

ITEM WRITING **By Mr. Digida**

Assessment: is the way of finding out how much a learner has achieved during the learning process.

Reasons for assessment

- To find out whether learners are progressing
- To find out whether learners have achieved or understood what has been taught to them.

How to assess?

Ways of assessing learners.

Through exercises.

Through tests.

Through examinations.

Through debates

Through quizzes

Through essay competitions.

Through spelling games.

Through topical questions.

Factors considered when assessing.

Syllabus coverage

The level of learners.

The objectives of the test.

The environment.

The language.

What to bear in mind before we assess learners?

Why to assess.

What to assess

Who to assess

When to assess.

Item writing

What is item writing?

It is a process of setting logical statements which is used to measure one's ability about a given content, knowledge, skills, attitude or value.

What is an item.

It is a logical statement which is used to measure one's ability about a given content, knowledge, skills, attitude or value.

2025 NEW QUESTION LEVELS (RUA-AEC)

Remembering (Knowledge) (R)

Understanding (Comprehension) (U)

Application (Application) (A)

Analyzing (A)

Evaluating (E)

Creating (C)

WHAT IS NEEDED IN EACH LEVEL

LEVEL	R	U	A	TOTAL
RATIO	1	5	4	10
PERCENTAGE	10%	50%	40%	100

1. REMEMBERING QUESTIONS (KNOWLEDGE) (10%) i.e 10 Answers.

These are questions which test one's memory, simple recalling (remembrance) of facts or theories and laws.

These questions always require short and precise answers.

And most times call for one word answer.

Characteristics of Understanding questions.

They must be short questions.

They must have specific responses in any case not more than two responses.

They may have a sentence that gives a description of facts.

They call for one mental process. (one level of thinking)

Words used to set or address knowledge questions.

Name...	State...	Give...
Define ...	List ...	Mention..
What	Who...	Identify...
Indicate...	label...	order...

Vital: The verbs or adverbs used in questioning may not necessarily determine the question level but the mental process the question requires a learner to undergo in order to meet the required answer or response

Example

Name any one cardinal point of a compass.

North or East or South or West or N or E or S or W

What is a homestead?

A homestead is a home and its surroundings.

Who created the earth?

God. (Discourage or avoid God created the earth)

2. UNDERSTANDING QUESTIONS (50%) i.e 50 Answers.

These are questions which call for reasoning or the learner's understanding of the concepts.

They call for someone's ideas and expressions.

They require one to understand facts.

They require one to interpret facts.

They require one to translate facts then writes the response(s).

Questions may not have factual answers, therefore, we mark learner's opinions/ideas.

Questions call for two mental process or two levels of thinking. That is, a learner thinks first, and thinks again before she/he write the answer.

These questions always call for;

- Advantages or disadvantages
- Uses /functions / roles
- Effects
- Importance

- Dangers
- Similarities
- Differences
- Achievements
- Abbreviations
- Definitions
- Problems

In this level, a learner should be taught how to think.

A learner can use his /her own words in line with the question to answer it, he/she may **NOT** use the real words given by his/her teacher.

Words used to address Understanding Questions

Why ...

Give one reason...Or Give one way...

How ...

In which way...

Distinguish...

Compare...

etc

3. APPLICATION QUESTIONS (40%) i.e 40 Answers.

These are questions that call for already known or learnt concepts.

They call for daily life experience and problem solving.

All problem solving questions are application questions.

They require three levels of thinking.

Characteristics of application questions.

They always call a learner to apply concepts and principles, laws and problem solving.

They test for already learnt concepts.

They call for knowledge for solving problems.

Concepts involved in application Questions

Drawing diagram

Problem solving

Calculations

Matching

Completing diagrams

Map work

Pie-charts

Graphs

Adaptations

Words used to address application questions.

Draw ...

Change / convert...

Show...

Calculate...

Solve...

Match the ...

Complete...

Choose...

Demonstrate... etc

Qualities of a good item writer

1. Should have enough knowledge about the subject.
2. Should be conversant with the syllabus.
3. Should be reliable and confident.
4. Should be resourceful.
5. Should be creative and current/updated.
6. Should be honest and trustworthy.
7. Should exercise clarity.
8. Should be original.
9. Should be a good researcher.
10. Should be a good listener.

11. Should be a good consultant.
12. Should be having a good handwriting.

Qualities of a good question paper (an item)

1. It should have all the question levels. i.e RUA.
2. It should be reliable and valid.
3. It should be curriculum based.
4. It should be educative.
5. It should have enough space for responses or answers.
6. It should have original questions.
7. It should have a relevant and correct marking guide.
8. It should have clear and proper drawn diagrams.
9. It should cater for all levels of learners.
10. It should have clear and straight language to the learners.
11. It should have meaningful questions.
12. Items in the paper should provide answers to each other.
13. It should not have breaking words.
14. It should have repeated questions.
15. It should be moderate to the learner.

Some of the qualities of a poor item

1. Difficult item.
2. Lacking some question levels.
3. Catering only one group of learners (like for only bright ones)
4. Poor drawings and labelling.
5. Missing words in a given question.
6. Missing questions.
7. Lacks a marking guide.
8. Repeated questions.
9. Poor numbering of questions.
10. Lacking enough space for responses.
11. Ambiguous words used in an item.
12. Having less or more of total set required or standard marks.

The blue print

What is meant by Blue Print?

It is an item that shows the major content area from which an item is supposed to be set or examined.

The objectives or importance of the blue print.

Helps to set a good standard paper.

It is used to relate the syllabus objectives and content objectives.

CONTRIBUTIONS OF QUESTIONS OF DIFFERENT CLASS IN A P.7 EXAMINATION PAPER

CLASS	MIN. QUESTIONS	MAX. QUESTIONS
P.7	10% TO	30%
P.6	10% TO	25%
P.5 (Take a note)	40% TO	60%
P.4	5% TO	10%
P.3	1% TO	5%
P.2	1% TO	5%
P.1	1% TO	5%

Marks Allocation Per Theme

$$\text{Marks for the Theme} = \frac{\text{No. of periods(in hrs)}}{\text{Total number of period}} \times 100$$