JOINT ADMISSIONS AND MATRICULATION BOARD

Manual of
CRITICAL ASSESSMENT COMPETENCIES FOR TERTIARY EDUCATION LECTURERS IN NIGERIA

Editors:
Is-haq O. Oloyede | Boniface G. Nworgu | Akinyele O. Ariyo

ISBN: 978-978-797-934-1
© First Edition 2022
Revised Edition 2023
Published by:
JOINT ADMISSIONS AND MATRICULATION BOARD
Tel: +2348036087987, +2348034292924
Email: jambxmetrics@gmail.com



INTRODUCTION TO THE REVISED EDITION

Today, the field of psychometrics, measurement and evaluation is growing at a fast pace globally owing to its enormous value in solving educational assessment problems. My experience as a lecturer in the University for several years has exposed me to the fact that theories and techniques of psychological measurement, which include the measurement of knowledge, abilities, attitudes, and personality traits should be applied in all areas of assessment especially in the higher institutions of learning. Psychometrics deals with design and interpretation of tests that measure psychological values such as aptitude, ability, personality, memory, happiness, and intelligence. It is a well-known fact that there is inadequate knowledge of the theory and practice of educational assessment techniques among lecturers in higher institutions in Nigeria, which is rather unfortunate.

More saddening is the fact that agencies and institutions abound with mandates to engage in educational assessment but without any thought being given to their ability and competence based on any formal or even informal training in Assessment. Institutes, Academics and Professional bodies award membership, fellowship and diplomas purportedly based on educational/skill-assessment yet without any prior training for the educational assessors. No wonder that quite often, the validity and reliability of the test are not only suspect but laughable.

No examination in Nigeria is misunderstood by the populace as the Unified Tertiary Matriculation Examination (UTME) - a cohort-based norm-reference test, consistently being misconstrued as achievement rather than ranking test even by some educated elites.

This manual, which addresses this knowledge gap, targets squarely the critical assessment competences required by this all-important group of stakeholders in higher education. The manual is organised into ten inter-connected modules.

Module One deals with conceptual and policy issues in assessment, meaning, process, and types of assessment (assessment of, for, and as learning), national policy framework on assessment and implications. Module Two examines issues referring to the typology of educational measurement - different tests and what they measure. Module Three addresses developing credible types of examinations, curriculum/syllabus, objective levels, coverage (test blueprint), alignment of learning outcomes, activities, and assessment, while Module Four addresses techniques for constructing achievement tests, focusing on types of

questions/items (essay, objective, practical, oral, portfolio), and refining test items (item qualities).

In Module Five, issues of quality and confidence (validity, reliability, objectivity, fairness, and usability) are the focus, just as Module Six discusses test administration and scoring (environment/supervision, guiding against cheating, testing procedures - regular and CBT, scoring rubrics, marking scheme, moderation of scores/grades, etc). Module Seven deals with issues on reporting within the feedback process as well as the ethical issues involved in this aspect of assessment.

On the other hand, Module Eight focuses on understanding test scores in relation to measurement error and comparability of scores (standardisation of scores). Module Nine explores comprehensively the gamut of e-Testing, highlighting its aspects and dimensions and their strengths and drawbacks.

Finally, Module Ten prescribes reconciliation of testees with tests through application of alternative psychometric approaches/principles as a therapy for examination malpractices. It explains different types of alternative psychometric approaches and explores how they can effectively curb the menace of examination malpractices.

Two national workshops with the participants from tertiary institutions and a few secondary school teachers from all the zones of the federation were held at both the University of Ibadan and Manpower Development Institute, Dutse, Jigawa State to present and analyse the manual. This revised edition incorporates the lessons from the workshops. The workshops also convinced the Board to make the manual freely available to all by securing the removal of all copyright restrictions from the work. This has been achieved. In addition, not less than seventeen (17) credible national educational assessment establishments/bodies have, as a result of the inspiration from JAMB, and this manual, subscribed to the establishment of the Professional Assessment Academy of Nigeria for the training of the educational assessors. An independent team to midwife the establishment of the non-Governmental Academy is being constituted. This again, is an immediate outcome of this manual.

This Manual, which is a guide for lecturers in the higher educational institutions, particularly those without formal educational assessment training but find themselves setting and grading educational tests at various levels and other circumstantial educational assessors, is purposefully pedagogical to

engender critical insights into assessment processes and strategies for achieving validity, reliability, and fairness in testing. The manual will also serve as a reference model for lecturers who are not in the field of educational assessment but are eager to learn how to administer quality assessment to their students.

I, therefore, strongly recommend this manual to all lovers of quality educational assessment, with the hope that it would bridge some obvious gaps in contemporary educational assessment in Nigeria.

Professor Is-haq O. Oloyede, CON, OFR, FNAL (Regd. Teacher)
Registrar, Joint Admissions and Matriculation Board