



ASSESSMENT IN FOCUS

St. Mary's University
Addis Ababa, Ethiopia

Bi-annual Publication of the Testing Center
Volume VI, No. 2 August 2016

Assessment in Focus is dedicated to the dissemination of information and developments at the Testing Center, as well as to shed light on aspects of educational measurement and evaluation issues that would assist in the development and maintenance of up-to-standard and quality education at SMU and at similar higher learning institutions in Ethiopia.

Editor's Note

Assessment in Focus Newsletter is a biannual newsletter which deals with current issues and activities that take place at the Testing Center. The current issues focus on: preparing exams for Kidist Mariam High Schools & CODL, conducting employment tests, giving training to newly employed assessors, and high school teachers, including students. The last part of this issue exhibits subject disciplines offered by St. Mary's University at all levels: undergraduate, graduate, open and distance learning and extension classes. It also displays the services rendered by the Testing Center, SMU. Besides, articles that convey informative motivational messages, and other articles that are based on practical implications for criterion referenced assessment focusing on its strength, and challenges in undergraduate education are incorporated. This part, specifically gets deep into some of the difficulties met while implementing criterion-referenced assessment and in bringing it in to the objective of the subject program and other important competencies. On the other hand, quality in criterion-referenced assessment has caught the attention of many Higher Education Institutions in general & St. Mary's University in particular, as it has been striving hard to fully implement it. One very important issue here is that criterion and standards are set, through which quality is weighted and the degree of quality to be reached is indicated. The thought-provoking article on is 'The Role of Education in Conflict Resolution' discusses how education could serve in resolving conflicts in a cultivated manner: among colleagues,

families, groups, nations and other parties at large. This article advises readers to do away with mismanagement which could be the cause of unacceptable conflict that takes much time, money and even lives to solve it. It also warns them that a harsh measure in conflict management is the most destructive decision. The major discussions being on assessment, other views, suggestions and inspirational messages that help students to act independently and avoid laziness to be productive by assisting themselves, are presented. Making teaching- learning motivational and rewarding enables students to become attracted towards the subject they are taught and their teachers. Were everyone of us students these days, it would be a tremendous opportunity for us! Have a glance at CODE Ethiopia and TC experience sharing targeted at the provision of e-books including references in soft copy. Enjoy reading the articles.

INSIDE

Activities at the Testing Center Assesment	1
Quality in Criterion-Referenced	2
Five most Expected Teacher Attitudes	4
The Role of Education in Conflict	5
Strength and Challenges of Criterion	6
What Hatred Entails	8
Study Motivation Quotes.....	9
TC Location and Others	12



St. Mary's University

POST - GRADUATE PROGRAMS

- MBA in General Management
- MBA (with HRM concentration)
- MBA in Accounting & Finance
- Rural Development
- Agricultural Economics
- Project Management
- Marketing Management
- Development Economics
- Computer Science
- Quality and Productivity Management

Distance Undergraduate Programs

- Accounting
- Management
- Marketing Management
- Finance and Development Economics
- Rural Development
- Agricultural Extension
- Agribusiness Management
- Cooperatives(Accounting & Auditing)
- Cooperative(Business Management)
- Educational Planning and Management
- Economics
- Sociology
- Agricultural Economics
- Public Administration & Development Management

UNDER - GRADUATE REGULAR PROGRAMS

- Accountaing
- Management
- Marketing Management
- Tourism & Hospitality Management
- Computing Science
- Information Technology

POST - Graduate Programs in Partnership with IGNOU

- MBA (Master of Business Administration)
- MSW (Master of Art in Social Work)
- MEC (Master of Arts in Economics)
- MPA (Master of Arts in Public Administration)
- MARD (Master of Arts in Rural Development)
- MSO (Master of Arts in Sociology)
- MPS (Master of Arts in Political Science)
- MCOM (Master of Commerce)

Short - term Training

- Business and Computer Science areas

Professional Training

- ACCA

Other Services through our Testing Center

- TOFEL ibt (internet based)
- Recruitment tests
- GRE (Graduate Record Examination)

For further information

call:011-5538001 or 011-5538017

Fax: 0115538000

P.O.Box: 1211



Activities at the Testing Center

Different activities have been carried out by the center over the last few months.

The Preparation of Fliers on Measurement & Evaluation and Quality in Criteria Referenced Assessment (CRA)

- Fliers for College of Open & Distance Learning (CODL) and Regular Program on measurement and evaluation on quality in CRA, have been prepared and posted on SMU online system for students. The fliers contain clear and appropriate criteria being used at SMU.

Trainings

- First year students were given the necessary orientation on handling exam anxiety underlying that students who show signs of moderate symptoms are able to work better on exams as compared to those with high anxiety.
- The hard copies of good study habits that explored **13 steps on 'How to Develop Good Study Habits for University'** were distributed to first year regular students of 2015/16 and uploaded on SMU online system.
- Trainings were given to instructors of Regular Program on CRA, test planning, test item development of continuous assessment and comprehensive Degree Exit Exams. Further, staff at Kidist Mariam Schools were also trained on the preparation of test blueprints and exam development. Similar training was given as an outreach to 42 staff at Glorious Elementary and Preparatory School.

Preparation and Posting of Model

Comprehensive Degree Exit Exam (CDEE)

- Model exams of new fields of study for Tourism and Hospitality Management, Regular Program and CODL were prepared and posted on SMU online system.

The Conduct of Item Analysis of Degree Exams of major courses of CODL and Regular Degree Programs.

- Item analysis was conducted for thirty-nine CODL exams and 21 Regular Program degree course exams offered in 2015/16 and feedback report was prepared and distributed to TC departments and the Regular Program.

Provision of Employment Tests

- TC offers services to government as well as non-governmental organizations by providing employment test. For years, institutions at different levels have been beneficiaries by maximizing the services rendered by TC.

Among those which received our services, for example, are the Ethiopian Chamber of Commerce and Sectoral Association for the positions of Deputy Secretary General (Operation and Institutional Support) and Abay Bank for Data Base Management.

TOEFL and GRE Tests Administered to Customers

- Twenty-six test sessions on TOEFL and 28 test sessions on GRE were successfully conducted to 305 and 128 registered candidates, respectively.

Peer to Peer Experience Sharing

- To augment outside experience sharing, TC Director, Dr Wubishet Shiferaw, and IT Technician, Ato Yonatan Sintayehu, paid a visit to CODE Ethiopia in July 2016.

On this occasion, the Director explained that the center provides educational measurement and evaluation services for the undergraduate programs conventional and distance, and currently practicing criterion-referenced assessment (CRA) to replace the traditional norm-referenced assessment (NRA) to enhance quality. The TC conducts TOEFL and GRE, too. The Director also elucidated that the TC provides various testing services to the public at large.

Ato Yalew Zeleke, CODE Ethiopia General Manager, on the other hand, explained that his



➤ Example:

2013 E.C	2014 E.C	2015 E.C	2016 E.C
A= 80 ≥above	A= 90 ≥above	A = 85 ≥above	A = 70 ≥ above
B= 70 – 79.	B= 70– 89.	B= 70 – 84.	B= 60 – 69.
C= 50 – 69.	C= 50 – 69.	C= 50 – 69.	C= 45 –59.
D = 35 – 49.	D =40 – 49.	D =30 – 49.	D =30 – 44.
F = below 35	F = below 40	F = below 30	F = below 30
<u>N.B.</u> By 2013 E.C it seems easy for students to score grade 'A' as compared to 2014 E.C.		<u>N.B.</u> By 2016 E.C more students may score 'A' compared to 2015 E.C.	

organization is rendering services in line with the Federal Ministry of Education to assist early learners and universities to develop their reading habits by providing soft and hard copy reference materials to libraries. Finally, an agreement was reached between the two parties toward working together to assist each other on the issues raised during the discussion. CODE Ethiopia manager told the team that they would take initiative to render an e-book assistance to TC including the provision of reference materials in soft copy to enhance mutual understanding. Considering TC's need, CODE Ethiopia has donated 204 different books for now.

Quality in Criterion - Referenced

Assessment: Practical Examples

By **Shenkute Mamo, Testing Center, SMU**

By **Shenkute Mamo, Testing Center, SMU**

Universities in Ethiopia, both public and private, nowadays are embarking on practicing a Criterion – Referenced Assessment (CRA). St. Mary's University is also using criterion -referenced approach as opposed to norm-referenced approach for assessment in its undergraduate degree programs. Norm and criterion-referenced assessments are two different methods of awarding grades that express quite different values about teaching learning and student achievement.

Norm - Referenced Assessment

(NRA)

Norm -referenced assessment is based on the ranking of a group of students' against each other.

For example, students of four groups who sat for Financial Accounting examination at SMU for 1st Semester can be awarded letter grade for the four respective years as shown below.

- Grading range varies from year to year. So, it is not possible to compare the student who scored 'A' in 2013 with the student who scored "A" in 2014 E.C., for example.
- Grading is fixed semester wise and the procedure for calculating a final grade is largely invisible to students.
- Students compete for limited number of grades within these bands which range between failure and excellence.
- It says very little about the nature or quality of teaching and learning, or the learning outcomes of students.
- In norm- referenced assessment, the percentage of students who score A, B, C, D or F could be fixed in some institutions.

Criterion-Referenced Assessment

(CRA)

- Students are measured against identified standards of achievement rather than being ranked against each other.
- Instructors must inform their students about the criteria and standard to be used in awarding grades before the class begins.
- Students can ask their instructor about the grading system before the course begins.
- One of the advantages of criterion-referenced assessment is that, it depends fundamentally upon criteria that are clear and appropriate.
- The criteria and the standards do not vary from



ASSESSMENT IN FOCUS

year to year for longer duration.

- The following grading system can be used repeatedly unless it is revised in criterion - referenced assessment.

➤ **Example:**

A+	>90	C+	60-64	D	35-39	F	<30
A	80-89	C	45-59	D-	30-34		
B+	75-79	C-	40-44				
B	65-74						

- So, it is possible to compare the student who scored grade “A” in 2013 with the student who scored ‘A’ in 2014 E.C.
- In criterion - referenced assessment, all students may score grade ‘A’ or ‘F’.

A CRITERION AND A STANDARD

- **Criterion** is a characteristic by which quality can be judged.

A standard is a statement about the degree of quality to be attained.

A look at a sample Criterion-Referenced Assessment Sheet for Financial Accounting I may be used to examine the concepts

CRITERION & STANDARDS.

The criterion-referenced assessment sheet used in Financial Accounting I Course, Chapter One is given in the table below.

Table 1. Chapter 1. Accounting Principles and Professional Practice.

CRITERIA	STANDARDS				
	Excellent -4	Very Good - 3	Good - 2	Unsatisfactory -1	Fail - 0
Identification of the Accounting Environment	All relevant Accounting Environments identified	Majority of relevant Accounting Environment identified	Some of relevant Accounting Environments identified	Limited identification of relevant Accounting Environments	No identification of relevant Accounting Environments
Conceptualization of Framework for Financial Accounting and Reporting	All relevant Conceptual Frameworks for Financial Accounting and Reporting identified	Most of relevant Conceptual Framework for Financial Accounting and Reporting identified	Some of relevant Conceptual Frameworks for Financial Accounting and Reporting identified	Limited identification of relevant Conceptual Frameworks for Financial Accounting and Reporting	No identification of relevant Conceptual Framework for Financial Accounting and Reporting
Identification of the levels of relevant Generally Accepted Accounting Principles (GAAP)	All relevant levels Generally Accepted Accounting Principles (GAAP) identified	Persuasive levels of relevant Generally Accepted Accounting Principles (GAAP) identified	Superficial levels of relevant Generally Accepted Accounting Principles (GAAP) identified	Limited identification of the levels of relevant Generally Accepted Accounting Principles (GAAP)	No identification of the levels of relevant Generally Accepted Accounting Principles (GAAP)
Creation of Cash flows and Income Measurement	Comprehensive and very logical Cash flows and Income Measurement document Created	Reasonably comprehensive and logical Cash flows and Income Measurement document Created	Basic Cash flows and Income Measurement document Created	Limited development of Cash flows and Income Measurement document	No development of Cash flows and Income Measurement document

- In this example, 4 assessment criteria are presented in the first column (on the left hand side of the page). The assessment criteria are aligned with the learning objectives for the unit.
- This alignment ensures that the assessment task is valid because the tasks measure the “desired learning outcomes”. It also forces the students to concentrate on the learning objectives of a unit.
- For example , in Chapter 1, the First CRITERION is “Identification of the Accounting Environments” for which the learner will be awarded 4 points (Excellent) provided that “All Relevant Accounting Environments” are identified and to the extreme, the student will get 0 points (Fail) when “No identification of relevant Accounting Environment” is evident. Similar pattern follows for the 2nd, 3rd and the 4th Criteria.



Five Most Expected Teacher Attitudes

By Degefa Burayou, Testing Center, SMU

Attitudes may have two major implications: negative and positive. Unless forced or unknowingly made a habit of negating situations, most people intend to develop positive attitudes normally. Studies show that negative attitudes, as a matter of fact, are not inborn. As a result, they can be shaped through prolonged attempts. In this context, teachers are confronted with such repeated cases as long as their close contact with children to children and teacher to teacher is concerned. Research done on both children and teachers has depicted that there are five repeatedly discussed attitudes; these are:

First Attitude: Demonstrating, Caring and Kindness.

This attitude pertains to the persona (personality) of the teachers that they do show real human behaviors and genuineness to pay attention to and are kind to their students.

Effective teachers willingly share emotions and feelings (i.e. enthusiasm, affection, patience, sadness, disapproval) as well as a sincere interest and care about their students. In this regard, good teachers allow children or students to communicate openly in the classroom.

Second Attitude: Sharing Responsibility.

The next attitude encourages the ability of the teacher to establish a shared environment. An effective teacher must not be overly expressive or need complete control of the children and environment because it is important to allow students both responsibility and freedom within the classroom community.

Third Attitude: Sensitively Accepting Diversity.

This attitude needs the capacity for experiencing the feelings and importance of understanding over students. In this specific part, when approaching the issues associated with the diversity of the children, sensitivity, acceptance and of encouragement are

considered crucial. In this case, effective teachers understand students without analyzing or judging. In addition, teachers are expected to have the ability to make each child feel special by verbally sharing individual complements in front of the class.

Fourth Attitude: Fostering Individualized Instruction.

One important aspect of this attitude is that it discusses the capacity to provide meaningful learning opportunities for all students. Effective teachers avoid intimidation in front of the class because it is more likely to hinder the voluntary participation of the students' inspection of individual strengths and talents.

Fourth Attitude: Fostering Individualized Instruction.

One important aspect of this attitude is that it discusses the capacity to provide meaningful learning opportunities for all students. Effective teachers avoid intimidation in front of the class because it is more likely to hinder the voluntary participation of the students' inspection of individual strengths and talents.

Fifth Attitude: Encouraging Creativity.

The last attitude emphasizes the necessity of stimulating the students' creativity. Therefore, effective teachers need to be open to students in ways of being imaginative and make use of varieties of approaches to learning. Many scholars ascertain that where students' creativity is encouraged, it is believed that they appreciate the approach and personally get motivated provided that teachers design the lessons that consider their interests, skills and needs.

In conclusion, teachers have the opportunity to leave lasting impressions on the lives of their students. School experiences mold, shape and influence how children view themselves in school and outside school. On top of this, memories have the potential to last a lifetime in the minds of students and can play a consequential role with present and future decision.



Source:

Frank, M.L.(1990). *What methods about mathematics are held and conveyed by teachers?* Arithmetic teachers, 37 (5), 10-12
Fulton, K. (1989). *Technology training for teachers: M, federal perspective.* Education technology, 29(3), (12-17).
Roodlad.J. (1990). *Teachers for our nations' schools.* San Francisco, CA: Jossey-Bass.
Handler, M.G. (1993), *Preparing new teachers to use computer technology: Perceptions and suggestions for teacher education.* Computers in education, 20 (2), 147-156.

The Role of Education in Conflict

Management

By Samuel Dernas (PhD), SSS, SMU

It seems that conflict is part of life, and is prevalent till our death. It may or may not occur in the graveyard, as everyone lies in eternal silence and calm, undisturbed by the noise and clamor of the world. So, if it is inseparable from life, what role does education play in dealing with and managing conflicts?

In the first place, education may assist us to build up positive attitude towards conflicts. You may think that conflicts cannot be viewed positively due to their unpleasant nature. But it cannot be denied that having an optimistic mind eases the tension, and clears the disgraceful situation triggered by conflicts. In fact, there is a huge possibility of turning it into your own advantages. What a blessing!

Of course, education may pave a way to comprehend the principles of conflict. According to Dr. Cornel West, a professor of religious studies at Harvard University, conflicts that make the critical jump from the simple to the complex, where there is no appropriate reaction, may prove to be destructive at the end. From the ashes of that ruination commences the eternal conflict all over again.

My father who is a critical reader used to tell me that conflicts are noticeable in various ways: in open warfare between opposing forces, as clashes and strife cropping up from conflicting ideas, principles, doctrines, and as mental struggle arising from unconscious opposition between simultaneous but

incompatible desires, needs and impulses.

An educated person does not allow acceptable conflicts to be turned into unacceptable ones due to mismanagement. For example, a war is an unacceptable conflict since the ending is destructive, though a lesson is learned with great pain and indelible scars. One may raise a question here. There are wars across the globe these days, and it is believed that the majority of the politicians all over the world are educated. So where is the impact of education? Very painful and critical question, isn't it? Well, I think there is considerable difference between education and credentialization.

But, can a conflict be acceptable? Well, my colleague had an ambition to buy a car, but he was in a dilemma because he had to pay school fees for his six children. I call this an acceptable conflict. He read Hampshire's philosophy who suggested to "looking in society not for consensus, but for eliminable and acceptable conflicts, and for rationally controlled hostilities". So, he recognized it as an acceptable conflict, and stated it explicitly for a pragmatic solution. Eventually, he set his priorities and propounded a remedy to the conflict. This is a life skill technique that may be practiced by educated people.

On the other hand, it is most disturbing to see the so called 'educated' to be the major actors in tribal conflicts. In fact, they play a significant and major role in exacerbating the situation. There is no reasonable ground to call such people educated, but certified due to their role in creating unnecessary social misery. The rest of the people do not have justifiable ground to follow these so called 'educated', and should be aware of those who are genuinely educated and certified, and tag on the foot prints of the former.

In resolving a threatening conflict, even the real scholars ought to be careful not to rely on quick fixes, which may imply of treating conflicts as an unacceptable and unsolvable. Also there are some who possess the attitude to focus their discussions on the symptoms rather than on the root causes of the problems, which leads to putting a healing balm on



the open wound and then go about searching for other global conflicts where the same healing technique is employed. As a result, it is highly likely that the acceptable conflict is turned into an unacceptable, which culminates in skirmishes.

Sometimes, wiser, but less educated people are better than the formally educated people in many ways. I had a neighbor, who was a university professor and fought with his wife because she could not tolerate his habit of being drunkard to boot. So she saw one means to end the drama, divorce at all costs. Luckily, the marriage was rescued due to the constructive and active role of the wiser elder people, who are described as uneducated. At times, formal education becomes too theoretical to the level of being less important in solving our daily challenges.

The other gift of education is the law that resolves conflicts in a just manner. A law is a method of laying a conducive atmosphere for conflicts of interests so that antagonistic ideas, creeds, ideologies, wishes, hopes and aspirations may live in a state of no peace-no war situation for the interest of the mighty. I think law makes that might is right, and the rich are more believable than the poor.

There are scholars who argue that law originates from conflict of interest, not from the abstract theory. It is encapsulated that the law is the end product of a process of attending and balancing conflicting interests. The problem lies in people's thinking that if they have faith in the principle of might is right, it is certain that no law may stop people from throwing at each others' throats for a long time to come. Eventually, education keeps us aware that in resolving conflicts, it is imperative to take into account the mental, psychological, traditional and historical triggers of the problems, and educated people should play their positive role in bringing about all conflicts to an end, no matter what the degree of the conflict is.

Strengths and Challenges of Criterion-Referenced Assessment

By Gezahegn Zewdie, Testing Center, SMU

Criterion referenced assessment in undergraduate education has gathered considerable momentum as a method of marking, grading and reporting students' achievements. The value of criterion- referencing lies in its capacity to achieve greater transparency in marking and the descriptions it gives us about the abilities and achievements of learners. While the notion of marking and grading against explicit criteria and standards may seem a relatively simple concept, it is complex conceptually and involves a range of problematic assumptions. This article tries to explore some of the difficulties with implementing criterion referenced assessment, including difficulties in articulating clear and appropriate standards, problems with the alignment of criteria to the objectives of the subject or program, and the competence and confidence of the responsible bodies in exercising professional judgment.

The Strength of Criterion Referenced Assessment

Criterion-referenced assessment has been widely adopted in recent times because it seeks a fair and more accountable assessment regime than norm referencing. Students are measured against identified standards of achievement rather than being ranked against each other. In criterion referenced assessment, the quality of achievement is not dependent on how well others in the course have performed, but on how well the individual student has performed as measured against specific criteria and standards. Underlying this grading scheme is a concern for accountability regarding the qualities and achievements of students, transparency and negotiability in the process by which grades are awarded, an acknowledgement of subjectivity and the exercise of professional judgment in marking.

On a practical level, criterion referencing requires considerable negotiation to arrive at agreed criteria and standards, not only amongst academic colleagues,



but also with other bodies, professional associations and other educational institutions that may have a stake in the learning outcomes. There is a view that criterion referenced assessment is inextricably linked with the competence movement, and is thereby attempting to reduce the assessment of complex professional practice into a series of discrete, observable and lower order tasks (Morgan and O'Reilly 1999). However, Wenger (1998) argues that assessment criteria are complex and that they cannot convey every possible meaning. Hagar et al (1994) further assert that there are a variety of issues to be considered: among them is that criterion referenced assessment only assesses trivial and atomistic tasks. They argue that criterion referenced assessment is unreliable because it involves inference and subjective professional judgment: that it focuses on outcomes, it is perhaps its departure from pretensions of scientific rigor which is the most problematic for many academics whose disciplinary culture fears about standards, and own experiences as undergraduates provide a heavy mantle to cast off.

Assessment Criteria and Standards

The establishment of appropriate criteria and standards for student achievement are far from clear among academics. According to the available literature, policies have changed to criterion-referenced assessment in many instances before academics have embraced the new concepts or – in many cases – even understood them. Some of the issues are concerned with how to write clear and appropriate criteria and whether criteria and standards are synonymous terms, or whether they need to be separated conceptually and practically (for example Carlson et al 2000; Barrie, Brew and McCulloch 1999; Brooker, Muller, Mylonas and Hansford 1998).

A confounding feature of criterion-referenced assessment is concerned with varying definitions of 'criteria' and 'standards'. Sometimes, the terms are used interchangeably, or the word 'criterion' includes both what is to be assessed and how it will be measured. Conceptually, the terms are complementary, but they have separate meanings. A criterion is a characteristic

by which quality can be judged, and a standard is a statement about the degree of the quality to be attained. Barrie, Brew and McCulloch (1999) for example, found a diversity of understanding and some confusion about the elements of criterion referencing in the academic literature, and they identified seven qualitatively different approaches to writing assessment criteria. Although criterion referenced assessment is now widely adopted, academicians tend to confuse the meanings of the two terms, making it difficult to make standards explicit to students. Carlson et al (2000) found that academicians have more trouble defining standards than they do writing assessment criteria.

One of the advantages sought by the proponents of criterion referenced assessment is that it depends fundamentally upon criteria that are clear and appropriate. But, if academic staff have difficulty with the concepts and practices, students are likely to have even more difficulty. Sadler (1987) spelt out some of the difficulties of achieving explicit assessment criteria, many of which continue to challenge academics today. Sadler argued that fuzziness in verbal descriptions of criteria comes from the capacity for different interpretations of their meaning and from problems articulating where the boundaries of standards lie. He identified assessment criteria and standards as being 'sharp' or as having 'matters of degree' (1987:198).

In this vein, O'Donovan, Price and Rust (2000) found that students have difficulty with vague criteria where the matters of degree are not made explicit. Alternately, Brooker, Muller, Mylonas and Hansford (1998) identify a reductionist approach to writing 'sharp' criteria that can become little more than checklists and do not provide much formative feedback to students. However, the extent to which criteria should be precisely specified in advance depends upon the type of learning outcomes being sought and this is where disciplinary action comes into play. Professional judgment of the 'I know good work when I see it' kind has been overturned not the least because the current environment of accountability



quality assurance has required assessment decisions that are able to be justified.

Preconceived Expectations of Performance

The practice of norm referencing continues because academics lose confidence when grades turn out to be markedly higher or lower than would occur with a normal distribution. Additionally, some academics continue to apply norm referencing because they believe that academic rigour will be lost (Rowntree 1987). In fact, increased number of higher grades might mean that teaching has improved, students could have more clearly understood the assessment requirements, or marking using criteria and standards might be more reliable. A cluster of lower grades could mean that some students have not achieved pre-requisite learning, or are otherwise unprepared for assessment tasks.

The Connotation of Assessment Criteria

Assessment criteria such as 'evidence of critical reasoning' accompanied by standards articulated in such terms as 'shows an imaginative approach', 'logically argued' or 'disorganized' are open to a variety of interpretations. A teacher could easily have a different understanding of the criteria and standards from the student who needs to interpret them. Nevertheless, there are settings in which it is appropriate for criteria to allow students some latitude. In addition, opportunities for higher order thinking or creativity can be constrained when criteria are developed so precisely as to be reductive in their effect on student performance. One way to offset misunderstanding and confusion is through expanded examples, models and definitions that give clear messages to students about the range of acceptable performance. Several studies (Carlson et al 2000; O'Donovan, Price and Rust 2000; Sambell and Johnson 1999; Brooker, Muller, Mylonas and Hansford, 1998) demonstrate how this can work in practice and in addition, can provide common parameters for staff in a marking team. In these

cases, it is necessary to reflect upon the meanings and implications of the criteria, the standards and their linkages to course and subject goals and to the goals of particular assessment.

Web Reference:

<http://www.tedi.uq.edu.au>

<http://www.ericae.net>

<http://www.aare.edu.au>

<http://edglossary.org/criterion-referenced-test>

What Hatred Entails

By Degefa Burayu, Testing Center, SMU

Hatred (a hate) is a deep and emotional extreme dislike. It can be directed against individuals, groups, entities, objects, behaviors or ideas. Hatred is, most of the time, associated with feelings of anger, strong aversion and disposition towards hostility.

James W. Underhill, in his *Ethno Linguistic and Cultural Concepts: truth, love, hate and war* (2012) discusses the origin and metaphoric representation of hate in various languages. He emphasizes that love and hate are social, and culturally constructed. As a result, hate is historically situated. Although it is fair to say that it remains one single emotion in English, French, and German, hate varies in the forms in which it is manifested. For example, a certain hatred which has no relationship with anything may be expressed in the French expressions', *j'ai la haine*, that has no equivalent in English, while for English speakers, loving and hating involve an object, or a person, and therefore, a relationship with something or someone, *j'ai la haine* (literally, I have hate) makes it possible for an idea of an emotion directed at a person.

This is a form of frustration, lack of interest and resentment which shakes violently within the subject, but establishes no relationship with the world, other than aimless desire for destruction. Underhill (following Philippe Roger) also considers French forms of anti Americanism as a specific form of cultural resentment. Regarding this, a series of psychoanalytic views has been stated as follows.

In psychoanalysis, Sigmund Freud defined hate as no ego state that wishes to destroy the source of its happiness. More recently, the Penguin Dictionary



of Psychology defines hate as “deep, enduring, intense emotion expressing animosity, anger, and hostility towards a person, group or object”.

Because hatred is believed to be long-lasting, many psycholinguists consider it to be more of an attitude or disposition than a temporary emotional state (Reber, A.S, Reber, E, 2002).

In English, a hate crime (known as “a bias –motivated crime”) generally refers to the criminal acts which are seen to have been motivated by hate. Those who commit hate crimes target victims because of their perceived membership in a certain social group, usually

defined by race, religion, sexual orientation, mental disorders, disability, class, ethnicity, nationality, age, gender identity, or political affiliation.




In addition, incidents may involve physical assault, destruction of property, bullying, harassment, verbal abuse, or insults, or offensive letters (hate mail).

Source:

<https://en.m.wikipedia.org/wiki/Hatre>

Study Motivation Quotes to Help Students (Andrea Leyden, 2014)

Compiled by: Mikiyas Sileshi & Asnake Solomon TC, SMU

<p>For the student who is extremely productive</p> 	<p>For the student who needs a reality-check</p> 	<p>For the student who is the master of excuses</p> 
<p>For the student who is struggling with their self-belief</p> 	<p>For the student who has big ambitions</p> 	<p>For the student who can only see a mountain.</p> 
<p>For the student who can't see the end of the road</p> 	<p>For the student who needs to think about the future</p> 	<p>For the student who doesn't understand the purpose of mistakes.</p> 
<p>For the student who can't stop procrastinating</p> 		



ASSESSMENT IN FOCUS

DO YOU NEED EMPLOYMENT/PLACEMENT TESTS? USE SMU TESTING SERVICES !!

Outsource your written and practical tests for employment / placement to SMU Testing Center!

The Testing Center of St. Mary's University provides testing services for employment / placement to both private and government organizations and enterprises in the fields indicated below.

Why not use the testing services offered and lighten your burden by letting professionals do the job for you?

Test services given by the TC are in the following fields:

- | | | |
|-------------------------|-----------------------------------|--------------------------|
| 1. Accountancy | 9. Personnel Management | 15. Secretary |
| 2. Auditing | 10. Human Resource Management | 16. Archives Management |
| 3. Cashier | 11. Business Administration | 17. Customer Service |
| 4. Finance Management | 12. Project Management | 18. Database Management |
| 5. Finance Officer | 13. Risk Management | 19. Computer Programming |
| 6. Marketing Management | 14. Procurement and Supplies Mgt. | 20. Software Engineering |
| 7. Salesperson | | 21. Computer Networking |
| 8. Accounting Clerk | | |

OTHER SERVICES OF THE TESTING CENTER AVAILABLE FOR OUTSIDE CUSTOMERS

Services that are available to outside customers include:

Screening tests for:

- Employment
- Placement
- Etc.

TOEFL, iBT and GRE Internet-Based Tests
Training on measurement and evaluation.

The Testing Center is located down the road opposite Bunana Shay Building near Mexico Square.

See the sketch map for details.

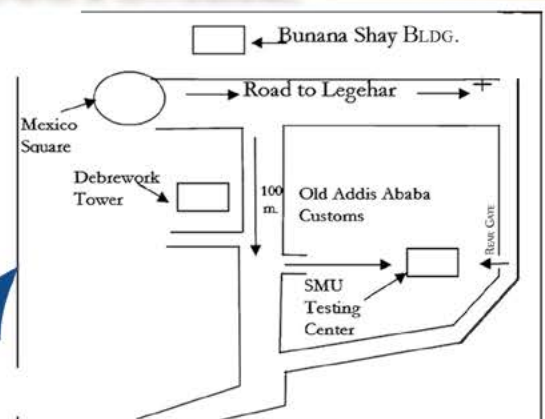
**Telephone: (251) 115 51 09 91
0911 12 19 34**

Fax: (251) 115 53 80 00

E-mail: testing_center@smuc.edu.et

P.O.Box 18490

E-mail: toeflibt@smuc.edu.et



Register online www.ets.org/toefl