

QUALITIES OF AN EFFECTIVE ASSESSMENT TASK

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Assessment is an essential part of the educative process. Thus, it is important that the assessment tasks used by teachers and facilitators of learning possess the qualities that will meet the specific goals of the assessment.

In terms of education, assessment refers to a wide variety of tools or methods used by educators to evaluate, measure, and document the academic readiness, skill acquisition, learning progression, and educational needs of the learners (Sabbott, 2015). With this in mind, teachers and education practitioners must be able to create and implement assessment tasks that can serve the purpose of evaluation, measurement, and interpretation of results. While there are ready-made and standardized assessment tools available through different learning resource portals and sites, educators also have the freedom to create and utilize their own assessment tasks and tools, which they think will fit best for their learners.

Assessment tasks may be developed so that they are specific to the learning domain, context, and learning styles of the students, as well as to how they were delivered to the learners. It should be noted that the development of the assessment tasks can be a collaboration between the teacher and the learners, which will help the learners take ownership of their learning as it becomes more personal and authentic to them.

The assessment tasks are made to serve a certain purpose for the learners, as well as for the teacher. Diagnostic assessment, for example, assesses prior knowledge of the learners on specific competencies or skills. Thus, diagnostic tests should be able to measure which competencies and skills have been mastered by the learners from their

previous years, and which they have learned least. Also, the way the assessment tool is constructed must be considered, as to what type of test will be used and what levels of difficulties the assessment items are.

Creating assessment tasks may be tedious and complicated at times, but being able to recognize and apply the qualities of an effective assessment task helps in achieving the goal of the assessment. As cited in an article by Sarah Godlove Evans, there are five characteristics of an effective assessment task, namely (1) content validity, (2) reliability, (3) fairness, (4) student engagement and motivation, and (5) consequential relevance.

In developing effective assessment tasks and tools, educators can also provide the learners with the opportunity to show their knowledge, skills, and understanding of the assessment tasks:

- relate to the learning competencies or particular learning outcome directly
- are clear about what learners need to do
- are manageable and time efficient
- include clear and attainable assessment criteria
- provide a challenge for the full range of learners being assessed
- are fair to all students including those with additional needs
- are scored or marked based on transparent rubrics
- are appropriate to where learners are in their learning

Students can effectively demonstrate what they know, understand and can do if they are provided with the assessment criteria for their given tasks. It will be easier and clearer for them on what should be observed in their answers or outputs if the specific contents of their work are enumerated. Effective assessment criteria must

- be known to the learners
- be clear and explicit

- focus on the important criteria and substance of the task
- allow students to achieve the competencies or skills at a high level
- provide a range of quality in their task or work.

There is a wide range of effective assessment tasks that can be made available to both teachers and learners from different sources, such as printed materials, digital platforms, and more. The teacher should be resourceful enough to explore different assessment tasks and tools to find the most suitable for the needs of the learners.

References:

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