**HINTS FOR CONSTRUCTING ITEMS IN A COMPETENCY BASED CURRICULUM**

**Documents needed**

* Syllabus
* Content framework
* Test framework
* Item specifications

**Consideration before constructing the items**

* Ensure that you clearly understand the:
  + Subject construct / exit profile
  + Elements of the construct
  + Topic competencies
  + Learning outcomes
  + The different competences derived from the learning outcomes.
  + Item validity

The item should effectively asses its intended construct

* + Content validity: ensure that the item aligns with the elements of construct.
  + Reliability: The item should produce consistent results overtime across different assessors, regardless of who is evaluation the response.
  + Avoid bias: Unfair advantage / disadvantage to the test takers
  + Specificity: clearly articulated items, leaving no room for ambiguity in the respondents / test takers interpretation.
  + Open endedness: items that encourage detailed responses rather than simple yes / no or recall. These allow candidates to demonstrate critical thinking, problem solving, creativity and other competences more fully.
  + Pilot testing: test the items on different people.

**Qualities of a good scenario-based item in the CBC**

A good scenario-based question in a competency-based curriculum should possess several key qualities to effectively assess learners' abilities and competencies. Here are some qualities to consider:

* Relevance: The scenario should be relevant to the competencies being assessed and reflective of real-world situations learners may encounter in their field of study or work.
* Contextualization: The scenario should provide sufficient context to allow learners to understand the situation and make informed decisions or judgments based on the competencies being evaluated.
* Complexity: The scenario should be sufficiently complex to challenge learners and require critical thinking, problem-solving, and application of knowledge and skills related to the competency.
* Authenticity: The scenario should feel authentic and credible to learners, mirroring situations they may encounter in their professional or academic environments.
* Clarity: The scenario should be clear and concise, avoiding unnecessary details or ambiguity that could confuse learners or detract from the assessment of the targeted competencies.
* Multiple Perspectives: The scenario should allow for multiple perspectives and potential solutions, reflecting the diverse ways learners may approach and respond to real-world challenges.
* Engagement: The scenario should be engaging and compelling, capturing learners' interest and motivating them to actively participate in the assessment process.
* Alignment: The scenario should align closely with the learning objectives and competencies outlined in the curriculum, ensuring that the assessment measures what it intends to measure.
* Applicability: The scenario should assess competencies that are applicable and transferable to various contexts within the learner's field of study or profession.
* Feedback Mechanism: The scenario should provide opportunities for constructive feedback, allowing learners to reflect on their responses, identify areas for improvement, and further develop their competencies.