

Developing valid, reliable and accessible assessments

The life of a question paper

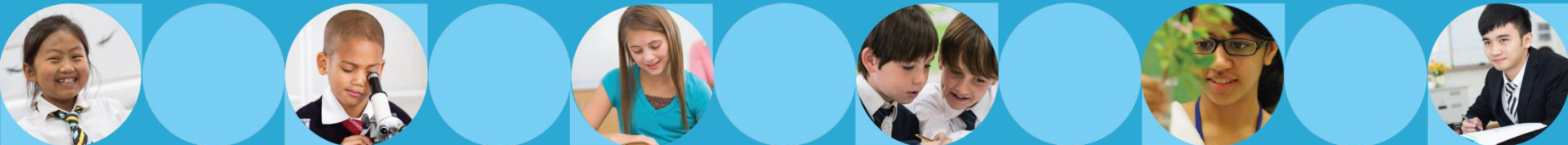
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Warm up

The need for quality and accuracy

Rank the types of text according to how accurate they need to be

Online blogs

Newspapers

Tweets

Fiction books

Comics

Question papers and markschemes

School text books

Personal text messages/whatsapp messages



Contents

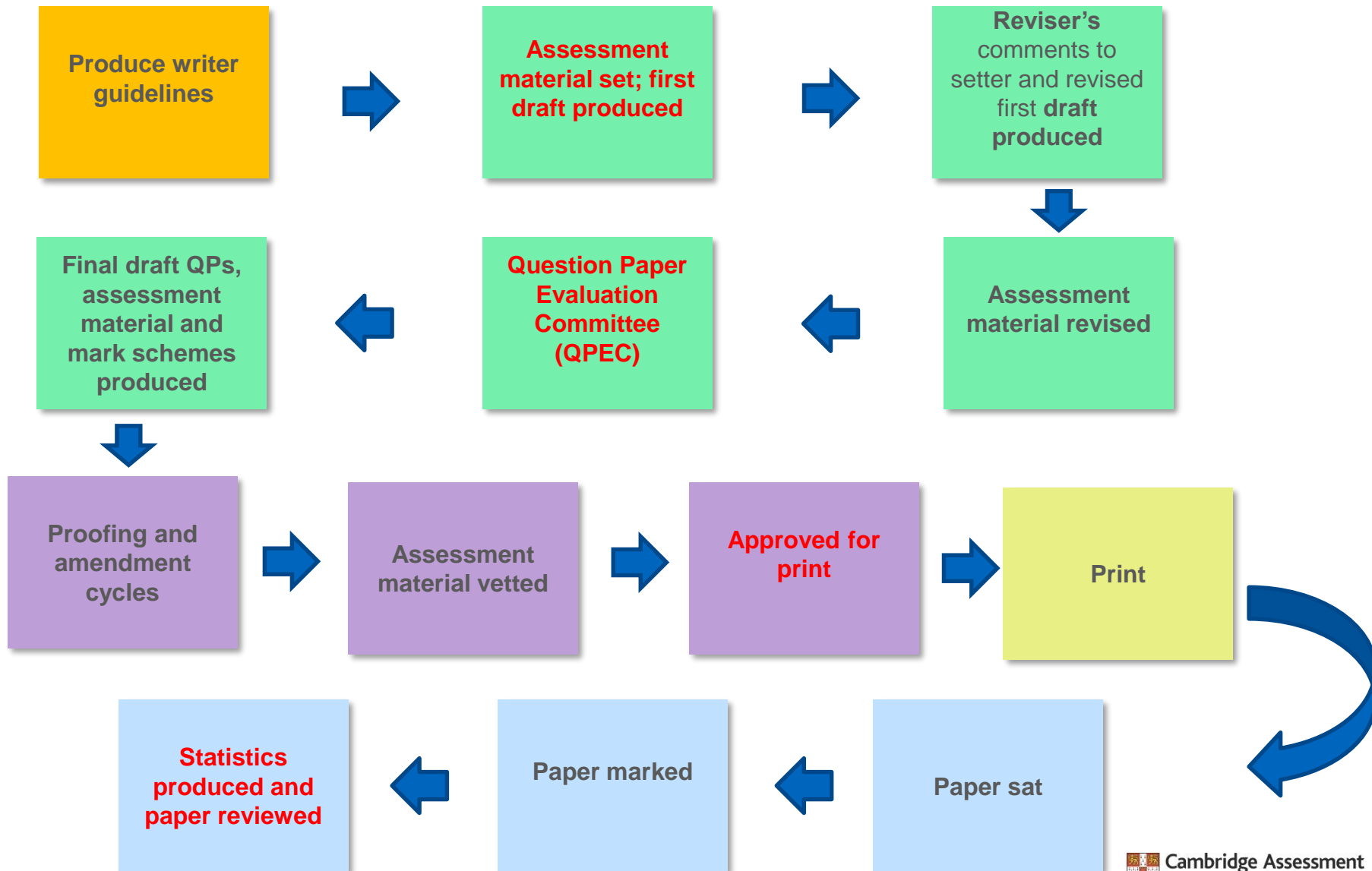
- ▶ Producing fair assessments
- ▶ The life of a question paper
- ▶ Description of IGCSE First Language English, Paper 2 Writing
- ▶ Focus on questions 2 to 5 - examples of changes in drafts
- ▶ Statistical evidence for performance of questions
- ▶ Using this task in the classroom- writing your own

Producing fair assessments

- ▶ ...**v**alidity
- ▶ ...**r**eliability
- ▶ ...positive impact on classroom practice
- ▶ ...**p**racticality



The life of a question paper



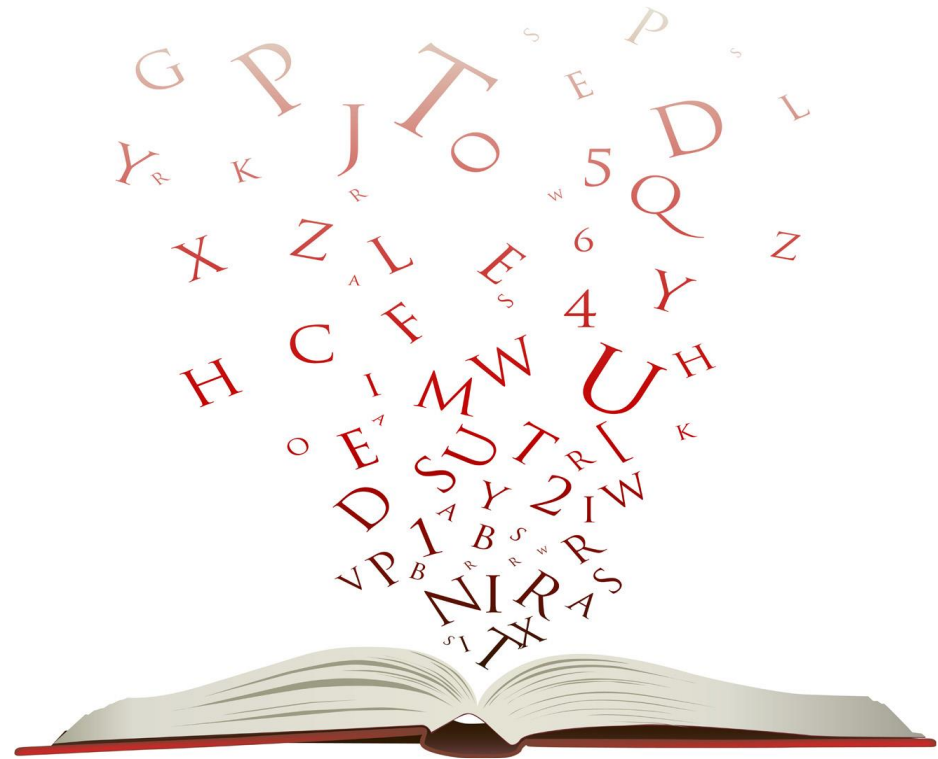
IGCSE First Language English Paper 3 Directed Writing & Composition

- ▶ Section 2 Composition (25 marks) Candidates answer one question from a choice of two descriptive and two narrative titles
- ▶ This question tests the following writing assessment objectives (25 marks)
- ▶ W1 articulate experience and express what is thought, felt and imagined
- ▶ W2 sequence facts, ideas and opinions W3 use a range of appropriate vocabulary
- ▶ W4 use register appropriate to audience and context
- ▶ W5 make accurate use of spelling, punctuation and grammar.

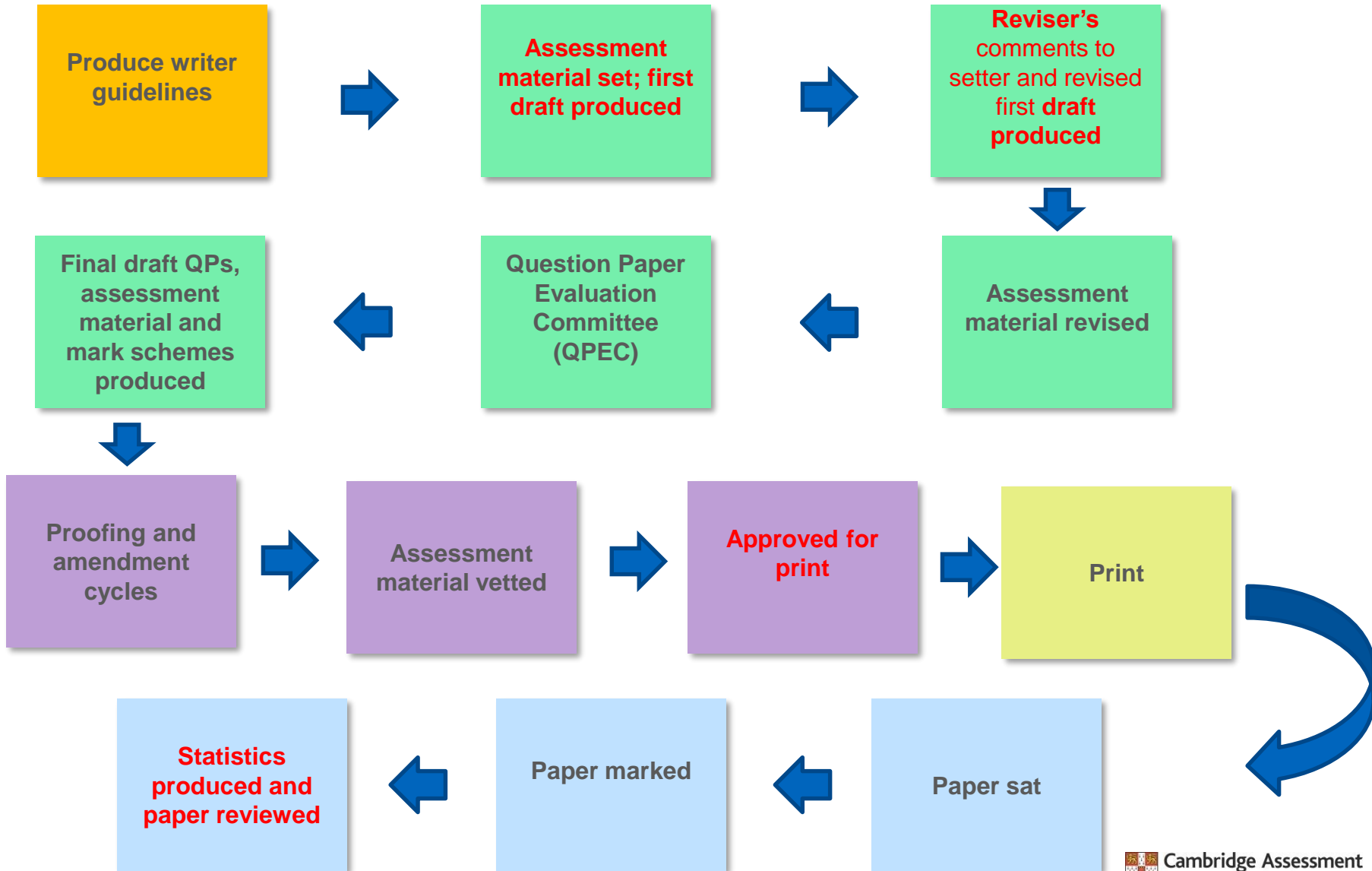


Focus on questions 2 to 5

- ▶ **Task 1**, Handout 1: review **first draft** for these questions and discuss changes you would make.
- ▶ Are the questions accessible and clear to all candidates?
- ▶ Are they equal in demand?
- ▶ Is the choice of vocabulary fair?
- ▶ Is there any possible overlap in question content?
- ▶ Make any edits you agree with your partner.



The life of a question paper



Focus on questions 2 to 5 (continued)

- ▶ The paper progresses through vetting and proofreading stages
- ▶ Now look at the ‘approved for print’ version
- ▶ **Task 2**, Handout 2: review **final approved for print 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

▶ Reviser and QPEC comments

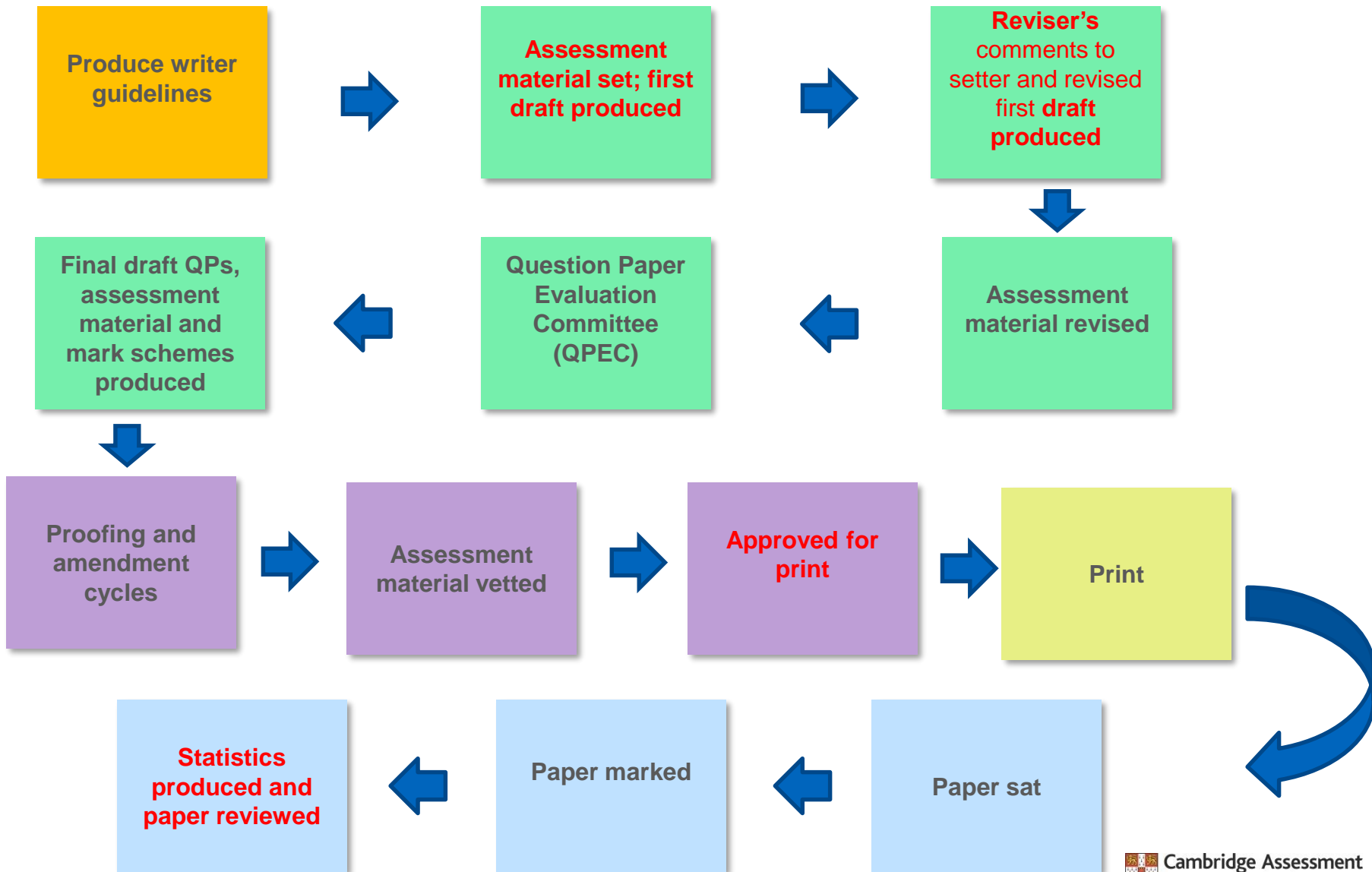
Question 2: Original and with plenty for candidates to do. This should get a good variety of responses but doesn't quite address AO.

Question 3: Would candidates understand 'landmark'? They do not always understand 'landscape' 'Look at it' suggests just the exterior, which is a bit limiting.

Question 4: Should be excellent.

Question 5: It might be lost because it was stolen. There is nothing wrong with the topic, but it is a little similar.

The life of a question paper



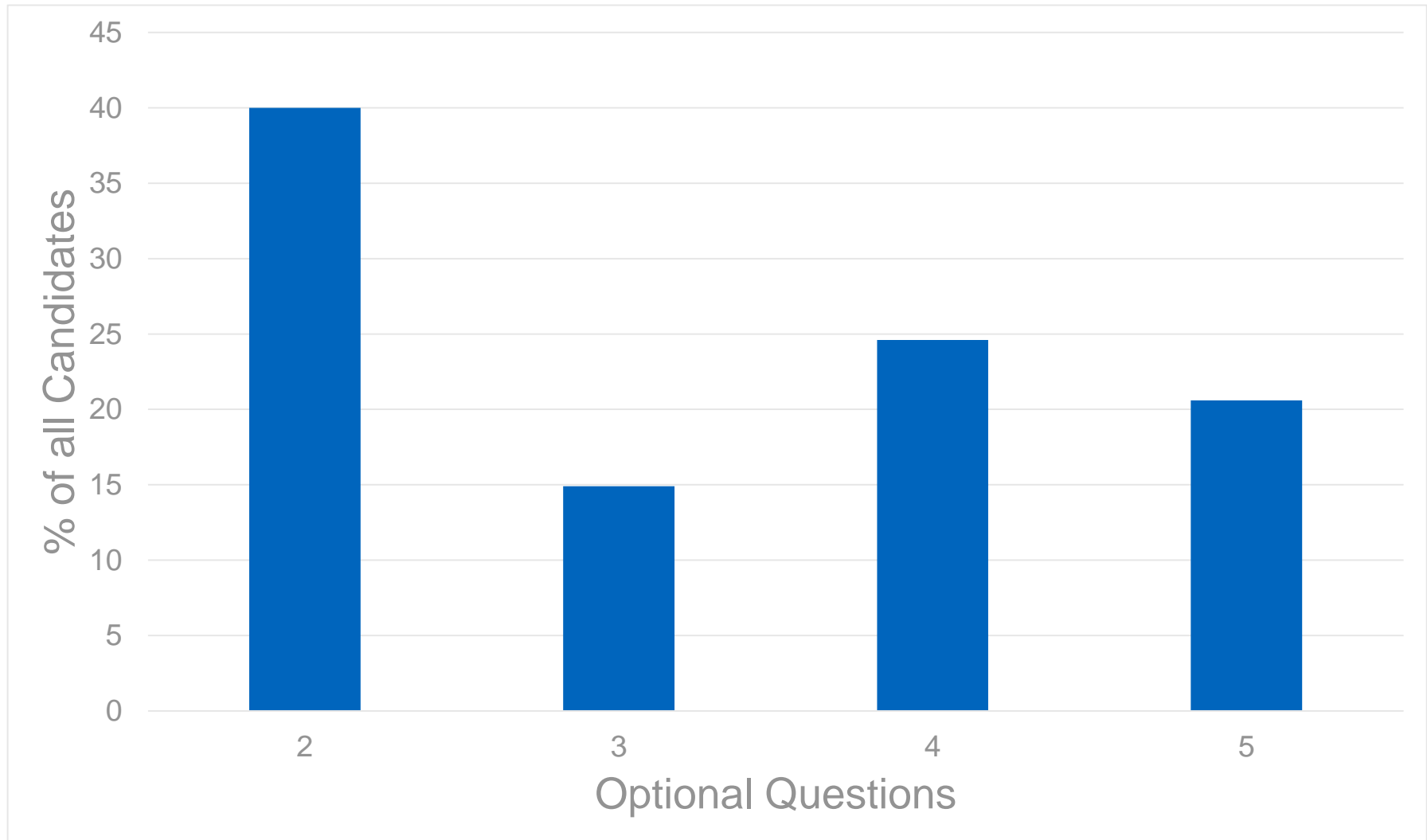
Statistical evidence

- ▶ **Facility** – how easy it was for this cohort. Acceptable range is .25 to .80
- ▶ **Percentage choosing** – how many choose each optional question
- ▶ **Correlation** – optional questions are correlated with performance on the compulsory question to see if the results are stable

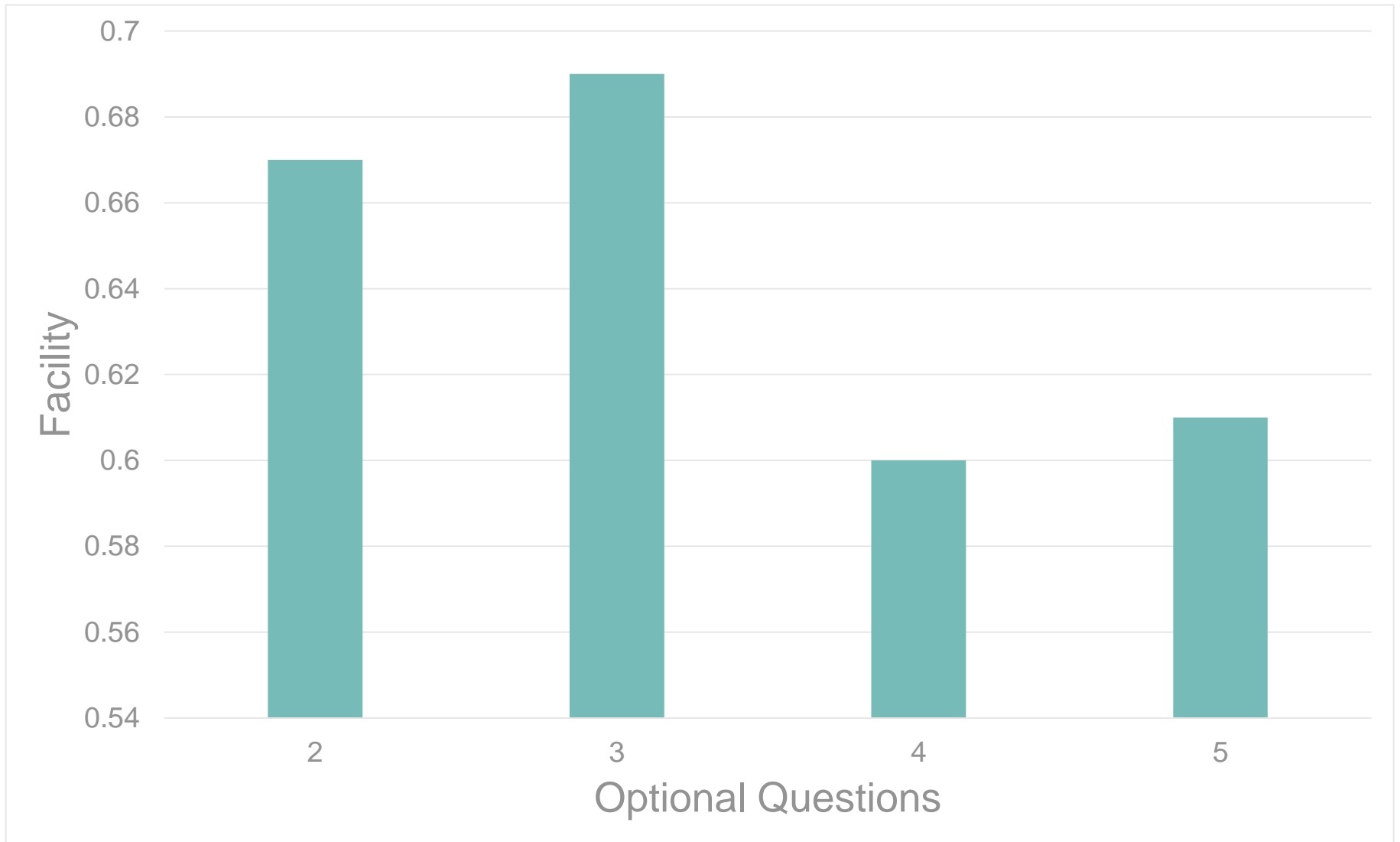
Task 3 – using statistics

- ▶ **Task 3:** Look at the finalised questions on **Handout 2** and consider:
 - ▶ Which questions do you think would be most popular with candidates?
 - ▶ Would any be harder or easier for them?

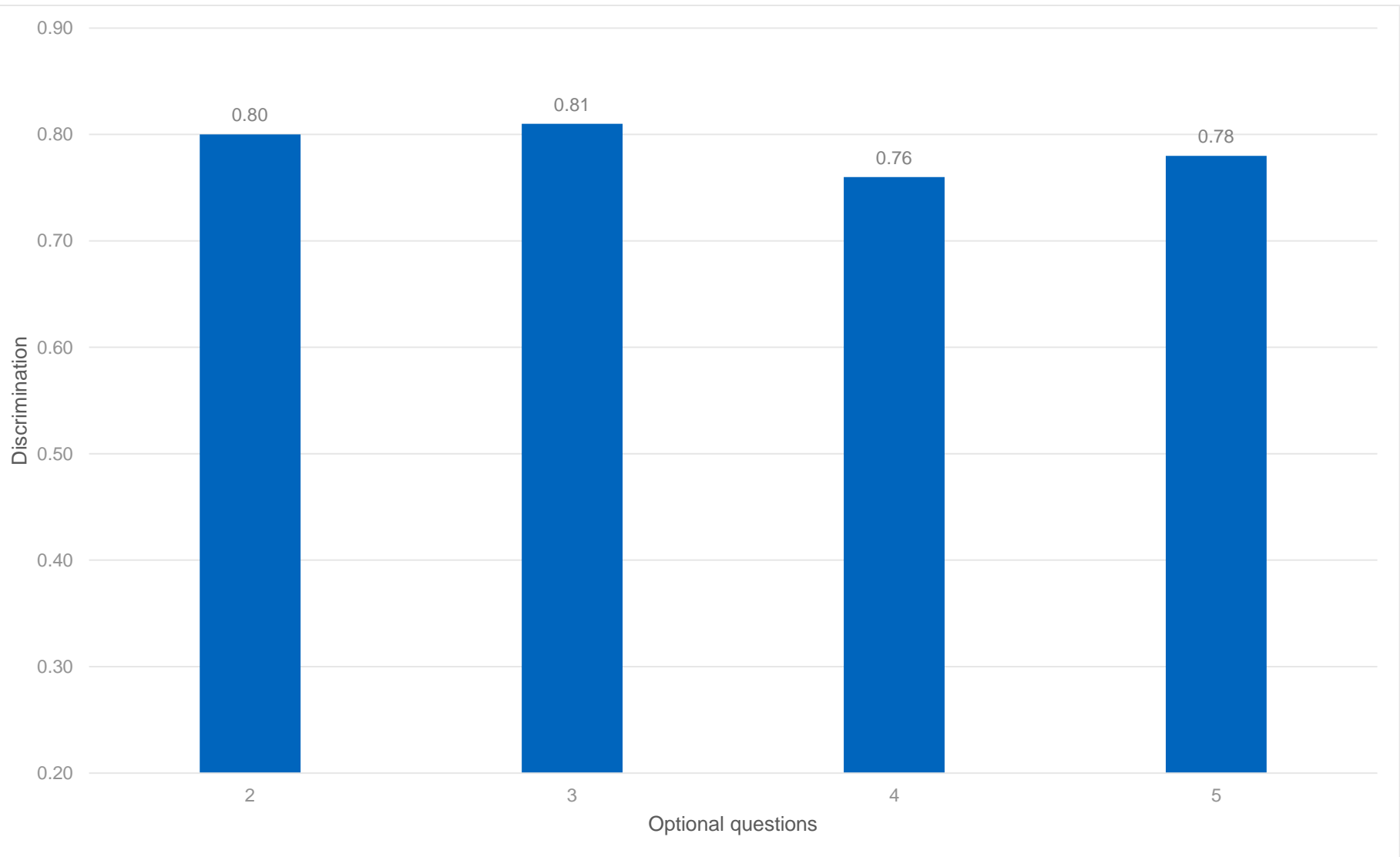
Percentage of candidates choosing each optional question



Facility for each question



Correlation between optional questions and compulsory question



Task 3 findings

Which question was:

Most popular: question 2 **Least popular:** question 3

Highest facility: questions 2 and 3 but all very comparable
(most able candidates took these questions)

Lowest facility: question 4 (but less strong candidates took this question)

Correlation: correlation figures are high for all four optional questions; thus the questions are assessing students' performance in a comparable way

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

Task 4

What could you do with these texts in class?

The Fox And The Grapes

On a hot summer day, a fox comes upon an orchard and sees a bunch of ripened grapes. It thinks: “Just what I need to quench my thirst.” It moves back a few paces, runs, and jumps but falls short of reaching the grapes. It tries in different ways to reach the bunch of grapes, but in vain. It finally gives up, and says to himself “I am sure they are sour anyway.”

Moral: It is easy to despise what you cannot get your hands on.

Calmly, the elegant fireball emerges above the glistening ocean, shining a bright torch over the African landscape. Despite the scorching temperature, I anxiously gaze around my surroundings. I pause. Gloriously, I take in the fresh smell of sea salt and can feel the warm breeze attacking my soft skin. In the distance, trees stand like soldiers, their branches waving at me as I hear the pride of lions roaring like an old car engine. **SAMPLE**

What could you do with this in class?

Which do you think would gain more marks?

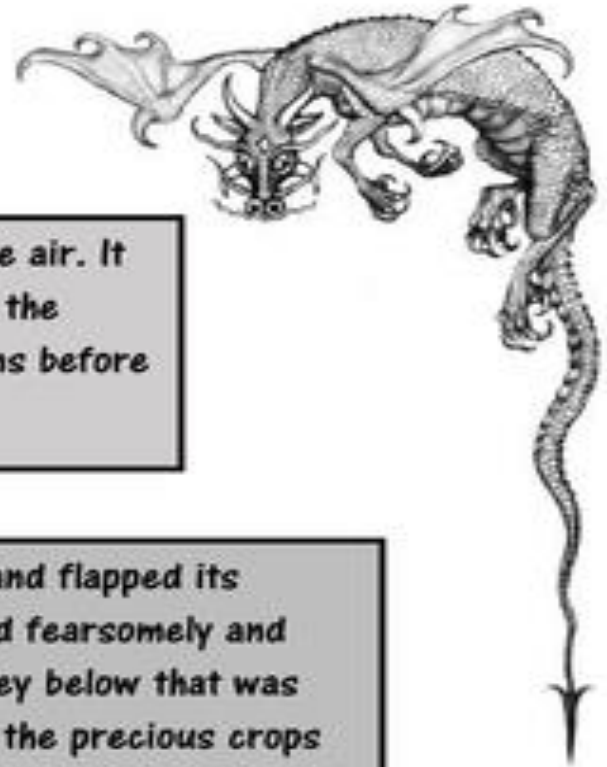
Which one is better?

1.

The dragon flew from the cave and flapped its wings in the air. It let out a roar and then flew into the valley below. It burnt the crops of the village people and picked up a cow in its talons before flying back into the cave.

2.

The snarling dragon shot from the huge cave and flapped its mighty wings in the cold, morning air. It roared fearsomely and then speared downwards into the luscious valley below that was full of swaying corn. The hungry dragon burnt the precious crops of the poor village people, wilting the green stalks with a fierce inferno that began in its cavernous jaws. The beast clasped a cow in one of its sharp talons before flying lazily back into the cave.



In the classroom

Brainstorm ideas for teaching writing

- ▶ Pick a range of texts and ask students to decide if narrative, descriptive, or both
- ▶ Provide two short texts for comparison; or compare the base text and ask them to expand
- ▶ Ask students to write their own titles and swap
- ▶ ‘Consequences’: pick a title and students write a paragraph, fold the page over and pass on. Some hilarious results!
- ▶ Students write a paragraph in a chosen genre and pass to another student who writes in a different genre. Then read out and suggest which genres they are.
- ▶ Brainstorming ideas for content before writing – joint planning.

Thank you
Any questions?





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