CAT for validity?*
8. *Have you inform learners of purpose of CAT and shared data?*
9. *Have you collected and analysed data?*
10. *What is your follow-up plan?*

Planning classroom assessment

Plan classroom assessment for specific learning outcomes using CAT techniques and assessment for learning model.

Plan → Teach → Test → Feedback → Learn

Sharing some useful research

What is FLOW?

We have all experienced times when, instead of being buffeted by anonymous forces, we do feel in control of our actions, masters of our own fate.

On the rare occasions that it happens, we feel a sense of exhilaration, a deep sense of enjoyment that is long cherished and that becomes a landmark in memory for what life should be like. This is what we mean by optimal experience."

Mihaly Csikszentmihalyi

Flow is an optimal experience characterized by:

- a sense of playfulness
- a feeling of being in control
- concentration and highly focused attention
- mental enjoyment of the activity for its own sake
- a distorted sense of time
- a match between the challenge at hand and one's skills

The positive learning experience and appropriate classroom assessment can facilitate FLOW among learners.

The Path to Flow

Elements that make experiences Enjoyable

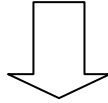
- 1.A challenge requiring skills
- 2.A chance of completion
- 3.The opportunity to concentrate, merging action and awareness
- 4.Clear goals
- 5.Immediate feedback
- 6.Deep involvement transcending distractions and the awareness of time
- 7.A sense of control over actions
- 8.Absorption of self
- 9.Expansion of self through experience

Checklist for flow

What is learned helplessness?

Continual exposure to academic failure has been shown to contribute to learned helplessness, withdrawal, unwillingness to approach new tasks, and a lack of persistence. Learners may apply this maladaptive behavior to new situations where they are capable of academic success, but think their efforts are useless.

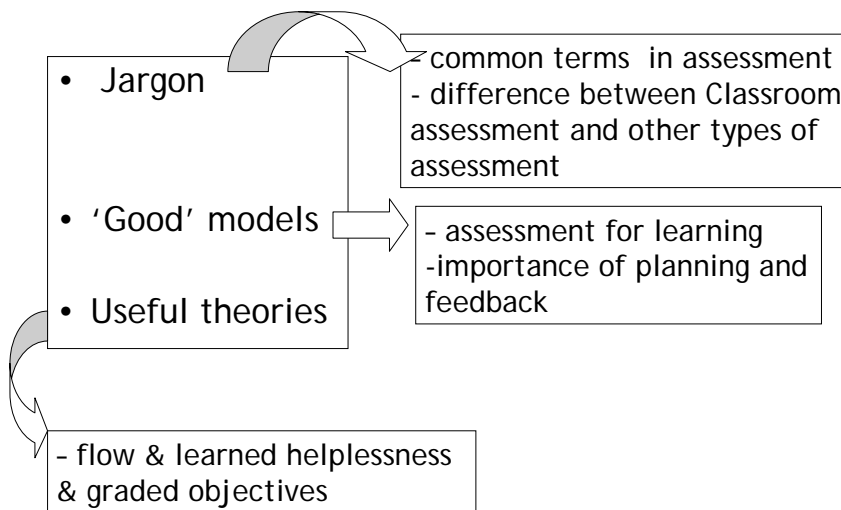
Seligman



The need to modify or break down teaching/learning and testing objectives into manageable proportions i.e. Graded Objectives

Review and wrap up

Review

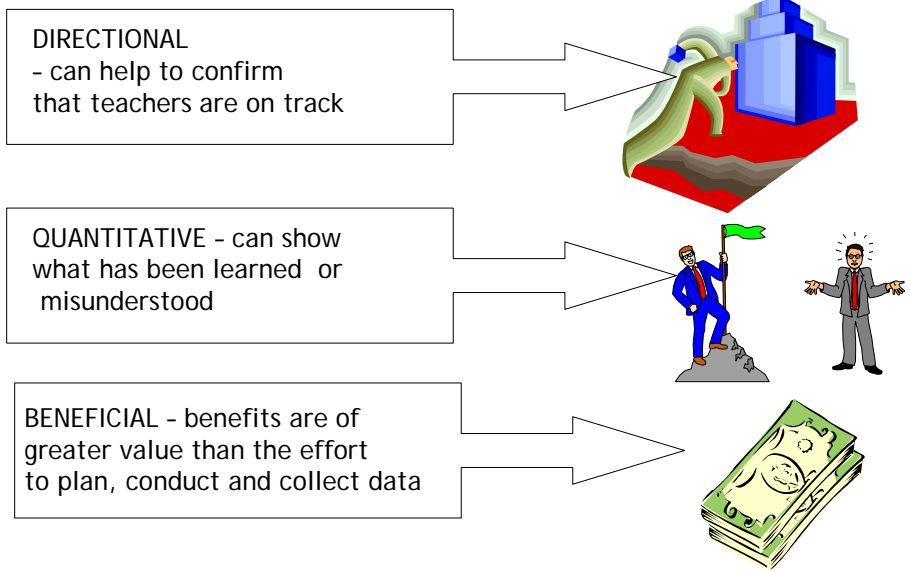


Classroom Assessment Techniques

- Minute paper
- Chain notes
- Directed paraphrasing
‘Who does what to whom when and why’
- Memory Matrix
- One sentence summary
- Background check stand up / pop quiz
- Interactive collaborative
Electronic logs

- Preconception/
Misconception check
using key words/clues
- Graphic template
- Student-generated
rubric/questions
- Muddiest point exercise
- MCQ+
- Etc... = what’s your
flavour

Reflection - What is good CAT





Characteristics of effective assessment for learning

- Importance and quality of feedback
- Allows students to be trained in self-assessment
- Provides appropriate chances for students to express their understanding
- Allows thoughtful, reflective dialogue that promotes thinking
- Assessment tasks relevant to learning aims
- Feedback given can lead towards improvement

Black and William (1998)