
KFIT Rwanda e-assessment system expansion

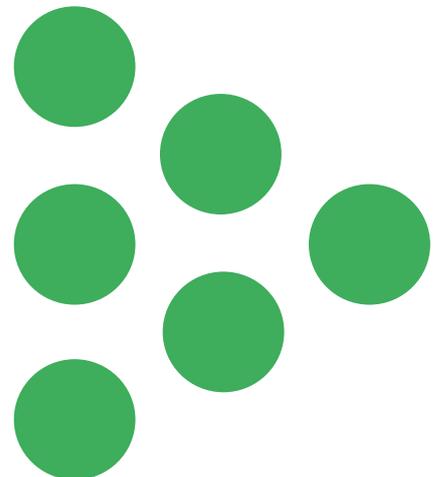
Writing tests and formative assessment

Self-learning course: overview

National Foundation for Educational Research (NFER)

This document accompanies the self-learning course which can be found on the Rwanda Education Board's online Moodle platform. It lists the materials available as part of the course and gives some background information on how they might be used.

The materials are closely based on those used for training sessions in February – May 2019 in Musanze, Rwanda. This is to ensure that understanding gathered from the self-learning course is aligned to the understanding gained by the participants in those training sessions. We intend for the course to be usable either for an individual or for the leader of future training sessions.



Overview

The contents of the self-learning course are as follows:

Moodle user guide

This document provides all the technical information needed to create and administer tests (quizzes) on the Moodle, including:

- logging into a Moodle account
- how to create a test and manage its settings
- how to write a range of different questions
- how to grade tests and view the results.

Session 1 - Formative assessment & basic Moodle knowledge

1.03 Formative assessment

This presentation gives a thorough introduction to formative assessment: what it is, how it should be used in the classroom and how it relates to formal testing.

Formative assessment quiz

This quiz is aligned to the formative assessment presentation and checks your understanding of the key concepts of formative and summative assessment.

Session 2 - Question writing for the Rwandan Curriculum & writing closed questions on the Moodle

2.01 Linking questions to the Competence Based Curriculum

This presentation covers the structure of the Rwandan Competence Based Curriculum and how to identify testable material within it.

2.02 Writing competence based questions

This presentation begins with an overview of Bloom’s Taxonomy and gives a more in-depth discussion of a simpler, but related, three-level (higher, middle, lower) hierarchy of question demand.

Using Bloom’s Taxonomy to write questions

This document applies the ideas contained in Bloom's Taxonomy to the task of writing questions for the Rwandan Curriculum.

Question sorting exercise

This document supports a valuable activity that can be used in training or completed individually. It requires participants to categorise questions according to whether they test higher, middle, or lower level skills.

2.03 Drafting closed questions

This presentation covers the key principles that underpin all question writing – the need to keep language simple, and avoid content that might introduce bias, for example. It proceeds to describe the requirements for a good multiple choice question.

Session 3 - Question quality principles & how to write open questions

3.01 Question quality principles

This presentation introduces the ideas of reliability, validity and manageability and explains why they are so fundamental.

3.02 Closed questions continued; drafting open questions and marking guides

This presentation begins by introducing a range of different question types. It then presents important principles for writing open questions, and discusses a range of marking guides – points-based marking guides and large qualitative levelled marking guides.

Session 4 - Test construction and quality assurance

4.01 Constructing a coherent test

This presentation covers what is needed for a test to function well: a range of question types and difficulties, a good coverage of the curriculum, and an avoidance of ‘enemies’.

4.02 Introduction to QA procedures and peer review

This presentation stresses the importance of quality assurance and presents the QA checklist (see below). It discusses the different quality assurance criteria on the checklist.

Quality Assurance Template

This document lists the most important criteria which a test must meet. It is designed to enable a reviewer to give clear and specific feedback to a test writer, on a question-by-question basis (page 1) and a whole-test basis (page 2).

Session 5 - Using outcomes formatively

5.02 Using results formatively

This presentation recapitulates the content from Session 1 on formative assessment, and discusses how formative feedback might be given after students have completed a test.

Other useful resources

e-assessment Pre-Test

This questionnaire was used during training to evaluate participants' practice and prior confidence in assessment and question writing. There are also questions which ask participants to describe their current assessment practice. The questionnaire helps to capture participants' capabilities and confidence, and it also allows participants to experience the Moodle from a student's perspective.

e-assessment Post-Test

Taking this test will allow trainers to assess how much more confident participants feel after five days of training.

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