

Assessment program design

D. Royce Sadler 2009 Workshop 1

This questionnaire is to find out some aspects of how you practice assessment in your teaching.

CONTEXT

☞ Complete this questionnaire by focusing EITHER on a single ONE course you teach, OR on your teaching across several courses (in which case, include all year levels you teach into, not just advanced courses).

Single Multiple courses at levels.

SETTING AND SCORING ITEMS/PROBLEMS/TASKS

☞ Apportion 100 points according to the main **sources** of items, tasks or problems you use to assess student learning:

Adopt existing items Adapt from existing items
 Start with real-world situations and distil an original assessment item
 Create new items from scratch Other: _____

☞ Apportion 100 points according to **what you focus on** when choosing or producing assessment tasks?

The Content, subject matter or 'required knowledge and skills' in the course?
 What students are supposed to DO with the content, subject matter?

☞ How **literally** do you require students to take the task specifications? (Circle)

(Not important) 1 2 3 4 5 6 7 8 9 10 (Always crucial)

☞ When your students attempt complex assessment tasks, what percentage of them tackle precisely the task/problem expressed in the task specifications (regardless of how well they actually do it) and not something simpler or off target?

☞ What is your general scoring/marking/grading approach for a response that clearly reflects a lot of effort and knowledge on the student's part but does not directly address the task or problem specified?

_____.

☞ For complex assessment tasks you present to students, apportion 100 points between

Tasks/problems that are well-structured and essentially cleaned-up; all the information required to solve the problem is supplied; there is little if any irrelevant information.

Tasks/problems that require students, as part of the assessment, to make assumptions about missing data or parameters, or to construct scenarios that could lead to a solution.

Tasks/problems that come directly from the real world and are still in messy, ill-structured form.

Other types of tasks/problems – in which case briefly describe their characteristics.

_____.