

Teachers' Assessment Literacy on Competency-Based Assessment:

- A questionnaire to be filled out by the Teachers.**

General Directions for the Teachers:

- Provide guidance for the Teachers.**

We appreciate your participation in this assessment, which aims to assess your competence in educational assessment, particularly in the context of Competency-Based Assessment. Your insights are valuable, and we assure you that all information provided will remain confidential and exclusively used for research purposes.

A. Background information

Instruction: - Please, complete the blank with the information that correspond to your

Name of institute/college teaching in _____

Name of institute/college you teach in _____

Sex _____

Age _____

Department _____

level _____

This section aims to assess your assessment literacy in competency-based assessment. Please respond to the following 35 multiple-choice items, spread across seven categories. For each item, choose the most suitable response from options A, B, C, or D.

Choosing assessment methods

1. What is the most important consideration in choosing a method for assessing student competence?
 - a. Ease of scoring the assessment.
 - b. Ease of preparing the method of assessment.
 - c. Accuracy of assessing attainment of instructional objectives.
 - d. Acceptance by the college administration.

2. W/ro Alemitu wished to assess her students' understanding of the method of problem solving she had been teaching. Which assessment strategy below would be most valid?

- a. Select a textbook that has a "teacher's guide" with a test developed by the authors.
- b. Develop an assessment consistent with an outline of what she has actually taught in the class.
- c. Select a standard test that provides a score on problem solving skills.
- d. Select an instrument that measures students' attitudes about problem solving strategies.

3. You want to know if you can grade your students using a digital language performance test. What information do you need to help you decide?

- a. Students are familiar with using computers.
- b. Students are familiar with computer-based tests.
- c. Students like to be tested digitally.
- d. All of the above.

Developing Assessment Methods

4. A teacher wants to document the validity of the scores from a classroom assessment strategy she plans to use for assigning grades on a class unit. What kinds of information would provide the best evidence for this purpose?

- a. Have other teachers judge whether the assessment strategy covers what was taught.
- b. Match an outline of the instructional content to the content of the assessment strategy.
- c. Let students in the class indicate if they thought the assessment was valid.
- d. Ask parents if the assessment reflects important learning outcomes.

5. Which of the following actions would most likely increase the reliability of Ato Belete 's multiple-choice end-of-unit examination in physics?

- a. Use a blueprint to develop the test questions.
- b. Change the test format to true-false questions.
- c. Add more items like those already in the test.
- d. Add an essay component.

6. For a pre-intermediate class, Ms. Salma developed a 60-minute reading comprehension test (1000 word text about Google) that has 15 multiple-choice items. What is the best way for Ms. Salma to increase the reliability of her test?

- a. Increasing the number of multiple-choice items.
- b. Matching the content of the test to that of her instruction.
- c. Allocating more time for students to finish the test.
- d. Changing the test format to True/False questions

7. Test item analysis is conducted on objective test questions. The main purpose of conducting item analysis is:

- a. Examining whether test items cover the content of the course.
- b. Examining whether test items are aligned with exam specifications.
- c. Examining whether test items are marked correctly by teachers.
- d. Examining whether test items distinguish between stronger and weaker students.

Administering, Scoring, and Interpreting Results

8. Ato Gedu teaches Monitoring and Administer Database to a pre-intermediate class. Every time he has a lab class, he makes sure that his students go to a specialized pre-intermediate reading website that offers a wide range of reading quizzes with automatized scoring. Students at least do one quiz as a warm up

Considering the distribution of the scores around the mean for both classes, which statement is likely true?

- a. The performance of students in class B is better than their counterparts in class A.
- b. The mean is the best indicator of student performance in class B.
- c. Class B is multi-level while class A is more homogenous.
- d. Scores of class B students are normally distributed.

11. Ato Melese developed a midterm exam for his high-intermediate classes (70 students).

The reading section of the test has multiple-choice questions with three distractors each. The first question asks students to decide on the best title for the reading (four choices A, B, C, & D, with B being the correct choice). Students' responses according to item analysis were as follows:

Distractor	A	B	C	D
% Students' Responses	0%	65%	20%	15%

Which distractor has to be replaced in future tests:

- a. Distractor A.
- b. Distractor C.
- c. Distractor D.
- d. None.

12. Students in Ato Gebeyehu's science class are required to develop a model of the solar system as part of the end of unit grade. Which scoring procedure below will maximize the objectivity of these student projects?

- a. When the models are turned in, Ato Gebeyehu identified the most attractive models and

gives them the highest grades, the next most attractive gets a lower grade, and so on.

b. Ato Gebeyehu asks other teachers in the building to rate each project on a 5-point scale based on their quality.

c. Before the projects are turned in, Ato Gebeyehu constructs a scoring key based on the critical features of the projects as identified by the highest performing students in the class.

d. Before the projects are turned in, Ato Gebeyehu prepares a blueprint or blueprints of the critical features of the product and assigns scoring weights to these features. The models with the highest scores receive the highest grades.

13. When the directions indicate each section of a standardized test is timed separately, which of the following is acceptable test-taking behavior?

a. Aster finishes the true false section early; she then rechecks many of her answers in that section.

b. Mary finishes the true false section early; she checks her answers in the previous test section.

c. Daniel finishes true false section early; she looks ahead at the next test section but does not mark her answer sheet for any of these items.

d. Bewket did not finish the true false section; he continues to work on that section when the testing time is up.

14. Mr. Woodruff wanted his students to appreciate the literary works of Edgar Allen Poe. Which of his test items shown below will best measure his instructional objective?

a. "Spoke the raven, nevermore" comes from which of Poe's works?

b. True or False: Poe was an orphan and never knew his biological parents.

c. Edgar Allen Poe wrote: Novels,. Short stories, Poems

d. Discuss briefly your view of Poe's contribution to American literature.

Using assessments for decision making

15. You plan to promote student autonomy. Which strategy should help achieve this purpose?

- a. Promoting self-assessment.
- b. Promoting peer assessment.
- c. Promoting speed-reading.
- d. Promoting cooperative learning.

16. In your Data Base Class, you want to assess your students' critical thinking skills. What are the best verbs to use to serve your purpose?

- a. Justify, decide, assess.
- b. Summary, list, describe.
- c. Identify, group, explain.
- d. Order, match, select.

17. You are designing a reading test for your high-intermediate reading class. The reading text is about The Spread of Obesity in the World. You have written 20 multiple-choice questions to assess students' reading ability. Of the following four questions you have written, which one will you choose to be question number 1 in the test?

- a. What is the main idea of the text?
- b. What is the main cause of obesity in developed countries?
- c. According to the text what is obesity going to look like in 2020?
- d. What does the expression "all walks of life" mean in paragraph number 1, line 2?

18. W/ro Askal started her first lesson with an intermediate academic writing class by asking students to write a 300-word letter. She found that students had different problems with different categories (e.g., organization, content, vocab etc.). Askal could use the information about students' writing in different ways, but the best way to use it at this point is:

- a. Keep it as reference for student achievement in the course.
- b. Group students according to their writing needs for instruction.
- c. Discuss the results with experienced teachers for advice.
- d. Write reports to students' parents about the level of their children.

19. In a high intermediate Nursing class of 15 students, W/ro Godada is assessing her students' child care skills in week 8 by demonstrate each student for 10 minutes. W/ro Godada uses a rubric (Nursing Process , Establish Quality Slandered, Migrate New Technology) to evaluate the student performance with the total score being 100. What is the most effective way for W/ro Godada to deliver students' feedback so they can improve their oral skills?

- a. Giving each student their grades in the classroom along with the rubric so they see how they did in each category.
- b. Giving the class a collective feedback on their strengths and weaknesses.
Individual students get to see their grades after class.
- c. Asking all students to see her in her office for a 10-minute feedback for each student using the rubric two days after the test.
- d. Sending students' grades along with the rubric, so they see how they did on each category through Black board, email or Google Drive.

20. The English department (25 faculty members) is conducting a placement test for 1000 fresher on September 1st. The test has one language knowledge component (10 objective items), one reading component (10 objective items) and two writing components (200/w each). The results of the test have to be released two days after the test. In order for the department to meet expectations and release the results on time, what is the best measure for the department to take?

- a. Mark the writing components on a holistic scale.
- b. Mark the writing components on an analytical scale.
- c. Mark each paper once because double marking takes longer time.

d. Mark the objective components twice and the writing component one time.

21. If a test is “biased for best”, we should expect:

- a. Only strong students perform well on the test.
- b. Only weak students perform well on the test
- c. Most students perform well on the test.
- d. Most students do badly on the test.

Using Assessment for Grading

22. Of the following, which choice typically provides the most reliable student-performance information a teacher might consider when assigning a unit grade?

- a. Scores from a teacher-made test containing two or three essay questions related directly to instructional objectives of the unit.
- b. Scores from a teacher-made 20 item multiple-choice test designed to measure the specific instructional objectives of the unit.
- c. Oral responses to questions asked in class of each student over the course of the unit.
- d. Daily grades designed to indicate the quality of in-class participation during regular instruction.

23. A teacher gave three tests during a grading period and she wants to weight them all equally when assigning grades. The goal of the grading program is to rank order students on achievement. In order to achieve this goal, which of the following should be closest to equal?

- a. Number of items
- b. Number of students taking each test.
- c. Average scores.

d. Variation (range) of scores.

24. When a trainee asks a teacher to explain the basis for his or her grade, the teacher should:

a. explain that the grades are assigned fairly, based on the student's performance and other related factors.

b. ask the students what they think should be the basis for his or her grade.

c. explain exactly how the grade was determined and show the students samples of the his or her work.

d. indicate that the grading scale is imposed by the college board and the teachers have no control over grades.

25. During the most recent grading period Ato Lemma graded no assignment and gave only one end-of-unit test. Grades were assigned only on the basis of the test. Which of the following is the major criticism of how she assigned the grades?

a. The grades probably reflect a bias against minority students that exist in most tests.

b. Decisions like grade assignment should be based on more than one piece of information.

c. The test was too narrow in curriculum focus.

d. There is no significant criticism of this method providing the test covered the unit's content.

26. Ato Alemu has to assign his students a grade based on their achievement in a Perform microbiological tests. Which of the following grading strategies Mr. Smith should NOT use?

a. Performance on quizzes.

b. practical demonstration in class.

c. Assignments.

d. Attendance.

Communicating assessment results

27. What is the best way to communicate student learning outcomes /learning intentions to students?

Choose two.

- a. Explain how the content covered matches them at the end of the semester.
- b. Print them out and hand a copy to each student in the class to keep.
- c. Tell the students where to find them in the textbook.
- d. Discuss them with students at the beginning and end of each unit.

28. After releasing students' results on the locally standardized and validated midterm exam on Process Business Tax Requirements which contributes 40% towards the total grade, W/ro Alemitu found that most of her pre-intermediate students (70%) performed below average in all tested skills. Alemitu is convinced that something went wrong because her students performed better in classroom tests that she has been conducting during the 6 weeks preceding the midterm exam.

What went wrong?

- a. The midterm exam was ill-constructed.
- b. The exam grading was not reliable enough.
- c. Students fear standardized exams, which affected their performance.
- d. Alemitu did not consider the learning objectives in her classroom teaching.

29. What is the best action that W/ro Alemitu should take at this point?

- a. Immediately discusses her findings with the dean of the college so he/she can report to the MOE, so an immediate action could be taken.
- b. Immediately discusses her findings with the department (HoD, coordinators and teachers) and discusses solutions.

- c. Immediately modifies students' scores according to their performance in class and report them to the level coordinator along with evidence from students' work.
- d. Immediately communicates with students' parents and tells them how the midterm scores don't represent students' performance in class.

Recognizing unethical practices 30. Ato Yalew was concerned that his students won't do well on the locally standardized final test. He asked the assessment coordinator to provide him with a mock test that uses the same format of the final test, but with different questions (and themes). He did all of the following activities to help his students score higher. Which activity is unethical?

- a. Trained his students on test taking techniques including taking multiple-choice tests.
- b. Gave students the mock exam and worked on it together as a whole class.
- c. Planned instruction to focus on the themes that will be covered on the test
- d. Discussed the objectives of applying the test with his students.

31. A state uses its statewide testing program as a basis for distributing resources to college systems. To establish an equitable distribution plan, the criterion set by the State Board of Education provides additional resources to every college system with student achievement test scores above the state average. Which formula best describes the likely outcome of this regulation?

- a. Every cloud has its silver lining.
- b. Into each life some rain must fall.
- c. The rich get rich and the poor get poorer.
- d. A bird in the hand is worth two in the bush.

32. In a college where teacher evaluations are based in part on their students' scores on standardized test, several teachers noted that one of their students did not reach some vocabulary items on a standardized test. Which teacher's actions are considered ethical?

- a. Ato Kebede darkened circles on the answer sheet at random. He assumed Fred, who was

not a good student, would just guess at the answers, so this would be a fair way to obtain Fisum score on the test.

b. Ato Fissaha filled in the answer sheet the way he thought Josey, who was not feeling well, would have answered based on Joan's typical in-class performance.

c. Ato Woretaw turned in the answer sheet as it was, even though he thought Geremew, an average student, might have gotten a higher score had he finished the test.

d. Ato Demelew read each question and darkened in the bubbles on the answer sheet that represented what he believed Getu, a slightly below average student, would select a correct answers.

33. Mrs. Overton was concerned that her students would not do well on the State Assessment Program to be administered in the Spring. She got a copy of the standardized test form that was going to be used. She did each of the following activities to help increase scores. Which activity was unethical?

a. Instructed students in strategies on taking multiple-choice tests, including how to use answer sheets.

b. Gave students the items from an alternative form of the test.

c. Planned instruction to focus on the concepts covered in the test.

d. None of these actions are unethical.

34. Ahmed teaches in a college that has 10 pre-intermediate classes. Each class has their own teacher who is also responsible for assessing them. What is the best way to ensure that the students in each class are assessed fairly?

a. Using exams from the course textbook.

b. Writing tests according to the same test specifications.

c. Using the same scoring scale for all classes.

d. Using tests from the college's test bank for the same course.

35. In some states testing companies are required to release items from prior versions of a test to anyone who requests them. Such requirements are known as:

- a. Open-testing mandates.
- b. Gag rules.
- c. Freedom-of-information acts.
- d. Truth-in-testing laws.

Teachers' Observed Practice Sanderdazed Checklist on Competency-Based Assessment:

- A questionnaire to be filled out by the observer.

General Directions for the Observer:

- Provide guidance for the observer.

The objective of this questionnaire is to gather relevant information about teachers' observed practices in competency-based assessment. The effectiveness and meaningfulness of the study rely on the careful and honest observation of actual teachers' assessment practices. Therefore, you are kindly requested to observe and rate accurately, assessing teachers' competency to significantly contribute to the quality of the study. Items related to teachers' assessment practices in competency-based assessment are listed below, with scales ranging from 1 to 5, where 1 = Not observed, 2 = Need improvement, 3 = Satisfactory, 4 = Good, and 5 = Excellent. Please read each item carefully and indicate your observation of teachers' actual practices by marking "√" next to the corresponding rating.

Colleges name:	Class room: Section:
Observer name:	Teacher's name:
Department:	Date:
Level	Sex
Topic	Age
Sub topic	

Focus of observation:

		Not observed	Need improvement	Satisfactory	Good	Excellent	Remark
	Choosing assessment methods						
1	Teachers designing assessment methods to promote student learning.						
2	Teachers using the concepts of assessment error and validity when choosing assessment methods.						
3	Teachers considering students backgrounds of assessment condition when choosing assessment methods.						
4	Teachers assessing attainment of unit of competence for each module when choosing assessment methods.						
5	Teachers use instruments that they measure what they are intended to measure when choosing assessment methods.						
6	Teachers consider the efficiency of assessment /analyzed the cost/ when choosing assessment methods.						
	Developing assessment methods						
7	Teachers conduct pilot-test the competence assessment item.						
8	Teachers' provide assessment tools from unit of competence of each course or appropriate for the learning goals assessed.						
9	Teachers designing to allow holistic and integrated assessment of knowledge, skills and attitudes.						
10	Teachers use a table of specifications to plan assessments.						

11	Teachers draft a competence assessment items.						
12	Teachers calculate item difficulty values.						
13	Teachers calculate item discrimination values.						
14	Teachers revise items based on the item analysis information.						
	Administering, scoring, and interpreting the results;						
15	Teachers calculate dispersion of the test.						
16	Teachers calculate relationships of the test.						
17	Teachers calculate reliability of the test						
18	Teachers writing general instructions in a way that leaves no room for students to ask for any explanations about the test.						
19	Teachers calculate measures of central tendency for the test.						
20	Teachers informing the objectives before applying the assessments.						
21	Teachers interpret assessment result according to established criteria.						
22	Teachers using the rating scale/checklist while observing students' performance assessing students learning through observation.						
23	Teachers using practical, presentation and oral discussion assessment methods.						
24	Teachers encourage students peer assessments,						
	Using assessments for decision making						
25	Teachers using accumulated assessment information to organize a sound instructional plan for facilitating trainees' competence development.						

26	Teachers avoid common mistakes when interpreting the outcomes of trainees, such as basing judgments on trainees' competence.						
27	Teachers focus on students progress and performance rather than on comparison between students in the class room						
28	Teachers using assessments task to diagnose, groups, grades, evaluate, reinforce and reports.						
29	Teachers using assessment task monitor student understanding.						
30	Teachers using assessment results in developing treatment plans for low-achieving students						
31	Teachers assessment task should be meaningful to the students						
32	Teachers assessment task should be designed in such a way as to obtain information about what student know, practice and affection at the particular time.						
	Using assessments for grading						
33	Teachers decide trainees' competence from multiple competence assessment information.						
34	Teachers only consider students task organization and performance when assigning grades.						
35	Teachers do not considering good conduct, participation in the class ,absenteeism when assigning grades.						
36	Teachers assigning grades based on how well each student performed in the course and each unit of competency.						
	Communicating assessment results to trainees.						
37	Teachers remark on students' test papers or offer written feedback to students for both theoretical and practical exams.						

38	Teachers acknowledging students of competence in front of their peers.						
39	Teachers providing oral feedback to each student about their competence.						
40	Teachers providing immediate feedback to each student about their current competence.						
41	Teachers encourage students work.						
42	Teachers provide ongoing feedback for students						
43	Teachers mentor students in doing self-analysis of their assessment results.						
44	Teachers value constructive criticism from their students.						
	Recognizing unethical practices						
45	Teachers' assessment is not affected by students' personal characteristics such as gender, appearance, and economic and social background.						
46	Teachers respect the privacy of the students and guarantee confidentiality.						
47	Teachers express a greater degree of humility and discipline while presenting the results of student assessments.						
48	Teachers avoid the use of assessment as a way to punish students for their incongruous behavior.						
49	Teachers prohibit unethical assessment techniques including stealing, cheating, and dishonest.						

Teachers' Perceived practice on Competence Based Assessment

A questionnaire to be filling by teachers

General Direction to the Respondents

The objective of this questionnaire is to obtain relevant information regarding teachers' perceived practices in competency-based assessment. The information gathered will be kept confidential and will not be used for any purpose other than the study. I assure you that your responses will remain confidential and will only be used for research purposes. The effectiveness and meaningfulness of the study rely on the careful and honest responses from all respondents. Therefore, you are kindly requested to provide the necessary information that will greatly contribute to the quality of the study. Thank you

A. Background information

Instruction: - Please, complete the blank with the information that correspond to your

Name of institute/college teaching in _____

Name of institute/college you teach in _____

Sex _____

Age _____

Department _____

level _____

Items related to trainers' perception of competency-based assessment are listed below with scales ranging from 1 to 5, where 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Most of the time, and 5 = Always. Please read each of the items carefully and indicate your perceived practice by marking "√" next to the corresponding rating.

		Never	Rarely	Sometimes	Most of the time	Always
	Choosing Assessment Methods					
1	I design assessment methods to promote student learning.					
2	I use the concepts of assessment error and validity when choosing assessment methods.					

3	I consider students backgrounds of assessment condition when choosing assessment methods.					
4	I assess attainment of unit of competence for each module when choosing assessment methods.					
	Developing Assessment Methods					
5	I conduct pilot-test the competence assessment item.					
6	I provide assessment tools from unit of competence of each course or appropriate for the learning goals assessed.					
7	I develop a test blue-print of specifications.					
8	I draft a competence assessment items.					
9	I calculate item difficulty values.					
10	I calculate item discrimination values.					
11	I revise items based on the item analysis information.					
	Administering, scoring, and interpreting the results;					
12	I calculate dispersion of the test.					
13	I calculate relationships of the test.					
14	I calculate reliability of the test.					
15	I write general instructions in a way that leaves no room for students to ask for any explanations about the test.					
16	I use assessment results in developing treatment plans for low-achieving students.					
17	I calculate measures of central tendency for the test.					

	Using assessments for decision making					
18	I use accumulated assessment information to organize a sound instructional plan for facilitating trainees' competence development.					
19	I use assessment results to plan and/or evaluate instruction.					
20	I discharge common mistakes when interpreting the outcomes of trainees, such as basing judgments on trainees' competence.					
21	I focus on students' progress and performance rather than on comparison between students in the class room.					
22	I determine what classroom decisions might be made based on competence assessment information.					
	Using assessments for grading					
23	I decide trainees' competence from multiple competence assessment information.					
24	I consider students task organization and performance when assigning grades.					
25	I do not considering good conduct, participation in the class ,absenteeism when assigning grades.					
26	Teachers assigning grades based on how well each student performed in the course and each unit of competency.					
	Communicating assessment results					
27	Teachers remark on students' test papers or offer written feedback to students for both theoretical and practical exams.					
28	I mentor students in doing self-analysis of their assessment results.					

29	I provide oral feedback to each student about their competence.					
30	I acknowledge students of competence in front of their peers.					
	Recognizing unethical practices					
31	My' assessment is not affected by students' personal characteristics such as gender, appearance, and economic and social background.					
32	I respect the privacy of the students and guarantee confidentiality.					
33	I aware ethical and legal responsibilities, from the initial planning to reporting communication of the results in assessment.					
34	I avoid the use of assessment as a way to punish students for their incongruous behavior.					
35	I discourage inappropriate assessment practices such as cheating, stealing and dishonest.					

Interview protocol for teacher's assessment competence

1. What is your understanding of assessment and competence-based assessment?
2. Which are the characteristics of good assessment?
3. To what extent are you convinced that your assessment is valid/fair?
4. Did you get any assessment training? When? For how long? What was it like? Who Conducted?
5. How do you increase your knowledge about assessment? Do you read books, attend workshops...
6. Which assessment methods, tools and techniques do you use?
7. How, when and why do you conduct assessment?
8. Do you engage students in peer- and self-assessment? If yes, how?
9. Should students be informed of the assessment rubric?

10. Do you think students' scores represent what they have learned?
11. How do you plan for assessment?
12. What types of methods do you use to grade students?
13. How do you communicate the results of assessment of students?
14. How do you record the results of assessment of students?
15. Which mechanism do you use to protect inappropriate assessment practice?
16. How do your colleges assist you to implement assessment?
17. What factors hinder your assessment practices in your college?
18. Does teachers' competence in assessing students in a competency-based assessment affect students' competence?
19. What kinds of assessment strategies are essential for improving teachers' assessment literacy and practice?
20. Is there anything else you would like to say?