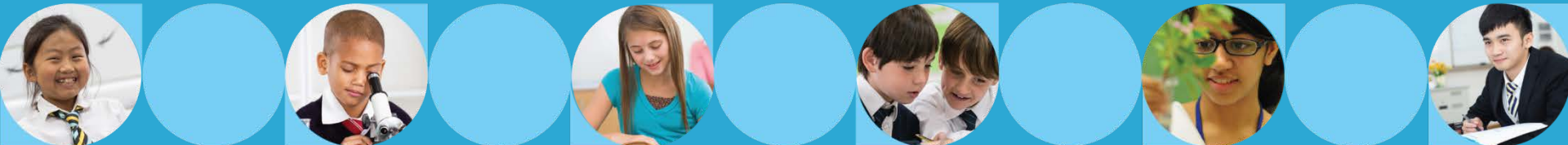# Developing valid, reliable and accessible assessments

The life of a question paper

Anne Gutch

Deputy Director, Qualifications, Assessment Division

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Warm up

Text type

- **Blog**
- **Newspaper article**
- **Novel**
- **Railway timetable**
- **Travel guide**
- **Academic article**
- **Notice**
- **Food labelling**

Types of reading

- **Skimming- for gist**
- **Scanning- for specific information**
- **Reading for gist**
- **Reading for detail**
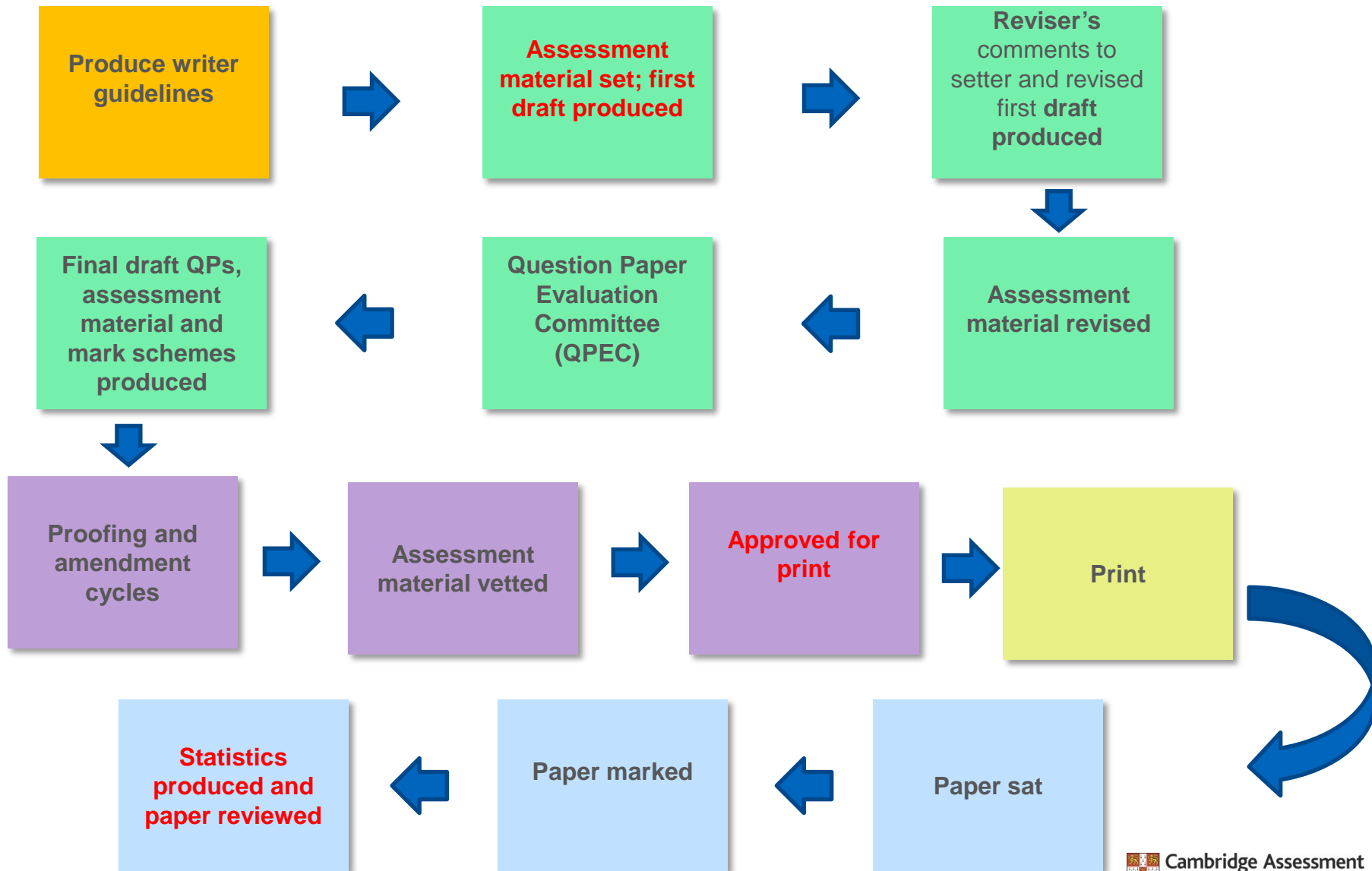- **Reading for summary writing**
- **Reading for pleasure**

Contents

- Producing fair assessments

- The life of a question paper

- Description of O Level English Language, Paper 2 Reading

- Focus on question 8 and 9 - examples of changes in drafts

- Statistical evidence for performance of questions

- Using this task in the classroom- writing your own

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Producing fair assessments

▶ …**v**alidity

▶ …**r**eliability

▶ …positive **i**mpact on classroom practice

▶ …**p**racticality

VRIP

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The life of a question paper

Produce writer guidelines → **Assessment material set; first draft produced** → **Reviser's** comments to setter and revised first **draft produced**

↓

Final draft QPs, assessment material and mark schemes produced ← **Question Paper Evaluation Committee (QPEC)** ← **Assessment material revised**

↓

Proofing and amendment cycles → **Assessment material vetted** → **Approved for print** → **Print**

↓

Statistics produced and paper reviewed ← **Paper marked** ← **Paper sat**

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Description of O Level English Language Paper 2 Reading

- **Section 1: Reading for Ideas (25 marks)**
- Candidates scan a factual text and identify key points.
- Candidates use their notes to produce a written summary of 150–180 words.
- Candidates answer questions to identify examples of a function in the text
- **Section 2: Reading for Meaning (25 marks)**
- **Candidates respond to questions about one narrative passage.**
  - **Note the introduction of multiple choice style questions**
  - **And a separate part with questions on writer's craft**

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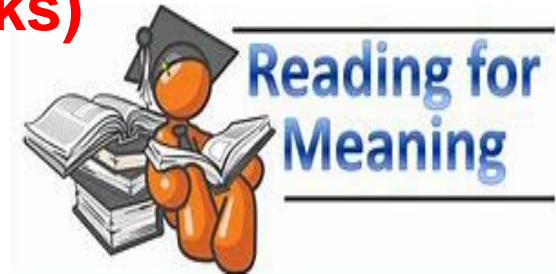
What is Paper 2, Section 2 assessing?

▶ R1 Demonstrate understanding of explicit meanings

▶ R2 Demonstrate understanding of implicit meanings and attitudes

▶ R3 Analyse, evaluate and develop facts, ideas and opinions

▶ R4 Demonstrate understanding of how writers achieve effects

▶ **Language** is tested in the **Reading for Meaning** section, where there is a greater demand for English language skills in order to demonstrate more in-depth understanding of a text, including literal and implied meaning, deducing meaning of vocabulary from context, and writer's craft.

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Focus on questions 8 and 9

▸ Deducing meaning of vocabulary from context

▸ 'Writer's craft' – how writers achieve effects

▸ **Task 1**, Handout 1: review **first draft** for these questions and discuss changes you would make.

▸ **Task 2**, Handout 2: review **final version** and note changes. Were any the same as yours? Can you work out the rationale for them?
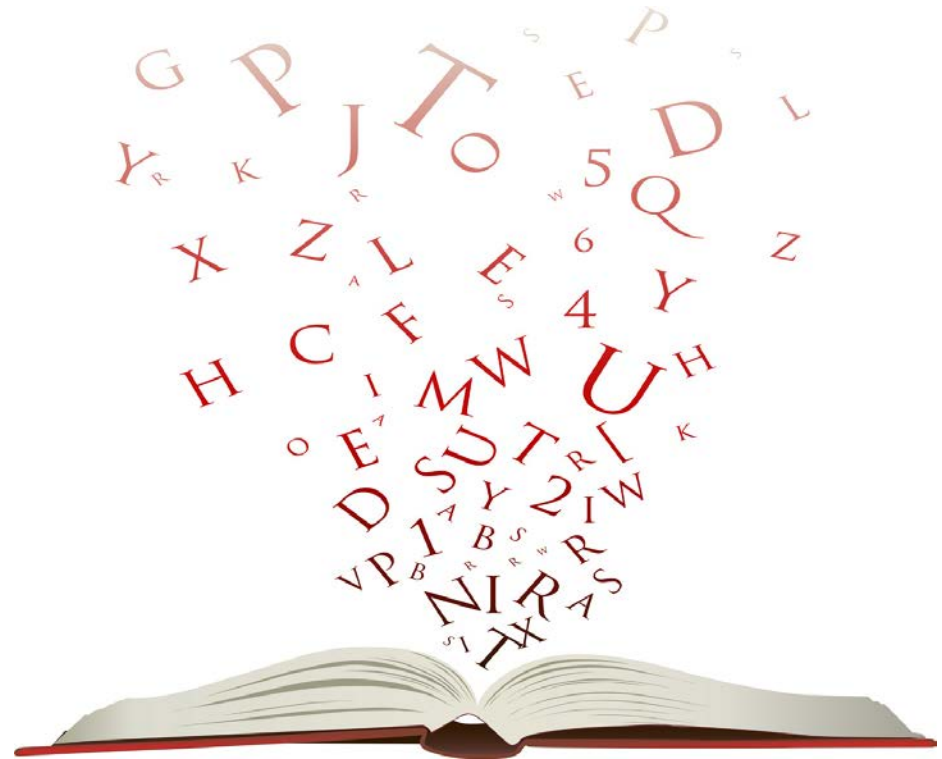
Rationale for changes between first and final versions

Looking at First draft (Handout 1)

Question 8

▸ a) B and D- difficult words – possibly more difficult than the item tested.

▸ b) B could be correct?

▸ c) A, B and D all possibly correct?

▸ d) changed word to be tested from 'snarled' - hard to find literal options which are different enough from each other.

▸ e) A, B and D were all possible keys.

Rationale for changes between first and final versions

Looking at First draft (Handout 1)

Question 9

(we are not using (a))

b) ' affecting nonchalance…'

▸ rather difficult

▸ 'meaning' encroaches on what is suggested for 'effect'.

▸ Changed to a different phrase which has a clearer difference between 'meaning' and 'effect'.

Statistical evidence

‣ **Facility** – how easy it was for this cohort. Acceptable range is .25 to .80

‣ **Discrimination** – how well does the question discriminate between stronger and less able candidates (against performance on the whole question paper)

The higher the number the better. Range should be .20 to .70

A general guide is: Below 0.20: Poor

0.20-0.39: Fair to Good

0.40-0.70 Very good

‣ **Omit** – how many did not answer.

Task 3 – using statistics

▸ **Task 3**: Look at the finalised questions on **Handout 2** and consider which you think is the easiest from 8a)-e).

▸ Are there any which might cause problems?

Handout 3 - final version with statistics. Were your ideas right?

Task 3 findings

Easiest is 8d) but discrimination is still good.

None with facility below .62.

Issue with discrimination with 8a). Metaphorical meaning may have confused candidates.

0 omits for question 8; .03 for question 9.

Writing your own
Task 4

▸ Pick a word from the text and write the key plus distractors.

▸ Make sure candidates have to use context to understand, and the distractors are all wrong!

Thank you
Any questions?

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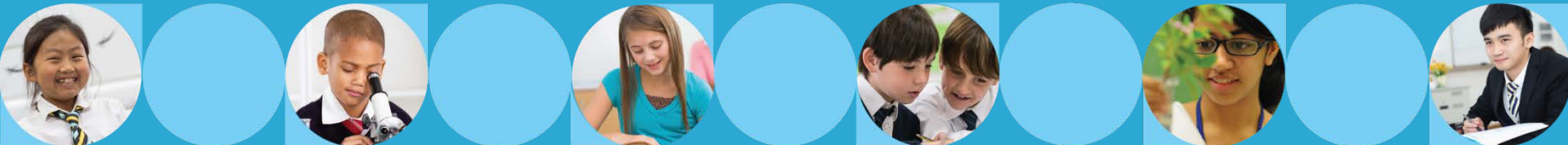
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