


# FQAS-ASSESSMENT

Employ a Variety of Summative Assessment Strategies, Communicate Assessment Results to Promote Student Learning



Make sure that the tests you use are fair, valid and reliable!



## TO DEMONSTRATE THIS COMPETENCY...

**You will develop a question and answer test**

### Where do I start?

1. Select a competency for which you will develop an test.
2. Make sure that the competency is written with a verb that refers to knowledge, rather than skills and abilities.
3. Review the attached scoring guide.
4. Write a series of different questions that test the abilities of the learners who will take it.
5. Some of the items on the scoring guide will not be answered within the test itself. Write a short reflection to answer the remaining questions.
6. Make sure that the number and type of questions meet the criteria for this assessment.
7. Submit your work to a peer for review and make necessary revisions.
8. Submit your completed work to your instructor



### What's the Point?

You've been taking tests since you started school. In fact, you probably feel tests are synonymous with education. Make sure the tests you give are fair, valid and reliable.

# SCORING GUIDE

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You must achieve a rating of at least “2” or “yes” on each SHADED criterion to demonstrate competence. Work that does not meet these criteria may be returned to you for revision. Criteria in non-shaded rows impacts your grade, but is not tied directly to the competency evaluation.

You've almost made it!



<b>Student Rating Scale</b>	<b>Instructor Rating Scale</b>
4: I've far exceeded the minimum and this is some of my best work. It could be used as an example of superior work for future classes.	+: I agree that you have met competence but feel that you have <b>understated</b> your performance for this criterion
3: I've done more than the minimum. I've looked at other examples of work, and mine is as good or a little better.	=: I agree that you have met competence and feel that you have <b>accurately</b> assessed your performance for this criterion
2: I've done the minimum and I know the basics are covered.	-: I agree that you have met competence but feel that you have <b>overstated</b> your performance for this criterion
0: I've left something out or done something wrong.	0: You have failed to meet competence in this criterion and revision is necessary.

### Scoring Guide

<b>Criteria</b>	<b>Student Rating</b>				<b>Peer Rating</b>			
	yes	no			yes	no		
Your test is valid, measuring the intended skills, knowledge, or attitudes described by the desired learning outcomes	yes	no			yes	no		
Your test consists of at least ten items, including three different types of test items (e.g. essay, multiple choice, matching, short answer, true/false, etc.)	yes	no			yes	no		
Your test items are consistent with the levels of knowledge represented in the learning objectives and/or the target learning outcomes (AKA- level with the competency verb)	yes	no			yes	no		
Your test includes a scale and a checklist or key for grading	yes	no			yes	no		
Your test provides clear directions for the learner	yes	no			yes	no		
Your reflection includes a list of targeted learning outcomes [competency, core ability, program, or general education]	yes	no			yes	no		
Your reflection describes how you will use the test results to provide feedback to learners	4	3	2	0	+	=	-	0
Your reflection describes how assessment results with help you to improve the teaching process	4	3	2	0	+	=	-	0
Your reflection answers the questions, is the test valid, is the test fair and is the test reliable?	yes	no			yes	no		