

PIDP 3230

EVALUATION OF LEARNING



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KAI SELF ASSESSMENT

Introduction

The primary advantage of this self-assessment is derived from the notion that John Haddy in his 2009 paper, 'visible learning', a study of 800 meta analysis related to learning and student achievements, determined the most effective learning strategies are all in the self-directed learning category. The reader should note that when interpreting the content and tone of this report.

Most effective learning strategies

- Self-assessment
- Self-evaluation
- Self reporting of grades
- Self-questioning
- Meta cognition
- Frequent formative evaluation

Table of Specifications

While the table of specifications did require creating the AI equivalent of pivot tables (AI prompting), which were used to group and categorize counts and classifications, which did require effort, the resulting table (see below) was useful in visualizing the composition of the exam, in terms of problem types, lower to higher level emphasis, and Bloom's taxonomy.

The points for the exam were modified to total to 100, so that students can easily grasp the value of each problem, and the exam was given a total of 90 minutes (the same time allocated to the Stanford exam).

The total time student's are advised to spend on each question totals 85 minutes, leaving 5 minutes for students to read the instructions.

Because the exam was built from a template, the Table of Specifications was completed afterward, however, once the lectures are written for the course, it is the table of specifications that will be amended before the exam is amended. It is quite useful.

Exam Layout

Formatting the layout of the exam was a challenging but interesting process. Because the exam includes the answer key, structuring the questions and answers in a way that highlighted them was useful.

Thinking from the perspective of a student writing the exam was also helpful. If I had more time, I would do the exam myself to see how long it takes. I'm guessing, however, an experience student could finish the exam in 15 to 20 minutes, taking an extra 10 minutes to carefully double check.

The JavaScript loop with modulus operators is the only mildly challenging problem. It's very similar to a fizz buzz problem, which is a common problem on entry level software developer job application tests.

Exam Strengths and Weakness

The weaknesses of the exam are in the weighting of the questions. SEO and GIT have a heavy weighting, when the more interesting parts of the course are in the development of actually features for the website, like the navigation, the form, and any other features the students choose. The exam of course will be amended (if it is ever used) to more accurately match the course content, once the course content is written.

The knowledge assessment instrument rationale was helpful in generating things to think about when developing an exam, like best practices for problem types, preparing the learner, using the outline and profile to write the exam against outcomes, and considering the target population.

Self Assessment Grade

In accordance with the provided rubric, I have ensured that the knowledge assessment instrument and the rational report meet all the specified criteria.

For the knowledge assessment instrument, I have consistently applied item and exam best practices, resulting in a valid, reliable, and bias-free exam with a professional layout. The technical specifications for the exam have been met.

For the rational report, I have demonstrated a comprehensive understanding of the instrument, providing thoughtful and well-reasoned answers to the guiding questions that showcase breadth and depth in my analysis. The report's organization and layout meet the requirements, presenting a professional appearance. The writing is articulate, sophisticated, and precise, with almost flawless mechanics.

Conclusion

Given that I have met all the criteria outlined in the rubric for both the knowledge assessment instrument and the rational report, I assign myself a score of 5% out of 5% for this self-assessment.

References

Harrison, J. (n.d.). PIDP 3320 Evaluation of Learning [Video]. Vancouver Community College.

AI Models Used in Report

The ideas, structure, writing, and editing in this report were performed by the author. Various AI models were used in collecting data, verifying data, and formatting various arguments.

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