

Checklist for HP232 Final Paper

Description:

Your final paper is a compilation of all the assignments for this course. The literature supportive discussion in each of the sessions is the alternative to taking final written examination.

Your Final Paper

Chapter	Course ILOs	Check if you have (Note: All sections are required)	Y	N																												
Chapter 1: Perspective of student assessment and test construction	Reflect on own understanding of student assessment	<ol style="list-style-type: none"> 1. What is your perspective about student assessment and test construction? 2. What is the role of test construction in student assessment? 3. Give one major test construction issue that you think is not clear to you which you want to clarify. 																														
Chapter 2: My Student Assessment Plan	Plan for achievement assessment	Section 1: Student Assessment Plan <ul style="list-style-type: none"> • A short discussion of the topic to be assessed <ul style="list-style-type: none"> ○ Part of what subject or course ○ When is it taken (year level and course level) ○ Purpose of assessment (what decision(s) will be made of the result) • List of ILOs for the subject/topic 																														
	Construct a TBL congruent with course/subject/topic ILOs Ensure test item validity	Section 2: Test Blueprint or Test Specification <ul style="list-style-type: none"> • The Test Blueprint table • Discussion and justification on the decision in terms of distribution of number of items by domain and by subject • Discussion on how the TBP will ensure test validity (of content, construct, and inference) <p>Table: TBP (note number of columns and rows are only for example and your actual TBP may have different number of rows and columns according to topics and ILOs to be assessed)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">Topics / subject</th> <th colspan="3">Domain</th> <th rowspan="2">Total</th> </tr> <tr> <th>Apply</th> <th>Analyze</th> <th>Create</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>Total</td> <td> </td> <td> </td> <td> </td> <td>TOTAL</td> </tr> </tbody> </table>	Topics / subject	Domain			Total	Apply	Analyze	Create																Total				TOTAL		
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Construct items using the following formats: a. MCQ b. TF c. Ext R Assign an item MPL using any of the following methods: a. Nedelsky b. Angoff c. Ebel		Section 3: The Test Items <ul style="list-style-type: none"> • Adequate number of items to represent each of the domain and subject covered in the blueprint and in the three item format versions and the domain level <ul style="list-style-type: none"> ○ MCQ ○ TF ○ Extended R 																														

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		<p>Table: Item Samples according to domain, item format, and assigned MPL</p> <table border="1" data-bbox="675 327 1278 510"> <thead> <tr> <th rowspan="2">Test Item</th> <th rowspan="2">Domain</th> <th colspan="3">Item Format and MPL</th> </tr> <tr> <th>MCQ</th> <th>TF</th> <th>Ext R</th> </tr> </thead> <tbody> <tr> <td>Item 1</td> <td>Analyze</td> <td>Actual item MPL</td> <td>Actual item MPL</td> <td>Actual item MPL</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Discussion and justification for the choice of item format(s) • Theoretical discussion of the different test item formats. • Discussion and justification assigned item MPL and the method used or processed used in generating the MPL 	Test Item	Domain	Item Format and MPL			MCQ	TF	Ext R	Item 1	Analyze	Actual item MPL	Actual item MPL	Actual item MPL																																														
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		<p>Section 4: Finalize Test for Use</p> <ul style="list-style-type: none"> • One-page sampler of final version of the written test <ul style="list-style-type: none"> • Test Title • Instruction to the students 																																																											
	Do test Item Analysis	<p>Section 5: Test Item Analysis</p> <ol style="list-style-type: none"> a. Test Item Analysis <ol style="list-style-type: none"> a. Item Difficulty b. Discrimination c. Item R b. Test Item Analysis Matrix c. Discussion <p>Table. Item Analysis Matrix (see sample in VLE)</p> <table border="1" data-bbox="678 1301 1262 1485"> <thead> <tr> <th rowspan="2">Discrimination</th> <th colspan="3">Discrimination</th> </tr> <tr> <th>negative</th> <th></th> <th>Very High</th> </tr> </thead> <tbody> <tr> <td>Very easy</td> <td>Item #</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Very Difficult</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Table. Item by Item Analysis (see sample in VLE)</p> <ol style="list-style-type: none"> a. Item by item analysis (using pivot table) b. Discussion <table border="1" data-bbox="654 1688 1246 1895"> <thead> <tr> <th rowspan="2">Group</th> <th colspan="4">Options</th> </tr> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> </tr> </thead> <tbody> <tr> <td>High</td> <td>frequency</td> <td>frequency</td> <td>frequency</td> <td>frequency</td> </tr> <tr> <td>Middle (optional)</td> <td>frequency</td> <td>frequency</td> <td>frequency</td> <td>frequency</td> </tr> <tr> <td>Low</td> <td>frequency</td> <td>frequency</td> <td>frequency</td> <td>frequency</td> </tr> <tr> <td colspan="5">Item Difficulty</td> </tr> <tr> <td colspan="5">Discrimination</td> </tr> </tbody> </table> <p>NOTE: If test was not conducted as planned, please use another set of assessment results (from other tests) as sample data for this section.</p>	Discrimination	Discrimination			negative		Very High	Very easy	Item #											Very Difficult				Group	Options				A	B	C	D	High	frequency	frequency	frequency	frequency	Middle (optional)	frequency	frequency	frequency	frequency	Low	frequency	frequency	frequency	frequency	Item Difficulty					Discrimination						
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	Assign grades to test raw score using Vlookup	Section 6: Using Vlookup to assign grades Figure: Sample Vlookup results (screen capture of excel is ok)		
References and Appendix				