

Developing Scenario- Based Items: Enhancing Assessment Effectiveness

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Introduction to Scenario-Based Items

□ What is a scenario?

- A type of assessment or learning activity that presents learners with a realistic or hypothetical situation and asks them to demonstrate their knowledge, skills, or decision-making abilities.
- A scenario typically presents a context, problem, or challenge, and asks the learner to respond by applying their knowledge or skills in a way that is relevant to the scenario.
- The scenario may be presented in written or multimedia format, and may include relevant information such as data, images, or videos.

Benefits of Scenario-Based Items

- Increased engagement and motivation
- Application of knowledge and skills
- Development of critical thinking and problem-solving abilities
- Improved retention and transfer of learning
- Provides context for assessment
- Promotes deeper understanding

Design Principles for Scenario-Based Items

- **Authenticity:** Reflects real-world situations
- **Relevance:** Pertinent to learning objectives
- **Clarity:** Clear and concise presentation
- **Diversity:** Represents various perspectives and contexts
- **Engagement:** Captures attention and interest

The Structure/ Key Components of a Scenario

1. Introduction:

- The scenario begins with an introduction that sets the context with a realistic and engaging situation that captures the learner's interest and connects to their learning outcomes
- It also provides all the necessary background information.
- This may include information about the problem or situation being presented, the characters or stakeholders involved, and any relevant details or constraints.

2. Description of the problem or challenge:

- The scenario presents a problem or challenge that the learner must respond to.
- This may be presented in the form of a question, a task, or a situation that requires the learner to make a decision or take action.

3. Relevant information:

- The scenario provides relevant information, such as data, images, or videos, that the learner can use to help them understand the problem or situation and formulate a response.

4. Requirements or criteria:

- The scenario outlines the requirements or criteria that the learner must meet in order to successfully respond to the problem or challenge.
- This may include specific knowledge or skills that need to be demonstrated, as well as any specific constraints or limitations that need to be taken into account.

5. Clearly Defined Task: Clearly state what the learner needs to do in response to the scenario. This could involve making a decision, solving a problem, or providing a recommendation.

Implications for the Teacher

1. **Align scenarios with the competencies** that are being assessed, to ensure that it provides a valid and reliable measure of the learner's competency in a specific area or competency.
2. **Pick or write realistic situations**, to ensure that it provides a meaningful way to assess the learner's ability to apply their knowledge and skills in context.

3. Ensure that **tasks, passages and scenarios should be easy to understand**, to ensure that learners are able to focus on the problem or challenge presented, rather than struggling to understand the instructions or language.

4. The **scenario should be relevant to the learner's experience and background**, to ensure that it is engaging and motivating, and that learners can connect it to their existing knowledge and skills.

5. The scenario should **be complex enough to require higher-order thinking skills, but not so complex** that it overwhelms the learner or creates undue stress. (Appropriate complexity)

Steps for Developing Scenario-Based Items

- **Identify the Topic, competency, Learning Outcomes:** What knowledge, skills, or abilities do you want learners to demonstrate?
- **Choose a Relevant Scenario:** Select a scenario that aligns with the learning objectives and resonates with the target class.
- **Develop the Context:** Craft a clear, relevant and engaging narrative that sets the stage for the scenario. Introduce characters and setting effectively. Pose a realistic and challenging problem
- **Provide Information:** Ensure the learner has all the information needed to complete the task.
- **Define the Task:** Clearly articulate the action or response expected from the learner.
- **Create Assessment Criteria:** Develop a rubric or scoring guide that outlines the expectations for successful performance.

Activity 1: Developing SBQ (10 minutes)

- Identify any topic from the syllabus book and develop a scenario-based item. Include all parts of the SBQ.
- (State the class, subject, topic, competency and identify some learning outcomes you seek to assess.)
- Present in a gallery walk/ to the plenary.

Example Scenario-Based Item

- [241_1_NLSC_Sample_24.pdf](#)
- [A SAMPLE OF HISTORY AND POLITICAL ITEMS.docx](#)
- [241_1_Sample_24_Guide.pdf](#)

Challenges and Solutions

- Addressing bias and cultural sensitivity
- Ensuring consistency in scoring and interpretation
- Managing logistical constraints in large-scale assessments
- Providing adequate support for learners in understanding and navigating scenarios

Best Practices in Assessment

- Aligning scenario-based items with curriculum and learning objectives
- Balancing cognitive complexity with accessibility
- Incorporating feedback loops for continuous improvement
- Fostering a culture of assessment literacy and innovation

Conclusion

- Scenario-based questions are applicable in Activities of Integration (AOIs) and End of Cycle Assessment.
- Thus, use scenario-based items in your own teaching/assessment.



