

Developing valid, reliable and accessible assessments

The life of a question paper

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Warm up

Text type s success, says Alan e star when he and s attended the recent

Bloge

ony. The men rented Academic article a to the black-tie af-

Notice

re the ceremony, the afterward h most of the nomior. Mr. Light and his doony, said the only p was Don DeFore,

s a very relaxed aft, most dressed very taken with several of

"Hazel" series.

the stars beforehand res taken. "I always re, even though I di-

ling to have their pic-

He said Michael J. Fox, the star of "Famil was really shy. "He was friendly, just very seemed a little uncomfortable with his fame.

At the rehearsal Fox wore a suit coat, jeans with Skimming- for gist knees ripped out and smoked non-stop. "I also he him ask someone to get him a Diet Pepsi, so he really does drink that stuff.

Mary Tyler Moore, "looked really good," to a pece Newspaper article so thin, looked better

t renearsal than she did in a should gown the next day at the awards. The best looking star he saw, said Mr. Light, was Ra-

quel Welch. "She looked fantastic, At rehearsal wore jeans and a jean jacket. She looked stunning timetable and Mark Lynn-Baker, were both very friendly.

guided and laughed a lot."

just like he is on the show and even stutters."

anie Bartlett and her husbard. Wil "St. Elsewhere" - were also very friendly, he said

and really pleased to meet someone from the Quit-Cities. Bartlett won the Emmy that evening for itest netress in a drama.

d in a Food labelling man, who showed up at reheated in the shirt and baggy shorts. "He was about the nicest one

there actually. We talked to him the longest." When they arrived at the awards show Sunday, Jana

were lined across the street, screaming as the stars and other guests walked up the red carpet to the auditorium. "You could tell the stature of the star by how loud the screaming was."

The stars who drew the loudest screams, he said, were Tom Selleck, Michael J. Fox and Kirk Cameron, a star of "Growing Pains."

Mr. Light said they saw Bruce Willis, who were an 1800s-style tuxedo with an ankle-length coat, but never got a chance to talk to him. He did say that from watching Willis talking with other people, Willis

Types of reading

Scanning- for specific information

Reading for gist

Reading for detail

seemed to really like each other. They stuck to Reading for summary writing

Reading for pleasure



(5- Train Schedule MORATUWA-COLOMBO FORT

Depart.	- 201 11 11 11 11	ACTION AND ASSESSMENT	4.1364
07:39	08:10	0.31 h	EXPRESS TRAIN
07:43	08:23	0.40 h	COLOMBO
07:50	08.29	0.39 h	COLOMBO COMMUTER
08:00	08:33	0.33 h	COLOMBO COMMUTER
2232	32.33	17 (2 (2 (2 (2 (2 (2 (2 (2 (2 (2 (2 (2 (2	Andrews and server

COMMUTER

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



Producing fair assessments

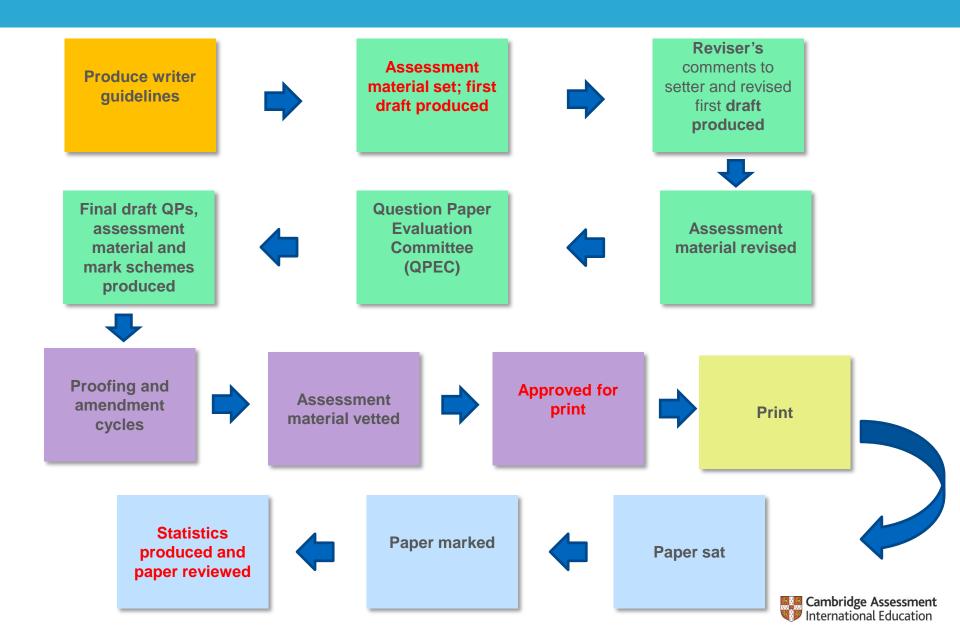
- ...validity
- ...reliability
- ...positive impact on classroom practice
- ...practicality







The life of a question paper



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.
- IDEA
- 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



Reading for

Meaning

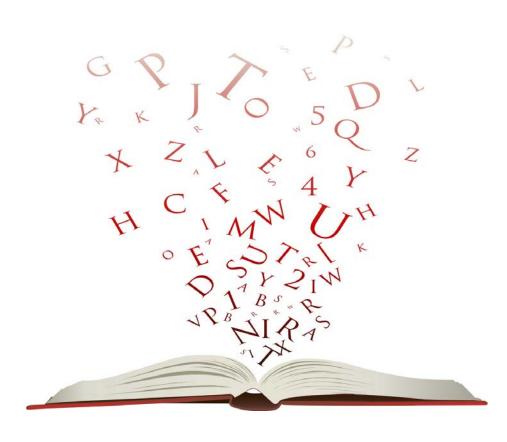
What is Paper 2, Section 2 assessing?

- ▶ 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.



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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