ASSESSMENT IN ODL
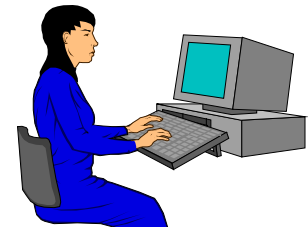
Principles
&
Practice

MODULE OBJECTIVES

Learners will demonstrate **knowledge/understanding** of:

- The role of assessment in student learning
- Learners' needs for different modes of assessment in ODL
- Methods of planning and writing assessment instruments for ODL
- Methods of planning and writing tutor-marked assignments

MODULE OBJECTIVES (Cont.)

Learners will develop **skills** in:

- creating a balance between modes of assessment
- matching assessment to appropriate levels of thinking
- planning and writing assessment for ODL
- creating assessment instruments
- creating assessment instruments for tutor-marked assignments

TOPICS

- Principles of assessment
- Planning and writing assessment
  - Self-assessment instruments
  - Tutor-marked instruments

Principles of Assessment

- Issues in ODL Assessment
  - How to meet learners' needs as they prepare different modes of assessment?
  - How to ensure a high degree of validity of assessment results?
  - What should be the balance between continuous and final assessment?

REFLECTION

What other issues can you think of?

Assessment in ODL

Principles of Assessment

- Role of Assessment
- Types of Assessment/tools
- Modes of assessment
- Issues related to Reliability and Validity

Modes of Assessment

- **FORMATIVE:**
  - To identify strengths and weaknesses

- **SUMMATIVE:**
  - Mainly to obtain marks, prepare reports; certify, promote….

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Other Modes of Assessment

1. **Criterion-referenced Assessment**
2. **Formative Assessment**
3. **Norm-referenced Assessment**
4. **Performance-based assessment**
5. **Summative or Final Assessment**

Activity

- Match given descriptions to modes

- Design an appropriate assessment

Reliability

- The consistency of assessment scores over time, and between and among raters.
  - Consistency of test scores or assessment results from one measurement to another
  - Inter rater – Consistency of scores between raters
  - Intra rater - Consistency of scores given by the same rater at different times

Validity

- ***Validity*** is related to the appropriateness of the inferences that are made on the basis of the results of assessment.
  - Criterion-related
  - Content-related
  - Construct –related

How can the teacher improve Reliability?

- Avoid ambiguous questions and directions or instructions.

- Sample more items with similar content.

- Use well defined scoring/marking schemes.

- Train raters/markers in an effort to standardize marking or interpretation of students' work

How can the teacher improve Validity?

- **Design a table of specifications.**
- **Test only what is taught.**
- **Consider 'for whom' and 'for what'.**
- Ensure that instructions are clear.
- Use item types that enhance reliability of tests – both subjective and objective items.
- Ensure appropriate sampling content.
- Determine which low discriminating items to discard after item analysis.
- Pay attention to scoring procedures and test administration.

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MAJOR STEPS IN DESIGNING ASSESSMENT

- *Establish the purpose for the task.*
- *Identify and define the intended learning outcomes.*
- *Prepare test specifications.*
- *Review and edit items.*
- *Arrange the items.*
- *Prepare directions*

Assessment in ODL

Assessment Tools - TRADITIONAL

- OBJECTIVE
  - MULTIPLE CHOICE
  - TRUE / FALSE
  - MATCHING
  - **FILL IN THE BLANKS   OR
  - **COMPLETION

- SUBJECTIVE
  - ESSAY
  - **FILL IN THE BLANKS   OR
  - **COMPLETION

**depends on item writing procedures

Assessment Tools in ODL

- Questionnaires
- Rubrics
- Discussion groups
- Team work – Projects
- Electronic Portfolio

Planning and Writing Assessment

- Self-assessment instruments

- Tutor-marked instruments

Assessment in ODL

Planning and Writing Assessment - Activity

- Divide into **TWO** groups
  - Self assessment
  - Tutor-marked assessment
    - Discuss issues (planning & writing) related to each of the above topic
    - Present in plenary

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Purpose of self-assessment

- To provide learners with summative feedback on their learning of a specific section
- To help learners identify any errors, misunderstandings or misconceptions that they may be experiencing.
- To provide learners with remedial strategies to deal with the errors

Purpose of tutor-marked assessment

- Provide detailed and personalised feedback

- Identify the most important parts

- Supplement course work

- Assess how a course can be improved

Marking Guides - Content

- Coverage
- Relevance
- Structure
- Understanding
- Use of terms
- Clarity of explanations
- Critical viewpoints

Marking Guides – Form

- Written expression
- Documentation
- Word limits
- Presentation

Assessment in ODL

Model Answers - Activity

- Examine samples
- Note the important features / procedures used for preparing model answers
- Prepare a model answer for one of the assessment items you prepared earlier.

Summary

- In this session we have looked at:
- Principles of Assessment
  - Modes
  - types
- Planning and writing assessment
  - Self
  - Tutor-marked
    - Marking guides
    - Model answers