

## DIFFERENT TOOLS OF ASSESSMENT

### A. Oral Response and Written Assessments

Student oral responses are longer and more complex, parallel to extended written response questions. Just as with extended written response, one evaluates the quality of oral responses using a rubric or scoring guide. Longer, more complicated responses would occur, for example, during oral examination or oral presentations. Written assessments are activities in which the student selects or composes a response to a prompt. In most cases, the prompt consists of printed materials (a brief question, a collection of historical documents, graphic or tabular material, or a combination of these). However, it may also be an object, an event, or an experience. Student responses are usually produced "on demand," i.e., the respondent does the writing at a specified time and within a fixed amount of time.

### B. Selected - Response Tests

#### Characteristics

Selected - response tests are so named because the student reads a relatively brief opening statement (called a stem) and selects one of the provided alternatives as the correct answer. Selected - response tests are typically made up of multiple - choice, true - false, or matching items. Quite often all three item types are used in a single test. Selected - response tests are sometimes called "objective" tests because they have a simple and set scoring system. If alternative (b) of a multiple - choice item is keyed as the correct response and the student chose alternative (d), the student is marked wrong, regardless of how much the teacher wanted the student to be right.

#### Advantages

A major advantage of selected - response tests is efficiency - a teacher can ask many questions in a short period of time. Another advantage is ease and reliability of scoring. With the aid of a scoring template (such as a multiple - choice answer sheet that has holes punched out where the correct answer is located), many tests can be quickly and uniformly scored.

#### Disadvantages

Because items that reflect the lowest level of Bloom's Taxonomy (verbatim knowledge) are the easiest to write, most teacher - made tests are composed almost entirely of knowledge - level items. As a result, students focus on verbatim memorization rather than on meaningful learning. Another disadvantage is that, while we get some indication of what students know, such tests tell us nothing about what students can do with that knowledge.

### C. Supply - Response Tests

#### i. Fill - in - the - Blank

Fill - in - the - Blank with a word bank is just another form of matching and only test the lower cognitive levels.



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## RULES

**Rule I :** Position in the blank at the end of the statement.

Poor Item

A - - - - - is used to keep food cold.

Better Item

To keep food cold use a - - - - -

**Rule II :** Limit the number of blanks in a statement.

Poor Item

A - - - - - sends - - - - - of electrical current through - - - - - .

Better Item

Pulses of electrical current are sent through wire by a (n) - - - - -

**Rule III :** Keep blanks the same length

Poor Item

American flag is composed of - - - - - and - - - - - .

Better Item

American flag is composed of - - - - - and - - - - - .

## ii. Short - Answer Tests

### Characteristics

Instead of selecting from one or more alternatives, the student is asked to supply a brief answer consisting of a name, word, phrase, or symbol. Like selected - response tests, short - answer tests can be scored quickly, accurately and consistently, thereby giving them an aura of objectivity. They are primarily used for measuring foundational knowledge.

### Advantages

Short - answer items are relatively easy to write, so a test, or part of one, can be constructed fairly quickly. They allow for either broad or in - depth assessment of foundational knowledge since students can respond to many items within a short space of time. Since students have to supply an answer, they have to recall, rather than recognize, information.

### Disadvantages

This item type has the same basic disadvantages as the selected - response items. Because these items ask only for short verbatim answers, students are likely to limit their processing to that level, and these items provide no information about how well students can use what they have learned. In addition, unexpected but plausible answers may be difficult to score.

TEACHERS

adda247

TEST SERIES

BILINGUAL



DSSSB TGT

Social Science

30 TOTAL TESTS

### iii. Essay Tests

#### Characteristics

The student is given a somewhat general directive to discuss one or more related ideas according to certain criteria. One example of an essay question is "Compare operant conditioning theory and information - processing theory in terms of basic assumptions, typical research findings, and classroom applications".

#### Advantages

Essay tests reveal how well students can recall, organize, and clearly communicate previously learned information. When well written, essays tests call on such higher - level abilities as analysis, synthesis, and evaluation. Because of these demands, students are more likely to try to meaningfully learn the material over which they are tested.

#### Disadvantages

Consistency of grading is likely to be a problem. Two students may have essentially similar responses, yet receive different letter or numerical grades. These test items are also very time consuming to grade. And because it takes time for students to formulate and write responses, only a few questions at most can be given.

