3.2 Sample Assessment Validation

Course name   General English Intermediate

Course unit or macroskill   Reading

Assessment task   Bank Robbers Throw It All Away

Validation team members	Signature	Date
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Materials included with assessment task

☑ Source material (written text/recording)   ❑ Instructions for teacher
☑ Instructions/questions for student   ❑ Marking guide/rubric
☑ Answer sheet   ❑ Assessment feedback sheet

Learning outcomes being assessed by this task

1   Can identify the topic, purpose and main points of straightforward written texts on subjects which are familiar or of personal interest
2   Can recognise point of view, specific details and main conclusions
3   Can scan in order to locate specific information

Summary

Modifications required   ☑ Yes   ❑ No

- Review/rewrite existing questions
- Add questions to address LO1 and partially address LO2 *[See Note 1 below]*
- Provide instructions to teacher to ensure consistency in test delivery
- Provide marking guide

Date of next review   ___ / ___ / ___

Assessment validation checklist

Criteria	Y/N/NA	Comments / Action required
Validity – Does the assessment task do what it is meant to?		
1. Task is based on suitable social, educational or workplace activities and contexts.	Y	
2. Oral or written text type is authentic in purpose, content and format.	Y/N	Purpose and content suggest this is a magazine article but format is not authentic
3. Language (grammar, vocabulary) is consistent with course content to date.	Y	
4. Task relates directly to learning outcomes being assessed.	N	All questions involve scanning for specific information. This text lends itself to assessing LOs 1 and 2 as well.
5. Task assesses student's ability to meet learning outcomes being assessed	N	Assesses LO3 only and student has 33.3% or 50% chance of right answers for all questions
6. Assessment method is appropriate for skills being assessed	N	Some questions are poorly designed so that they are confusing or can be answered without understanding. *[Note 3]*
Reliability – Is the process consistent?		
7. Instructions to students ensure students are fully aware of assessment requirements.	Y	
8. The language of instructions is consistent with language level of the course.	Y	
9. Instructions to assessors are clear and unambiguous.	N	None provided – e.g. how much time should be allowed?
10. Marking guides/rubrics reflect learning outcomes being assessed.	N	None provided
11. Marking guides/rubrics are clear and unambiguous.	N	None provided
Flexibility		
12. Reasonable adjustment can be made for students with specific needs or language skill profiles.	Y	Can be enlarged to A3 if needed
Fairness		
13. Task does not require specialist knowledge beyond course content to date.	Y	
14. Task content will not impact negatively for personal or cultural reasons.	Y	Teachers should always be alert to personal circumstances of students in class *[Note 4]*
Currency		
15. Task material retains currency (e.g. of content, relationship to external tests).	Y	Likely to remain usable for a long time

Assessment Validation - Notes

1. LO2 can be only partially assessed since the text does not draw conclusions. Writer's point of view could be identified in a multiple choice question. Open ended questions, sequencing and paragraph matching tasks could also be used.

2. Learning outcome 4 reads:

   Can demonstrate understanding of simple technical information, such as operating instructions for everyday equipment.

   Where learning outcomes address a variety of text types, it is unlikely that one task can assess against all learning outcomes. Understanding of simple technical information will need to be assessed in a separate activity.

3. Examples of poorly designed questions include:

   1.1 Four minus two = two, so there is no way of knowing if the student is thinking of the two in the car or the two who escaped. The text could be modified to 5-2 or 4-1.

   2.1 Robbers tend to use stolen cars so F is a pretty safe choice.

   2.3 Getting the answer correct depends on understanding not only the text, but the idiomatic "nearly got run over" in the questions. Language of questions should be straightforward and somewhat simpler than the text to ensure they test comprehension of the text itself.

   1.5 A competent reader could be confused by this question. The car actually avoided traffic lights by using back streets, whereas "didn't stop" suggests driving through a red light.

   1.8 This is inaccurate, or at best ambiguous. Only two of the robbers were arrested in the end.

4. If the teacher is aware of a student who has been the victim of a robbery or road accident, it might be best to avoid using this task.