

## ASSESSING CURRICULUM RELATED EXPECTATIONS AT KS3

### THE PROJECT



Assessments that:

- Reflect CREs
- Fit in a 1 hour lesson
- Are accessible to all students
- Produce enough responses to tune-out minor data aberrations
- Match most schools' data entry requirements
- Can be self-marked (but don't have to be)

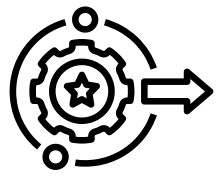


### RESEARCH AND REFERENCES

Effective MCQs for assessing critical thinking depend on well-designed questions. Poorly constructed questions can hinder accurate assessment, leading to students unable to demonstrate disciplinary knowledge despite high scores. CPD through the National College on assessment design helped refine our approach. We trialled 'best answer' and 'very short questions' due to impact of guessing on internal validity.

Haladyna, T. M., Downing, S. M., & Rodriguez, M. C. (2002). A review of multiple-choice item-writing guidelines for classroom assessment. *Applied Measurement in Education*, 15(3), 309-334.  
 Sam AH, Hameed S, Harris J, Meeran K. Validity of very short answer versus single best answer questions for undergraduate assessment. *BMC Med Educ*. 2016;16:266.  
 Cirn JT. True/false versus short answer questions. *Coll Teach*. 1986;34:34-7

### OUTPUT



Based on excellent research and prep work by Wayne Buisst we began a fully resourced KS3 with curriculum related expectations and assessments. All assessments are 40 mark and include only multiple choice, best answer and very short answer questions.



### EXAMPLE

The 'best answer' question below is from a Y8 unit on Jesus. All answers are technically viable but only one is the *best answer* if you have understood our work on scripture. We want to assess evaluation and depth of knowledge in the quickest way possible. The second option requires knowledge of Luke 10: 25-29, rather than just remembering a story and can provide into level of learning in just 1 mark.

The teaching contained in the parable of the Good Samaritan is...			
To never take dangerous roads when you travel	What it means to 'love thy neighbour'	Help others as one day you may also need saving	People from Samaria aren't bad, don't prejudge others

### IMPACT AND NEXT STEPS



We are in the early stages of assessment impact, but it has been celebrated as inclusive and simple but appropriately challenging. Staff workload has been dramatically reduced.

Next we will complete question level analysis from our 5 schools delivering the full programme and map progress against CREs. To access the curriculum, follow our progress or offer some help(!) please get in touch: [kymberley.dainty@ormistonacademies.co.uk](mailto:kymberley.dainty@ormistonacademies.co.uk)