How to improve teacher trainers’ assessment knowledge and skills?

The development of a diagnostic instrument.

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April, Novembre 25, 2011

Program

• wrap-up ‘considered and competent testing and assessment’
• How to improve awareness and competence?
  – Self-assessment diagnostic instrument
    • Requirements
    • development
  – Does it work?
Wrap-up

• Testing and assessment in teacher education

Relevancy for the teacher trainers and their self-assessed competences

• Most relevant: A teacher trainer knows different types of assessment tasks (M=3,54)
• Less relevant: A teacher trainer is capable to write an assessment plan in which learning objectives and measurement methods are described. (M=2,91)
Relevancy for the teacher trainers and their self-assessed competences

• Highest competence: A teacher trainer is competent as a teacher (M=3.21)
• Lowest competence: A teacher trainer knows the meaning of the ‘time and cost’ criterion (M=2.42)

How to professionalize?

• Event driven vs. demand driven
  – Study days, assessment conferences
  – Just-in-time
• Formal, non-formal or informal
• Assessment for learning
How to professionalize?

A digital diagnostic instrument to self-assess your own knowledge and skills on testing and assessment including informative feedback and further professionalisation assistance.

Design requirements

Question: If you have a testing development question, and the only thing you have in reach is that instrument.....
What should be the requirements for that self-assessment instrument?
Requirements for self-assessment instrument

First, we need assessment items

Development of items on assessment  
- example -

You are asked for advice in setting a cut score for a diagnostic test around health care. The questions for this test have been tested in a trial setting with people working in the health care.

Given this information assess the correctness of the following statement:

The Angoff method is the most reliable method to set the cut score.
0 True
0 False
Correct, answer is FALSE.

Feedback:
Setting cut scores is not an exact science and there are a number of different procedures (such as the Angoff or Nedelsky methods) which should be considered depending on the stakes level, time, expertise and data available.

Source: www.questionmark.com

Development of items on assessment
- Four teams
- Quality of items
- Importance of feedback
- Learning effect!
Requirements for self-assessment instrument

- Content: formative assessment
- Feedback
- Search facilities
- Usability

Conclusions

- Writing items on assessment stimulates learning about assessment.
- Instrument development in a research project is not a goal, but a means.
Thank you for your attention!

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