

Quality Assurance for Student Assessment

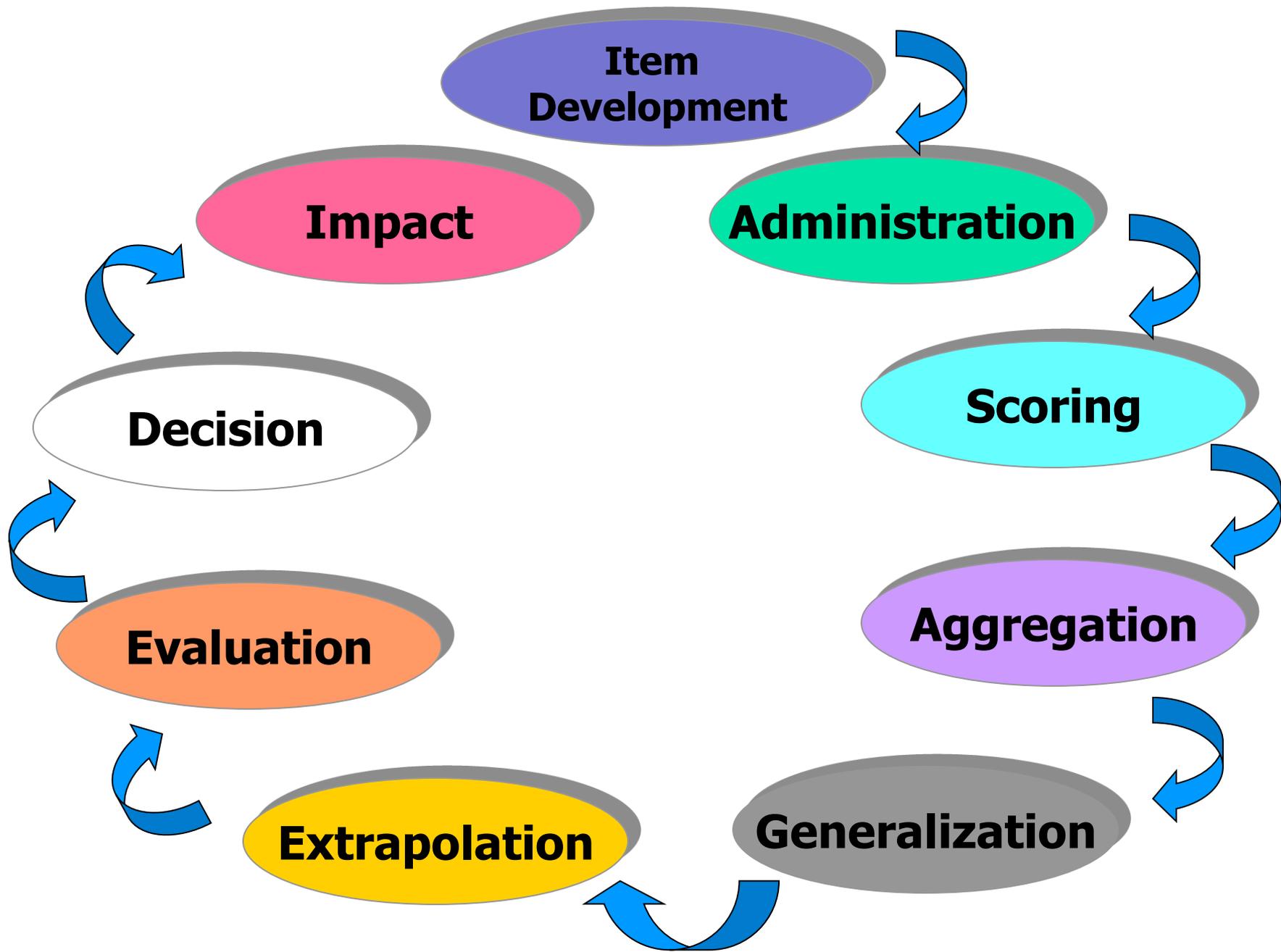
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1. Improving Quality of Single Assessment Process
2. Improving Quality of Assessment Program

Improving Quality of Single Assessment Process

**Threats to validity of an
assessment**

Threats to validity of an assessment



Crooks et al, 1996

Item Development

- Is there assessment blueprint as a reference for item development?
- Is there review (content and technical review) before assessment administration?

Administration

- Is the assessment condition appropriate?
- Are the task and response communicated to students clearly?

Scoring

- Does the scoring capture important qualities of task performance?
- Does the rater understand well the scoring?
- Is the scoring **not** too analytic?
- Is the scoring **not** too holistic?

Aggregation

- Is the aggregated tasks **not** too diverse?
- Are appropriate weights given to different aspects of performance?

Generalization

- Is the scoring criteria for different tasks consistent?
- Are there sufficient tasks to be assessed?

Extrapolation

- Are parts of the target domain assessed or given appropriate weight?

Evaluation

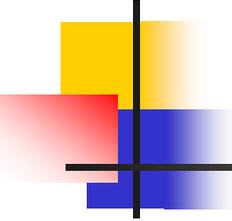
- Does the assessor understand the assessment method and its limitations
- Is biased interpretation or explanation avoided?

Decision

- Is there appropriate standard?
- Are the assessment results used for appropriate pedagogical decisions?

Impact

- Is positive consequences achieved?
- Does serious negative impact not occur?



Reference

CROOKS, T.J., KANE, M.T. and COHEN, A.S. (1996)
Threats to the valid use of assessments, *Assessment
in Education*, 3 (3), 265–285.

Improving Quality of Competence Assessment Program

- Baartman, L. K. J., Prins, F. J., Kirschner, P. A., & Van der Vleuten, C. P. M. (2007). Determining the quality of Competence Assessment Programmes: A self-evaluation procedure. *Studies in Educational Evaluation*, *33*, 258-281

LEVELS OF COMPETENCE

PREREQUISITES

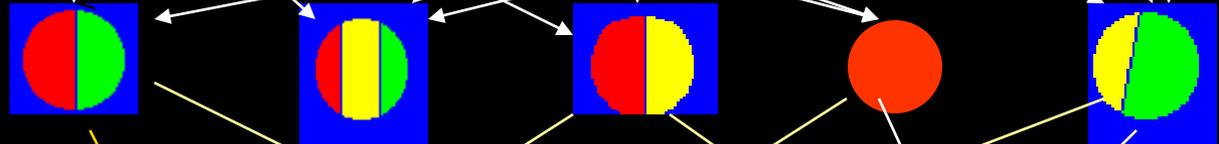
KNOWLEDGE

SKILLS

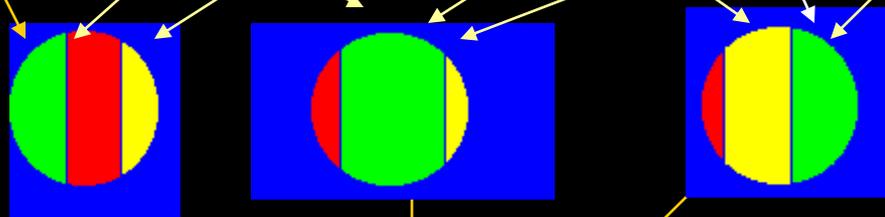
ATTITUDES



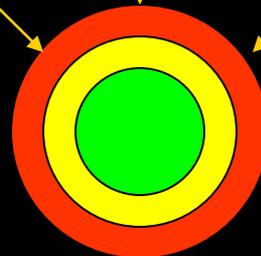
COMPONENT ABILITIES



COMPOSITE



COMPETENCE



Criteria 1

Acceptability

Definition	Indicators
<p>All stakeholders should approve of the assessment criteria and the way the CAP is carried out. They could have confidence in the CAP's quality</p>	<ol style="list-style-type: none">1. Students approve of criteria2. Students approve of procedure3. Teachers approve of CAP4. Employers approve of CAP5. Confidence in quality CAP

Criteria 2

Authenticity

Definition	Indicators
<p>The degree of resemblance of a CAP to the future workplace, in terms of the assessment task, the physical and social context, and the assessment criteria</p>	<ol style="list-style-type: none">1. Assessment tasks resemble job2. Working conditions resemble job3. Social context resembles job4. Assessment criteria resemble job

Criteria 3

Cognitive complexity

Definition	Indicators
<p>A CAP should reflect the presence of the cognitive skills needed and should enable the judgment of thinking processes</p>	<ol style="list-style-type: none">1. Tasks trigger thinking steps2. Explain choice3. Criteria address thinking steps4. Tasks require thinking level

Criteria 4

Comparability

Definition	Indicators
<p>CAPs should be set up and carried out in a consistent way. The tasks criteria and working conditions should be consistent with respect to key features of interest, and scoring should occur in a consistent way</p>	<ol style="list-style-type: none">1. Assessment tasks comparable2. Working conditions comparable3. Assessment criteria comparable4. Assessment procedure comparable

Criteria 5

Costs and efficiency

Definition	Indicators
<p>The feasibility of developing and carrying out the CAP for both students and assessors, and the time and resources needed, compared to the benefits</p>	<ol style="list-style-type: none">1. Time and money estimated2. Deliberately choosing mix3. Yearly evaluation of efficiency4. Positive effects outweigh investments

Criteria 6

Educational Consequences

Definition	Indicators
<p>The degree to which the CAP yields positive effects on learning and instruction, and the degree to which negative effects are minimised</p> <p>28/04/2011</p>	<ol style="list-style-type: none">1. Desired learning processes stimulated2. Positive influence on students3. Positive influence on teachers4. Improved if negative effects5. Curriculum adapted if CAP warrants

Criteria 7

Fairness

Definition	Indicators
<p>Students should get a fair chance to demonstrate their competences, for example by letting them express themselves in different ways and by making sure the assessors do not show biases</p>	<ol style="list-style-type: none">1. Procedures to rectify mistakes2. Weights based on importance3. Assessors not prejudiced4. Various types of assessment tasks5. Student think CAP is fair

Criteria 8

Fitness for Purposes

Definition	Indicators
<p>Alignment among standards, curriculum, instruction, and assessment. The assessment goals and methods used should be compatible with the educational goals</p> <p>28/04/2011</p>	<ol style="list-style-type: none">1. Coverage of competence profile2. Integrated assessment of K/S/A3. Mix of different assessment forms4. Both summative and formative forms5. Forms match with educational goals

Criteria 9

Fitness for Self-Assessment

Definition	Indicators
<p>CAPs should stimulate self-regulated learning. They should include specific methods to foster this learning such as practice in self-assessment and giving and receiving feedback</p>	<ol style="list-style-type: none">1. Self and peer assessment2. Giving and receiving feedback3. Reflection on personal development4. Formulation of personal learning goals

Criteria 10

Meaningfulness

Definition

CAPs should have a significant value for all stakeholders involved. For learners, assessments should be a learning experience in themselves, and be useful for the learning process. For teachers and employers, the assessments should be meaningful in terms of the requirements of the future job

Indicators

1. Feedback formative useful
2. Feedback summative useful
3. Assessment is opportunity to learn
Students think criteria meaningful
4. Teachers/employers think criteria meaningful

Criteria 11

Reproducibility of Decisions

Definition	Indicators
<p>The decisions made on the basis of the results of CAP should not depend on the assessor or the specific assessment situation. Therefore, multiple assessors, assessment tasks, and situations should be combined</p>	<ol style="list-style-type: none">1. Several times2. Several assessors3. Assessors with different background4. Equal discussion between assessors5. Trained and competent assessors6. Several work situations

Criteria 12

Transparency

Definition	Indicators
<p>CAPs should be clear and understandable to all stakeholders. Learners and assessors should know the scoring criteria, and the purpose of the assessments. External controlling agencies should be able to get a clear picture of the way in which a CAP is developed and carried out.</p>	<ol style="list-style-type: none">1. Student know formative or summative2. Students know criteria3. Students know procedures4. Teachers know and understand5. Employers know and understand6. External party can audit



thank you