



Farook Training College Innovative Academia (FTCIA)
Online Collaborative Learning Project (OCLP)

Pre-Edited Version of Study Materials.

(Chance for minor errors)



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The entire materials are prepared by the B.Ed students (2019-21) of Farook Training College, Calicut, Kerala.

It is expected that this will be a support for those who need simplified, concise but comprehensive study materials for their examination preparation. It is a smart footstep to self learning and peer learning.

A note of appreciation to all student teachers who are the workforce behind this great endeavor.

Team OCLP

FTC

B Ed. II. Sem. EDU 08 ASSESSMENT FOR LEARNING

Unit 1

Basics of Assessment

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MEANING OF ASSESSMENT

- Assessment for learning is an approach to teaching and learning that creates feedback which is then used to to improve students performance.
- The word 'Assess' is used in education to judge the extent of students learning.
- The international dictionary of education explains: In education the process by which one attempts to measure the quality and the quantity of learning and teaching using various assessment techniques assignments projects continuous assessment and objective type test.

DEFINITION OF ASSESSMENT

- According to **Wallace Larsen and Elksnin (1992)**: “Assessment refers to the process of gathering and analysing information in order to make instructional ,administrative and/or guidance decision about or for an individual”.
- According to **wakeford, (2003)**: “Assessment is the feedback to the teacher for the purpose of improving instruction and other aspect of the teaching process”.

Contd...

- According to **Ghate P.,Huddar A.,etal (2006)**: “Assessment it is the process of finding out present status of skills /knowledge /development/ functioning of an individual or a group which can be used purposefully in future”.
- “Assessment is any systematic procedure for collecting information that can be used to make inference about the characteristic of people object”(AERA etal.,1999)

Nature of Assessment

1. **Process:** assessment is a complex process involving various steps like preparing ,selecting ,adapting the rule, planning and administrating the test analysis and interpretation and documentation of results and giving a feedback.
2. **Find out present status:** The purpose of assessment is always to explore the status at the time of assessment.
3. **Individual or group** :Assessment can be done for an individual or could be done for a group.
4. **Skill,knowledge ,development and functioning** : During assessment we are assessing skill ,knowledge ,development and functioning of a individual aur child in a particular area.

CRITERIA OF GOOD ASSESSMENT

1. objectivity
2. Consider all aspects of the student's life
3. Simple
4. unbiased.

Use of assessment in various classroom situations

1. Educational assessment provide information that promote self understanding and help students plan for the future.
2. Appropriate assessment procedure can provide information that allow teachers to to modify and improve their instructional practices.
3. Capturing student time and attention.
4. Providing timely feedback which pay students attention to act on feedback.
5. Educational test and assessment provide useful information to help educator select ,place and classify students.
6. Generating appropriate student learning activity.

CHARACTERISTICS OF CLASSROOM ASSESSMENT

1. **Learner-centered**-Its focus is on observing and improving learning, rather than on observing and improving teaching.
2. **Mutually beneficial**-Students reinforce course content and strengthen their self assessment skills
3. **Teacher -directed**-The teacher decides what to assess, how to assess and how to respond to the information gained through the assessment.
4. **Context-specific**-The assessment technique is chosen to fit the subject matter and the need of the particular class
5. **Ongoing**-The process is creating and maintaining a classroom 'feedback

Contd...

6. **Formative**-Its purpose is to improve the quality of students learning no to provide evidence for evaluating for grading students

7. **SMART**-. Assessment should be SMART

S-----specified

M-----Measurable

A-----Achievable

R-----Relevant

T-----Time Restricted

RELATED TERMS

1. MEASUREMENT

“Measurement is defined as the assignment of one of a set of numbers to each of a set of persons or objects according to certain established rules. The set of numbers depends upon the the nature of the characteristics being measured and upon the type of measuring instrument used”

(Prof.Richard H.Lideman)

FUNCTIONS OF MEASUREMENT

1. Measurement helps in and classification and comparison
2. Measurement helps in selection.
3. Measurement helps in classroom instruction.
4. Measurement helps in research.
5. Measurement helps in predicting the performance.
6. Measurement helps in guidance and counselling.
7. Measurement helps in making comparative study.

2. Evaluation

- Evaluation is the process by which **we judge the value of thing**.
- Evaluation is the systematic assessment of the merit or worth of some objects.

“ Evaluation is a systematic process of determining the extent to which instructional objectives are achieved by pupil”. ----- GRONLUND

“ Evaluation as a systematic collection and interpretation of evidence leading as a part of process of judgement of value with a view of action.” ----- C E BEEBY

FUNCTIONS OF EVALUATION

- Evaluation enhances the quality of teaching.
- Evaluation helps in clarifying the objectives.
- Evaluation motivates learners.
- Guidance can be given on the basis of evaluation.
- Evaluation can help in bringing changes in the curriculum.

TYPES OF EVALUATION

- Formative Evaluation.
- Summative Evaluation.

FORMATIVE EVALUATION :

- ★ Content to be taught is presented in the form of small teaching points. At the end of each such item students are evaluated with respect to the anticipated objectives. This type of evaluation is termed as **formative evaluation**.
- ★ It provides immediate feedback leading to knowledge of results, diagnosis and remediation and the resulting reinforcement and motivation.

SUMMATIVE EVALUATION :

- ★ Summative evaluation is done at the end of something attempted,It can be at the end a unit,it may be at the end of a term.
- ★ Annual exams are summative in nature.

Formative and summative evaluations differ in their nature and their functions are complementary to each other.

CONCEPT OF ASSESSMENT, MEASUREMENT AND EVALUATION

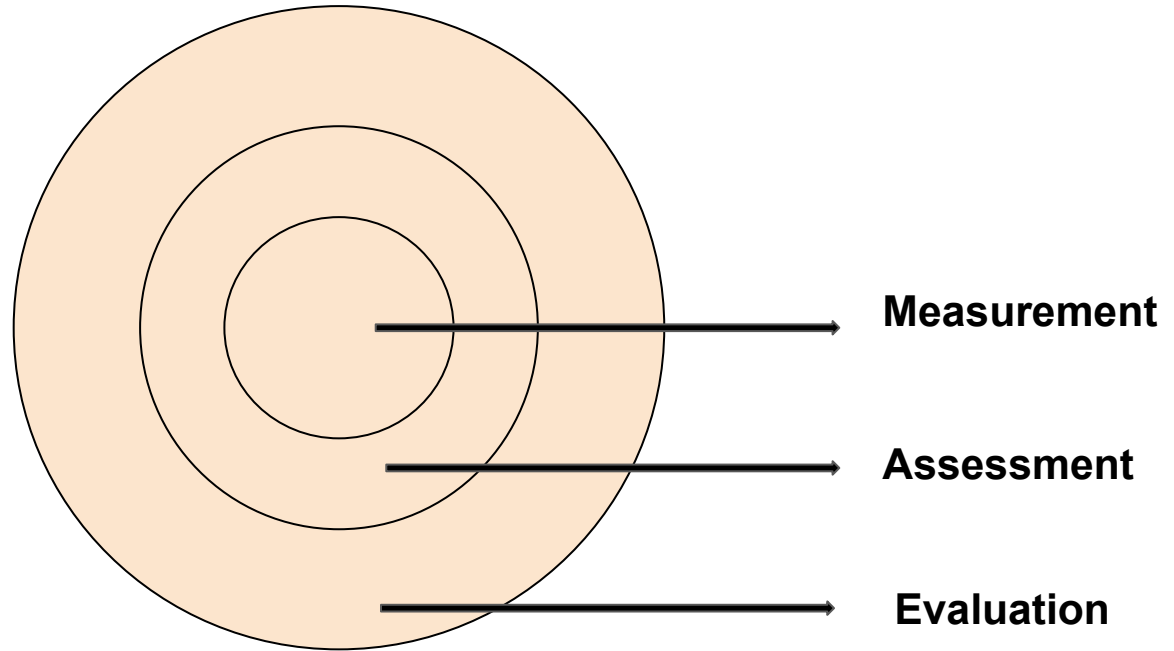
- MEASUREMENT : Assigning numbers to individual or characteristics as per rules
- ASSESSMENT : Gathering information or evidence.
- EVALUATION : Use of that information or evidence to make judgement

Marks = *Measurement*

Marks + Meaning to marks = *Assessment*

Marks + Meaning to marks + value judgement = *Evaluation*

INTER-RELATIONSHIP BETWEEN MEASUREMENT, ASSESSMENT AND EVALUATION



DIFFERENCE BETWEEN ASSESSMENT AND MEASUREMENT

ASSESSMENT	MEASUREMENT
<ul style="list-style-type: none">● Process by which information is obtained relative to some known objective or goal.	<ul style="list-style-type: none">● Process of collecting information relative to some rules and standards.
<ul style="list-style-type: none">● More comprehensive and inclusive process	<ul style="list-style-type: none">● Less comprehensive and inclusive process than assessment.
<ul style="list-style-type: none">● Includes both qualitative and quantitative descriptions	<ul style="list-style-type: none">● Limited to quantitative description only.
<ul style="list-style-type: none">● Includes value judgement	<ul style="list-style-type: none">● Assigning numbers to individual or characteristics.

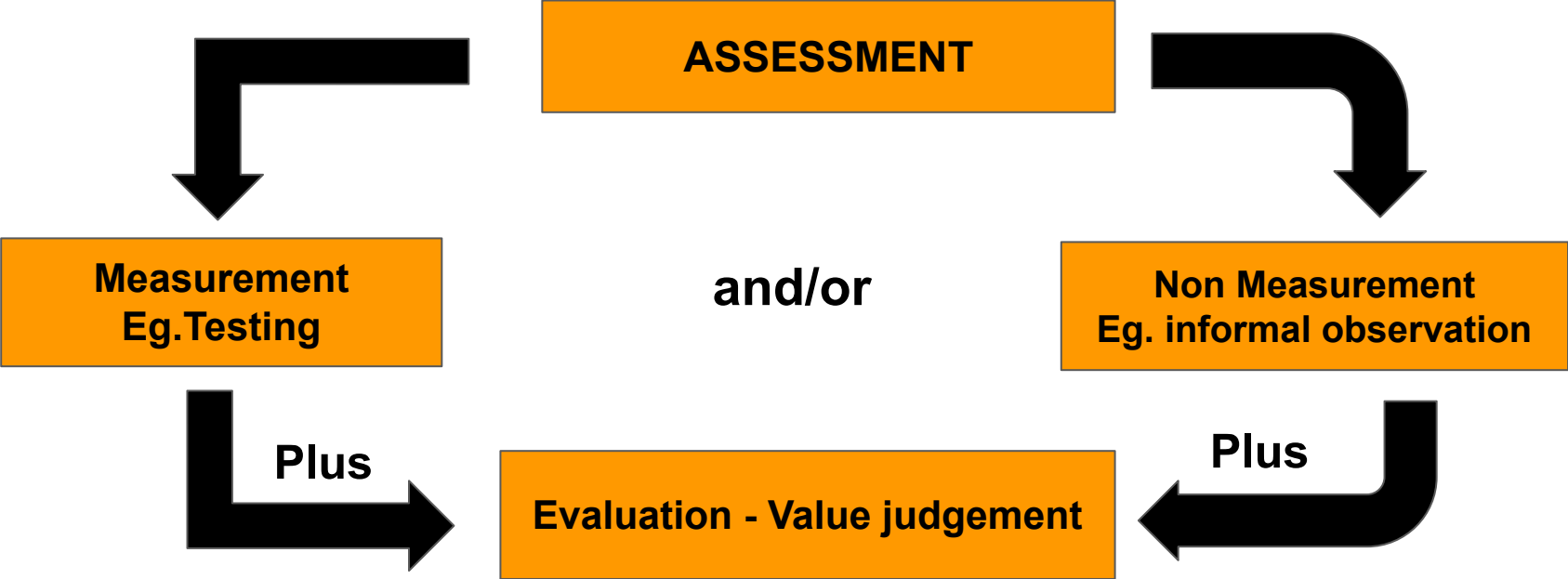
COMPARISON BETWEEN MEASUREMENT AND EVALUATION

MEASUREMENT	EVALUATION
<ul style="list-style-type: none">● Measurement is quantitative	<ul style="list-style-type: none">● Evaluation is qualitative judgement of values and purposes.
<ul style="list-style-type: none">● It is objective and impersonal.	<ul style="list-style-type: none">● It is subjective and personal to a great extent.
<ul style="list-style-type: none">● It is precise and scientific.	<ul style="list-style-type: none">● It is interpretative and philosophical
<ul style="list-style-type: none">● It is not a continuous process. It is occational.	<ul style="list-style-type: none">● It is a continuous process.
<ul style="list-style-type: none">● Measurement is independant of evaluation.	<ul style="list-style-type: none">● Correct evaluation depends on correct measurement.
<ul style="list-style-type: none">● Scope of measurement is limited.	<ul style="list-style-type: none">● Scope of evaluation is unlimited.

COMPARISON BETWEEN ASSESSMENT AND EVALUATION

ASSESSMENT	EVALUATION
<ul style="list-style-type: none">● Assessment is the information collected by teachers students for the purpose of instruction	<ul style="list-style-type: none">● Evaluation is to rate students with the help of some instruments by teachers.
<ul style="list-style-type: none">● It is for students and teachers in the act of learning	<ul style="list-style-type: none">● It is usually for others.
<ul style="list-style-type: none">● It is process oriented	<ul style="list-style-type: none">● It is product oriented
<ul style="list-style-type: none">● It is diagnostic	<ul style="list-style-type: none">● It is judgemental
<ul style="list-style-type: none">● It is objective	<ul style="list-style-type: none">● It is subjective
<ul style="list-style-type: none">● Involves qualitative judgement	<ul style="list-style-type: none">● It involves qualitative and quantitative judgement
<ul style="list-style-type: none">● Its aim is to provide information	<ul style="list-style-type: none">● Its aim is to make value judgement
<ul style="list-style-type: none">● Continuous formative,enhancement of learning	<ul style="list-style-type: none">● End point,summative,determination of quality

ASSESSMENT PROCESS



3. TEST

- It is the means through which we evaluate students performance.
- It is used to measure intelligence,attitude,inherent aptitude,personality etc.
- It is a type of assessment consists of a set of questions administered during a fixed period of time.

“Test is an instrument or a systematic procedure for measuring a sample of behaviour.” ----- N E GRONLUND

4. EXAMINATION

- It is the act of examining or a state of being examined.
- It refers to written exercises, oral questions or practical tasks set to test a student's knowledge and skill on an examination paper.

H C Barnard and J A Lauwerys explains the concept of examination as, a test of knowledge acquired or more generally a means of assessing intellectual capacity or ability

ASSESSMENT FOR LEARNING

- It is a type of formative assessment.
- It includes teacher assessment, student self and/or peer assessment.
- It is an ongoing process.
- The assessment for learning involves an increased level of student autonomy, but not without teacher guidance and collaboration.
- It is for diagnostic purposes.
- There is more emphasis towards giving useful advice to the student and less emphasis on the giving of marks and the grading function.

CHARACTERISTICS OF ASSESSMENT FOR LEARNING

- It should be integral to instruction.
- It should be collaborative involving students in the process.
- It should be based on meaningful task, learning processes and contextual to a student.
- It focuses on strength and knowledge of learner.
- It is continuous and comprehensive

TEACHERS ROLE IN ASSESSMENT FOR LEARNING

- Designs learning.
- Designs assessment with feedback to the student.
- Arranging instructions properly.
- Identifying learning needs of students.
- Selecting and adapting learning materials and resources.
- Providing suitable learning opportunities for students.
- Enhancing students motivation to learning.
- Providing immediate feedback to students.

ASSESSMENT AS LEARNING

- Learning take place through self assessment.
- It focuses on teaching students the metacognitive process to evaluate their own learning and adjustments.
- Assessment as learning is the use of ongoing self assessment by students in order to monitor their own learning.
- In this assessment teacher and students co-construct learning, assessment and learning progress map.
- The learner become aware of how to learn more effectively through this.

TEACHER ROLE IN ASSESSMENT AS LEARNING

- Guide students through the process of understanding their own cognitive processes so that students learn to monitor their own learning and make adjustments.
- Guide students in setting their own goals and monitoring their progress towards them.
- Work with students to develop clear criteria of good practice.
- Guide students in developing internal feedback or self monitoring mechanisms to validate and question their own thinking..
- Monitor students metacognitive processes as well as their learning and provide descriptive feedback.

ASSESSMENT OF LEARNING

- Assessment of learning is a summative assessment used primarily to compare one student's achievement with standard.
- It is conducted at the end of a particular learning stage.
- For grading purposes.
- Assessment of learning is the assessment about how well students are learning and is accompanied by a number or letter grade.
- Teacher direction is supreme and the student has little involvement in the design or implementation of the assessment process.
- It is designed to provide evidence of achievement to teachers, students, and parents as well as the broader educational community in order to celebrate success, plan intervention, and support continual progress.

TEACHERS ROLE IN ASSESSMENT OF LEARNING

- A rationale for undertaking a particular assessment of learning at a particular point in time.
- Clear descriptions of the intended learning.
- Alternative mechanisms for assessing the same outcomes.
- Transparent approach to make judgements and interpretations .
- Descriptions of the assessment process.

FORMATIVE ASSESSMENT

- **Formative assessment** is used to monitor learning progress during instruction.
- It is a tool used by the teacher to monitor student progress in a non threatening, supportive environment.
- It involves regular descriptive **feedback**, a chance for the student to **reflect on the performance**, take advice and improve upon it.
- It is also carried out for taking decisions regarding appropriate modifications in the transactional procedures and learning activities.

PURPOSE

- To provide feedback to both student and teacher.
- To identify the specific learning error and misconceptions that need correction.
- To provide information to the teachers for modifying instruction and for prescribing group work and individual work.

CHARACTERISTICS

- Administered during the lesson taught or instruction imparted
- It is diagnostic and remedial
- Makes provision for effective feedback
- Provides a platform for the active involvement of students in their own learning.

- Offers an opportunity to students to support their peer group and vice-versa.
- Incorporates varied learning styles to decide how and what to teach.
- Builds on students prior knowledge and experience in designing what is taught.
- It should be no way be used by the teacher for making comparison among students or for making certifying judgements.



Observation during class activities ,**Homework,quizzes,question-answers,assignments,tests,conferences,class activities** are the different **types formative** assessment.

ADVANTAGES

- Helps in informing the students about their progress chiefly about the amount they have yet to learn before achieving the set objectives.
- Useful in planning remedial instruction, guiding the students and prompting them to ask for necessary help.
- Enables teacher to adjust teaching by taking into account the result of assessment.
- Encourages students to understand the criteria that will be used to judge their work.
- Provide feedback to students, raises self esteem.
- Learning the subject matter, mastery of learning..

SUMMATIVE ASSESSMENT

- **Summative assessment** is used to assess achievement at the end of instruction.
- It is used to determine the extent to which the instructional goals have been achieved and is used primarily for assigning course grades or for certifying student mastery of the intended learning outcomes.
- Summative assessment has increasingly seen used to sum up learning(Black and Wiliam-1999)
- Final test or measure of the students progress.

PURPOSE

- To pass or fail a student
- To grade or rank a student
- To allow progress to further study
- To assure suitability at work
- To predict success in future study and work.

CHARACTERISTICS

- Summarizes the final progress of the students as a result of a course of learning.
- Carried out less frequently than formative assessment usually at the end of a course of instruction.

- The result may be safely used for making comparison among students, planning them in order of merit or taking decision about their promotion and awarding degree.
- Usually a graded test.



Teacher made **achievement tests, practical exams, portfolio, assignments and projects, instructor self evaluation** are different types of summative assessment.

ADVANTAGES

- Grading or certification of student achievement
- Providing information for judging the appropriateness of the course objectives
- Evaluating the effectiveness of instruction.
- Helps to demonstrate the sum of what they have or have not learned
- Used to making comparison among students.
- Certifies the level of achievement
- Helps to taking decision about promotion and awarding degree

PURPOSES OF ASSESSMENT

Purposes of assessment can be grouped under five headings as:

1) TO SELECT

- Assessment helps for selection. Selection can be independent of the learners wishes.
- Selection can help the learner to make a choice.
- eg: Between options at a certain stages in their school career.

2) TO CERTIFY

- Assessment used for certification , progress and transfer needs to be served on both an institutional and individual level.

- Assessment certifies that a particular level of performance has been achieved.
- This may be in the form of a simple pass or fail or whether competent or not yet competent..
- Certification is necessary to endorse attainment of certain skills and knowledge.
- It serve as the entrance to the next grade or level of learning.

3)TO DESCRIBE

- The outcome of assessment has been described as what a student has learned or can do in greater detail.
- This can be done in the form of a profile.

4)TO AID IN LEARNING

- Assessment can help students to learn actively
- It can stimulate learning activity and direct it towards the learning task to be assessed.
- Assessment feedback helps students to recognize their strength and weakness.
- Receiving feedback is a motivating experience and an aid to future planning.

5)TO IMPROVE TEACHING

- Assessment information helps to review the effectiveness of learning arrangement.
- It helps to know the impact of teaching and make adjustments accordingly.
- It helps to provide works, activities, remedial courses etc according to students capacity.

FUNCTIONS OF ASSESSMENT

FOR STUDENTS

1)DIAGNOSTIC

- To enable students to find out their level of competency , knowledge, understanding etc at the beginning of the course.
- It detects all the activities during learning process.
- From making plans to estimating the results all activities are closely watched.
- It also helps in improving performance and achieving desired results.

2)FEEDBACK / RESPONSE

- This process helps to validate how student's marks are derived.
- It identifies and prizes specific character in students work.

- It guides students to make improvement in their work.

3)LEARNING OPPORTUNITIES

- To provide students with the opportunities to develop their mastery of ideas, practices ,skills and competencies through articulating them in writing or oral work or other forms of expression.

4)MAKING DECISION

- To decide what has to be done for improvement.
- It helps to focus on improvements.

5)SCREENING

- The teacher can assess the probable incidence of the learning problem.

- Assessment defines the problem, while screening it identifies and treats it.

6)INSTRUCTIONAL PLANNING

- It is a process for changing teaching.
- It helps the teachers to make a plan to target the course of study.
- It helps to address the diverse need of students.

7)SELF EVALUATION

- To encourage students to make judgement about the quality of their own work.

8)MOTIVATION

- Assessment task can enhance student motivation by providing framework for developing , reviewing or extending their understanding.

- It provides information about the type of environment and task which helps in teaching - learning process.

9)PREPARATION FOR LONG TERM LEARNING

- Formative assessment can be used to help students develop the capacity to self evaluate, an important competent for any future occupation.

10)STUDENTS CAN EVALUATE THEIR STATUS.

- If a student's evaluation is below average , remedial courses should be provided for them.

FOR TEACHERS

1)DIAGNOSTIC

- Teacher can use assessment task to ascertain what student bring into a course

- It helps to make the teaching and learning responsive to students needs and build on existing knowledge.
- It helps the teachers to know what the strength of student, what he need to learn.

2)FORMATIVE

- Provides information about the learning progress during the instruction.
- Helps to recognize where students are struggling and address problems immediately.
- Helps to determine the next step during the learning process.
- Helps to take remedial measures.

3)SUMMATIVE

- It provide information about how well the student did at the end of a unit or task.

4)FEEDBACK

- Teachers can gain feedback on students learning , detect misunderstanding , assess the effectiveness of their teaching and make appropriate modifications and adaptations.

5)TEACHING AND LEARNING

- Teacher can use assessment task as teaching learning tool both through the nature of the task themselves and through formative feedback.

6)PROMOTING SELF EVALUATION

- Teacher can assess the quality of their instruction which helps in improving the teaching learning strategies.
- It encourages to make judgement about the quality of their own work and prepare them for future participation in the workforce.

PRINCIPLES OF ASSESSMENT PRACTICES

1) PRINCIPLES RELATED TO SELECTION OF METHODS FOR ASSESSMENT

- Assessment methods should be developed or chosen so that inferences drawn from the knowledge , skills , attitude and behaviours possessed by each student are valid and not open to misinterpretation.
- Assessment methods should be clearly related to the goals and objectives of instructions, and be compatible with the instructional approaches used.
- Consideration should be given to the consequences of the decisions to be made in light of the obtained information.
- Should be used to ensure comprehensive and consistent indications of student performance.
- Assessment method should be suited to the backgrounds and prior experiences of students.

- Content and language should not make any controversy.

2)PRINCIPLES RELATED TO COLLECTION OF ASSESSMENT INFORMATION

- Students should be told why assessment information being collected and how this information will be used.
- Assessment procedure should be used under conditions suitable to its purpose and form.
- In assessment involving observations, checklists or rating scales the number of characteristics to be assessed at one time should be small enough and concretely described so that the observations can be made accurately.
- The directions provide to students should be clear, complete and appropriate for the ability , age and grade level of the students.
- In assessment involving selection items (eg:true-false, multiple choice),the direction should encourage students to answer all items without a threat of penalty.

3) PRINCIPLES RELATED TO JUDGING AND SCORING OF STUDENT PERFORMANCE

- A procedure for scoring should be prepared to guide the process of judging the quality of a performance or product, the appropriateness of an attitude or behaviour, or the correctness of an answer.
- Students should be told how their responses or the information they provide will be judged or scored.
- Care should be taken to ensure that results are not influenced by factors that are not relevant to the purpose of the assessment.
- Comments formed as part of scoring should be based on the responses made by the students and presented in a way that students can understand and use them.
- Any changes made during scoring should be based up on a demonstrated problem with the initial scoring procedure. The modified procedure should then be used to restore all previously scored responses.

- An appeal process should be described to students at the beginning of each school year or course of instruction that they may use to appeal a result.

4) PRINCIPLES RELATED TO SUMMARISATION AND INTERPRETATION OF RESULTS

- Procedures for summarising and interpreting results for a reporting period should be guided by a written policy.
- The way in which summary comments and grades are formulated and interpreted should be explained to students and their parents .
- The individual results used and the process followed in deriving summary comments and grades should be described in sufficient detail so that the meaning of a summary comment or grade is clear.
- different kinds of results should be graded separately.
- Summary comments and grades should be based on more than one assessment result.

- Interpretations of result should be made with due regard for limitations, problems encountered etc in method used, collecting, judging and scoring information.
- Assessment results that will be combined into summary comments and grades should be stored in a way that ensures their accuracy at the time they are summarized and interpreted.
- The basis for interpretation should be carefully described and justified.
- Interpretations of assessment results should take account of the background and learning experiences of the students.

5)PRINCIPLES RELATED TO REPORTING OF ASSESSMENT FINDINGS

- The reporting system should be guided by written policy which is consistent with applicable laws and with basic principles of fairness and Human Rights and its confidentiality should be ensured.

- The report should contain a description of the goals and objectives of instruction.
- Report should be complete in their descriptions of the strengths and weaknesses of students so that strength can be build upon and problem areas addressed.
- The reporting system should provide discussions with teachers, parents and students.
- An appeal process should be described to students and parents so that they may use to appeal a report.
- The report should be clear , accurate, and of practical value to the audiences for whom they are intended.

GENERAL PRINCIPLES OF ASSESEMENT

- Before selecting or developing the assessment procedure the intended learning goals should be clearly specified.
- Assessment procedure should be selected on the basis of its objectivity, accuracy or convenience.
- Comprehensive assessment requires the use of a variety of assessment procedure.
- Awareness of the limitations of assessment instruments or procedures is needed to use them properly.
- Assessment procedure should be fair to everyone.
- Criteria for judging successful performance should be clearly specified.

- Assessment procedure should be , reliable and consistent.
- Assessment for improvement performance involves feedback and reflection.
- Good assessment provides useful information to teachers and parents on student achievement.
- The instructional relevance of the assessment procedure should be considered.
- The amount of assessed work should be manageable.
- Formative and summative assessment should be included in each programme.
- Information about assessment should be explicit, accessible and transparent.
- Assessment should be inclusive and equitable.

2 Mark Questions

1. Distinguish between measurement and evaluation
2. Role of teachers in assessment for learning
3. What are the advantages of formative assessment?
4. Write two examples for summative and formative assessment types.

4 Mark Short Essays

1. Compare assessments in learning.
2. What are the purposes of assessment?
3. Write short note on summative and formative assessment.
4. Distinguish between assessment and evaluation.

10 Mark Essays

1.Explain Principles of assessment.

B Ed. II. Sem. EDU 08 ASSESSMENT FOR LEARNING

Unit 2

Assessment for Learning in Classroom

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3. NADA
4. NESMIYA
5. RESHMI

TRANSMISSION RECEPTION (Behaviouristic)MODEL

- It is teacher centred model of education
- Here direct instructions are given by teacher
- Teaching is mainly focussed on passive students
- Learning is considered as, simply remembering and restating what is taught
- The role of teacher is to supply the body of knowledge in a predetermined order and the students are only the receiver

Features of behaviouristic model

- Teacher centred education
- Content oriented
- Emphasises learning
- Learner as a receiver of knowledge
- Learner viewed as an empty vessel
- Rewards, punishment, reinforcement make learning effective
- Learning is behaviour modification
- Importance to product of learning
- Teachers role is a trainer
- Foundation of behaviouristic theories of learning
- Learning is a mechanical process

Assessment in Transmission Reception model

- Assessment is done on the basis of predetermined instructional objectives according to Blooms taxonomy
- The evidence for achievement are learner's ability to demonstrate and replicate the knowledge back to the teacher
- Tests and Examinations are considered as act or techniques for assessment
- Basically tests measures the extend of learning of students.

Drawbacks of this system

- Importance is given to academic achievement
- Emphasis is given to summative assessment
- Importance to low level cognitive areas
- Mental process of learner are not considered
- Importance to product aspects .
- Higher level cognitive process can not be sufficiently evaluated
- It is a teacher structured teacher directed method
- It enhances rote learning
- Sometime it destruct confidence of learner

Changing Assessment Practices

❑ SHIFT FROM TRADITIONAL VIEW TO CONSTRUCTIVIST VIEW OF EVALUATION.

- In constructivist classroom student actively involved in the process of learning
- Traditional assessments are designed to examine whether the information transmitted by teacher is effective or not.
- Traditional classrooms are converted to constructivism classrooms
- As a result there is a shift from teacher centered to learning centered rather than just learner centered education.
- Now assessment paradigm have shifted from testing learning of students to assessing for student learning.

PARADIGM SHIFT IN ASSESSMENT

1. Partial to holistic
2. Intermittent to continuous
3. Marking to grading
4. Autocratic to authentic.
5. Traditional to alternative

Assessment in constructivist Approach

MAJOR IDEAS OF CONSTRUCTIVISM

1. Learning is an active process
2. The learner has prior knowledge
3. The learner takes responsibility for their own learning

Assessment in constructivist Approach

Constructivist believe that assessment should be used as a tool to enhance both the student's learning and the teacher's understanding of the student's current understanding.

***Brooks and Brooks**(1993) describe what assessment in a constructivist classroom look like: Rather than saying “No” when a student does not give the exact answer being sought, **the constructivist teacher attempts to understand** the student's current thinking about the topic.*

MAJOR IDEAS IN ASSESSMENT

- During assessment the process of learning does not stop.
- Variety of techniques can be used.
- It includes inquiry .
- The application reflect the knowledge of students.

CHARACTERISTICS OF ASSESSMENT

In the context of constructivistic approach ..

- It is formative rather than summative
- Learning outcomes include conceptual understanding abilities to perform scientific inquiry and understanding about concept.
- Assessment is a continuous process .

STEPS INVOLVED IN ASSESSMENT PROCESS

- The criteria by which the work will be judged should make clear right from the beginning
- Student must write or document their work
- Student came to know the complex nature of judging and improving their work.

ASSESSMENT PRACTICES

- Constructivism calls for a reconsideration of evaluation and grading procedures.
- Evaluation of the student understanding and performance should be ongoing and cumulative rather than the summative evaluation.
- Constructivist evaluation is that form of evaluation which views knowledge as the outcome of experience mediated by one's own prior knowledge and the experience of others.

ASSESSMENT PRACTICES

An evaluator should take into consideration of the following:

- **What should be evaluated?**ie.,the areas to be evaluated.
- **How should it be evaluated?**ie., the tools and techniques to be used for assessing the output forward by the learner.
- **Who should be evaluate?** ie., the person who is engaged to know the results for further application.
- **What for the result should be evaluated?** ie., for evaluating the performance.
- **When should be it evaluated?**
- **How the results should be recorded?**

IMPORTANT TOOLS AND TECHNIQUES FOR ASSESSMENT

- RUBRICS
- CONCEPT MAPPING
- ANECDOTAL RECORDS
- PEER ASSESSMENT
- PICTORIAL ASSESSMENT
- GRAPHIC ORGANIZER
- REFLECTIVE QUESTIONING

CONTINUOUS AND COMPREHENSIVE EVALUATION(CCE)

- CCE refers to a system of school based evaluation of student that cover all aspect of student personality.
- It is a curricular initiative, attempting to shift emphasis from mere testing to holistic learning.
- It is a school based assessment with the coverage of all aspects of students development
- This process includes continuity of testing with reasonable intervals and covering different aspects of curricular and co-curricular areas so as to help the students

Key words..C

Continuous

- It refers to continuity and regularity of assessment during the whole session.
- The frequency of class tests, unit tests can make the evaluation regular.
- The tests may be followed by the diagnosis of the hard spots of learners and remedial intervention to correct them.
- Retesting and getting feedback may help the teachers and for their self evaluation.

Comprehensive-C

- It refers to the areas of assessment which includes both scholastic and co-scholastic aspects of pupils growth helping the all round development of child.
- Scholastic aspect include curricular area or subject specific areas and Co-scholastic aspects include life skills, co-curricular activities, attitudes and values.
- The scholastic areas can be tested through written and oral tests, whereas co-scholastic areas can be assessed basically through observation and similar techniques...E?

Objectives of CCE

CORE OBJECTIVE: Continuity in evaluation and assessment of broad based learning and behavioral outcomes.

- To make evaluation an integral part of teaching learning process
- To develop skills (Cognitive, psychomotor & affective)
- To lay emphasis of thought process & de-emphasize memorization.
- To use evaluation for improvement of students achievements.
- To guide teaching learning strategy on the basis of regular diagnosis followed by remedial instructions.
- To make the process of teaching & learning a 'Learner Centered Activity'.
- To maintain desired standard of attainment.

Benefits of CCE

- Use of grade in place of marks in determining the level of pupils performance and proficiency.
- Introduction of desired changes in instructional material and methodology.(helps teachers to organize effective teaching strategies)
- Functional and meaningful declaration of results for effective use by all.
- Wider use of tests results for improvement through diagnosis and remedial program .
- Encouragement of comprehensive evaluation covering scholastic and co-scholastic aspects.
- Continuous evaluation provide scope of self evaluation.
- De-emphasis of memorization.

Drawbacks/Challenges of CCE

- Time consuming
- Heavy workload of teachers.
- Incomplete without external examination
- Large class strength
- High Pupil/Teacher ratio
- Absenteeism(Pupil/Teacher)
- Diversity of learners
- Monitoring and feedback
- Remediation and enrichment

EVALUATION

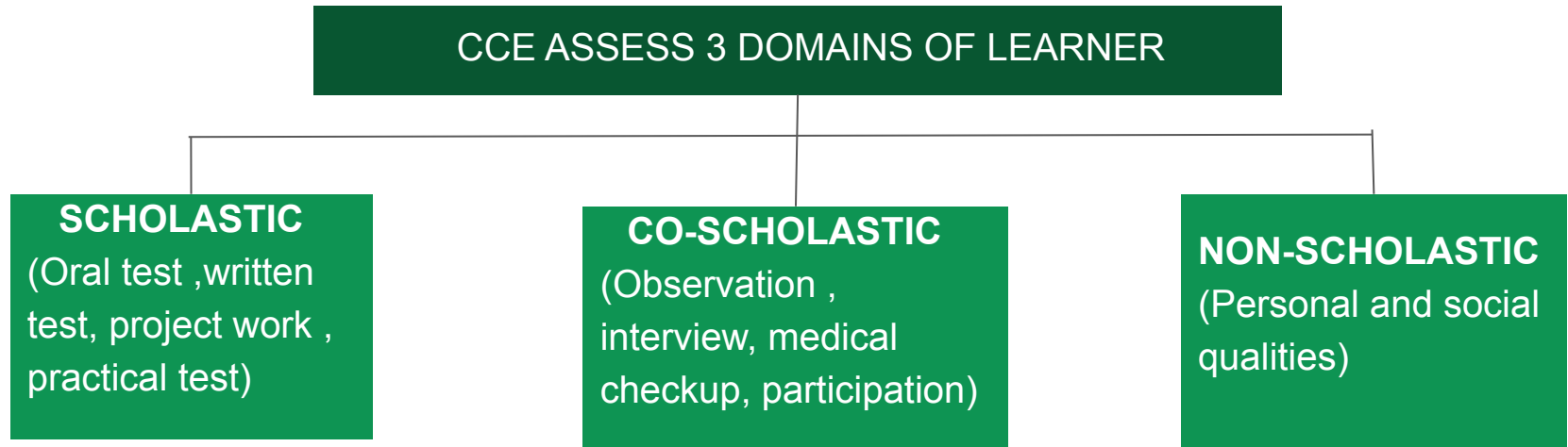
Evaluation is the systematic collecting, analyzing and reporting of information about a student's knowledge, attitudes, skills, intentions and behaviours regarding specific content, issues, experience.

Two kinds of evaluation

- **FORMATIVE** : Evaluation **for** learning.
- **SUMMATIVE** : Evaluation **of** learning.

SCHOLASTIC AND CO-SCHOLASTIC EVALUATION

Scholastic and Co-scholastic evaluation is a part of comprehensive evaluation which is carried out regularly covering all aspects of student learning.



PROJECT

Project is a method of building a comprehensive unit around an activity which may be carried on in the school or outside

Criteria for assessment of project

_ *Planning

- identification of problem

- Relevance of topic

- Selection of appropriate tools for development of topic

*Data collection

*Analysis & Interpretation

- *Presentation of report

- *Timeline

SEMINAR

Seminar may be defined as a gathering of people for the purpose of discussing a stated topic. Such gatherings are usually interactive sessions where the participants engage in discussions about the delineated topic

Criteria for assessment of seminar

- *Planning & organisation

- *Data collection

- *content

- *Preparation of Content
- *Presentation of paper

ASSIGNMENT

Assignment refers to tasks assigned to students by their teachers to be completed outside of class.

Criteria for assessment of assignments

- *Understanding the content
- *Comprehensiveness of content
- *Ability to present
- *Conclusion
- *Timeline

PORTFOLIO

Portfolios are purposeful, organized, systematic collections of student work that tell the story of a student's efforts, progress, and achievement in specific areas.

- The materials which can be included in the portfolio are: notes or drawings, extracts from diaries or journals, laboratory or project reports, charts, posters, maps, diagrams, designs, painting, photographs, artworks, artifacts, completed assignments and others

PORTFOLIO ASSESSMENT

Portfolio assessment is the systematic purposeful collection of students work created in response to specific objectives and evaluated in relation to some criteria.

- Assessment is done by measuring the individuals work as well as portfolio as a whole against specified criteria with a specific purpose.

Criteria for portfolio assessment

- *Quality appropriateness of students work
- *Reflective analysis of growth process
- *Description of action potential outcome in school
- *Balance of growth in multiple key capacities
- *Creativity

TYPES OF PORTFOLIOS

- Working Portfolios
- Showcase Portfolios
- Evaluation Portfolios

Working Portfolios:

This type is also known as documentation portfolios. It is a planned compilation of work done by student which is to be assessed for attainment of learning objectives. One of the purpose of a working portfolio is diagnosis and the teacher will be able to trace the students level of understanding of the content area's best evaluating the samples submitted.

Showcase Portfolios :

This type of portfolio highlights the best products over a particular time period or course. It contains what the students select as their exemplary work. It displays the best work of a student, by discussions between student and teacher. Showcase portfolios display photographs, videotapes and electronic records of students' completed works. It also includes written analysis and reflections by the students on why they choose those items.

Evaluation Portfolios:

Evaluation portfolios or assessment portfolios documents what the students have learned through the year. Tests, experiments, laboratory records, descriptive answers, articles, projects and other artifacts etc can be included in the assessment portfolio. This type of portfolio records students learning on specific curriculum outcomes. It is designed to help teachers determine whether the students have met the standards of performance.

STEPS IN CONSTRUCTION OF PORTFOLIOS

- Determine the purpose of portfolio
- Determine what type of portfolio
- Designing the portfolio
- Procedure establishing

MERITS

- Students are actively involved
- Develops self assessment skills
- Strengthens relationships between teachers and students
- Focus on self improvement
- Collaborate assessment among teachers and students

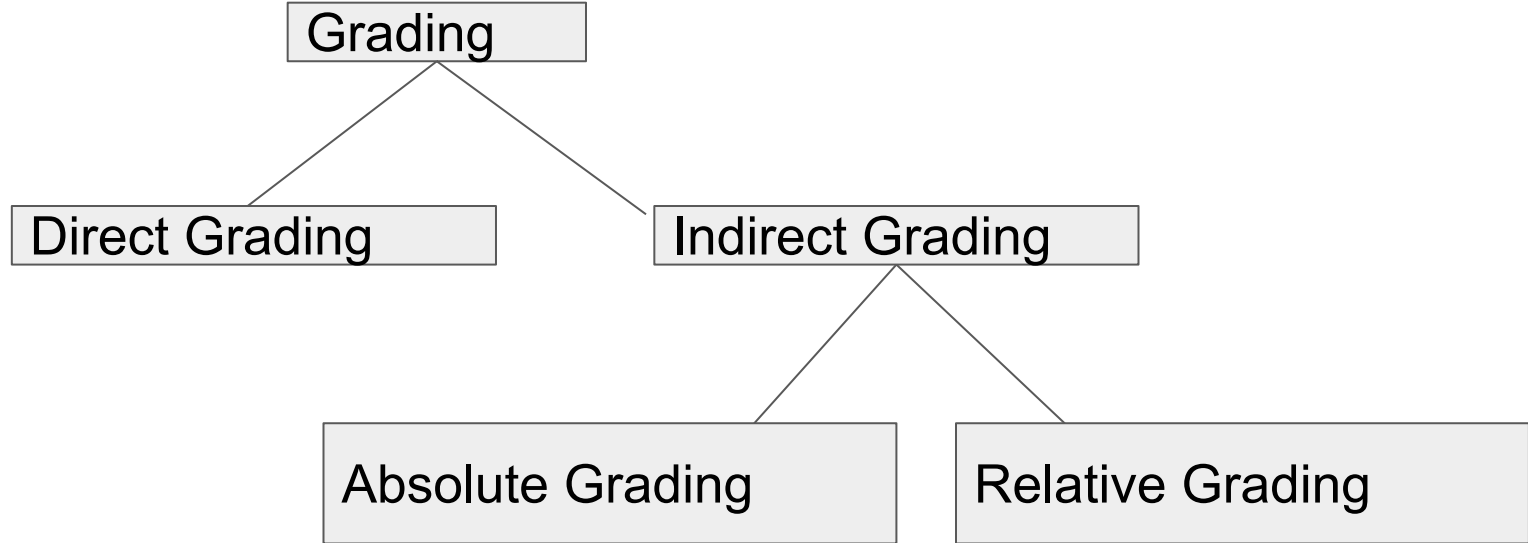
DEMERITS

- Time consuming
- Not suitable for all types of skills
- It is difficult to fix standards
- Implementation and recommendation is difficult
- Burden for students

GRADING

Grading is a process of classifying students based on their performance into groups with the help of predetermined standards, expressed in symbolic form ie, letters in English alphabet. As the grades are corresponding symbols are predetermined and well defined, everyone would understand them uniformly.

TYPES OF GRADING



Direct Grading

It is the process by which any given phenomenon (eg:achievements, personality traits, physical abilities etc)with respect to each individual of the group concerned,is adjudged by the evaluator in terms of most appropriate letter grade only(A,B,C....) without assigning scores.In exams,this would involve awarding of particular grades to the answer of each question on the basis of quality judged by evaluator.The Grade Point Average(GPA) will then have to be calculated for obtaining the overall grade of students in a particular script as

given below.

Letter Grade	A	B	C	D	E	F	G	H	I
Numerical value of The grade	9	8	7	6	5	4	3	2	1

Suppose there are 15 questions in a question paper and the grades obtained by a student on the test is presented in the following table

Question no	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Obtained grade	F	E	A	G	D	H	E	E	B	F	C	B	E	D	B	
Grade points	4	8	9	3	6	2	5	5	8	4	7	8	5	6	8	

Grade Point Average (GPA) can be calculated as follows

$$\text{GPA} = \frac{4+8+9+3+6+2+5+5+8+4+7+8+5+6+8}{15} = 5.86 \sim 6$$

GRADE = D

Indirect Grading

It is the process of awarding grades through marks. In this procedure marks are first awarded as usual. The marks are awarded to the individual questions on the basis of the prescribed marking scheme and total score for the paper arrived at.

The conversion of marks into grades are done in two ways 1) Absolute Grading 2) Relative Grading

Absolute Grading

In absolute grading some fixed range of scores is determined in advance for each grade. On the basis of this, the score obtained by a candidate in a subject is converted to the grade concerned. It is a type of criterion referenced grading

Example:

Range of marks	Letter grade	Numericalvalue Of the grade	Grade Designation
91-100	A+	6	Excellent
71-90	A	5	Very Good
51-70	B+	4	Good
31-50	B	3	Average
11-30	C+	2	Below Average
BelowAverage	C	1	Unsatisfactory

Relative Grading

Relative grading allows for the teacher to interpret the results of an assessment and determine grades based on student performance. One example of this is grading “on the curve.” In this approach, the grades of an assessment are forced to fit a “bell curve” no matter what the distribution is. A hard grade to the curve would look as follows.

A = Top 10% of students

B = Next 25% of students

C = Middle 30% of students

D = Next 25% of students

F = Bottom 10% of students

TYPES OF ASSESSMENT

a) PRACTICE BASED ASSESSMENT

DEFENITION

Practice based Assessment may be considered as a set of strategies to prepare students for practice environment.

Eg. written examination

Viva

Reports

Reflective portfolios

Merits

1. It provides formative information about how learning is progressing
2. Allow errors to be diagnosed
3. Combine practice, reinforcement, and assessment
4. Non verbal as well as verbal responses can be assessed

b) PERFORMANCE BASED ASSESSMENT

DEFENITION

Performance based assessment describes one or more approaches for measuring student progress, skills and achievement.

Eg. portfolios

Performance tasks

Exhibitions

Types of performance tasks

Restricted performance task

They are more structured and require less time to administer

Eg. Give a, one minute speech on a given topic

Extended performance tasks

They are suited to assess more complex learning outcomes such as gathering, organising, evaluating and presenting.

Eg. Read a novel and write a critical review on it.

Functions of performance based assessment

- Performance criteria help to define the standards of achievement
- Evaluation of student performance become more reliable
- Integration of assessment and instruction

Advantages

- They can clearly communicate instructional goals
- Provide a means of assessing process or procedure as well as the product
- Engourage the application of learning to real life situation
- The use of performance assessment may result in better

Limitations

- Requires considerable time and effort in use
- Evaluation must frequently be done individually rather than in groups
- Judgement and scoring performance is subjective and has low reliability.

C) EXAMINATION BASED ASSESSMENT--Evidence based assessment?

DEFENITION

It means assessment of ability, achievement or performance in a subject with the help of examination, it is the assessment of the

Functions of examination based assessment

- To evaluate cognitive ,affective ,and psychomotor abilities
- To help in diagnosis
- To assess the progress of learning
- To motivate students
- Provide opportunity to the students for self evaluation.

Practice of assessment

DIALOGUE

- It can be defined as talk between two or more people in which thoughts and ideas are expressed, questions are asked and answered or information exchanged.
- In the context of assessment, it refers to the communication of assessment evidences to the learners.
- The verbal encounter between the teachers and students or among students is termed as an instructional dialogues.
- It can take place through an email exchange, comments on a blog, instant messaging, etc.

Using dialogue as an assessment tool.

It can be used to:

1. Assess knowledge
2. Assess practice
3. Provide evidence of reflection on practice
4. Assess professional learning

Different examples or types of dialogues are:

1. Critical discussions
2. Reflective dialogues
3. Presentations
4. Group assessment
5. Narrative
6. Professional conversations
7. Dialogue with evidence
8. Story telling

FEEDBACK THROUGH MARKING

- Marking is a tool for assessing students work and providing feedback about their progress.
- The principle purpose of marking is to provide students with feedback on their performances.
- Student will be graded or marked depending on their performances.
- Mark should reflect academic achievement when it is related to academic subjects.

Marking and feedback take place to:

- Assess the level at which students are working.
- Motivate students to produce work of a high quality.
- Provide opportunity to give praise and encouragement.
- Monitor effectiveness of teaching and to aid future planning.

Functions

- It help the teachers to acquire information about the level of understanding among students.
- It helps to modify the instructional activities
- It helps ti achieve the the desired learning goals.
- It promotes students learning.
- Helps to understand what and how students are thinking.
- Enable to recognize student language, communication skills, etc.

Characteristics

- Dialogue should be conducted with a learning goal in mind.
- lth should be interactive in nature.
- It should act as supportive tool of social participation and social cognition

MARKING SYSTEM

- Marks are assigned to provide feedback about academic achievement in order for students to be compared according to their achievement.
- Marks are awarded for individual assessment items, grades are awarded for courses. A grade is the overall level of achievement for a course, usually determined by combining the marks of the individual assessment items that make up the course.

Two type of marking systems are:

1. *Type of comparison involved*
2. *Type of symbols used*

1. *Type of comparison*

Marks are based on comparison usually, comparison of student with:

- a) Other students---Grades are depends on how well the achievement of a student did compared with the achievement of other students. Such an approach is called norm referenced.
- b) Established standards ----Grades dependent on how well a students performance compare with pre established standards. Such an approach is called criterion referenced.
- c) Aptitude ---In this students are compared themselves.
- d) Effort---Mark depend on how hard the student work.
- e) Improvement ---Such system compare the amount of improvement between the beginning and end of instruction.

2.Type of symbols

The most commonly used symbol in marking systems are :

- a) Letter grade---such as A-F is used to report marks.
- b) Numerical grades ---In this 100 as the highest mark, also shows letter grade equivalent for the range of numerical grades.
- c)Pass-Fail symbol---In this P orF is employed in marking.

Feedback

Definition:

Feedback is a process in which learners make sense of information about their performance and use it to enhance quality of their work or learning strategies.

- Feedback is any information that a learner receives as a result of an assessment.
- It may be written or oral, stated or implied.
- It helps to maximize their potential, raise their awareness of strengths and areas for improvement.
- The main purpose is to reduce a gap between current understanding and performances and a goal.

Characteristics of good feedback

1. Good feedback is relevant

Feedback needs to be relevant to the individual student. Their previous work and stage of development should be considered.

2. Good feedback is informative

Information should be given on student strength. This encourages and motivates the students and also helps to plan ahead.

3. Good feedback encourage self assessment

Student should assess their own work critically and internalise criteria and standards.

4. Good feedback encourage dialogues

It stimulate a response and a continuing dialogues.

Criteria of feedback

To be most effective, feedback must meet the following criteria

- Should be given immediately following or during assessment.
- Should be detailed and understandable to students.
- Should provide remedial measures for correcting errors
- Should be positive and provide guide for improving both performance and self assessment.
- Should focus on successful elements of the performances and the error should be corrected.

Principles of marking and feedback

1. Teachers should provide written or verbal feedback to students.
2. Feedback should be clear.
3. Hand written feedback should be legible and should use simple languages.
4. Feedback should be accurate.
5. It should directly related to learning outcomes and given assessment criteria.
6. Marking should be regular, frequent and consistent across the school.
7. It is best provided as soon as possible after the assessment took place.
8. Standard criteria and marking symbols should use in marking.
9. Students should be trained in marking, self evaluation and peer assessment.
10. Parents should have access to the schools marking procedures.

Peer Assessment

Peer assessment is the assessment of students work by other students of equal status. Student often undertake peer assessment in conjunction with formal self assessment. It refers to one student assessing other students.

- It require students to provide either feedback or grades to their peers on a product or performance based on the criteria for excellence that product or event which students may have been involved in determining.
- In this learns make judgement about one anothers work.
- This require them to give and/or receive feedback.
- It allows students insight into the thinking and reasoning abilities of their peers.

Purpose

- To give and receive feedback for learning
- To make formal judgement about the quality of other students work

Advantage

- It helps to develop interpersonal skill.
- Give feedback to students
- Helps to clarify assessment criteria
- Reduce the marking load of teacher
- It saves tutorial time
- It helps to develop the ability to make judgement

Disadvantage

- Students may lack the ability to evaluate each other
- Students will have a tendency to award everyone the same mark
- Additional briefing time can increase teachers work load
- Without lecturer intervention, students may mis inform each other.

Self Assessment

- It is a process of formative assessment during which students reflect on and evaluate the quality of their work and their learning
- self-assessment is the process of looking at oneself in order to assess aspects that are important to one's identity. It is one of the motives that drive self-evaluation, along with self-verification and self-enhancement.

- It is the assessment where the student is the source - that is the person who makes judgement on their own learning.
- It provide student with an opportunity to review concepts and identify process.
- According to Boud(1995) self assessment comprises two main elements :
 - 1.making decision about the standards of performance expected.
 - 2.making judgement about the quality of the performance in relation to these standards.

Teachers can increase students self assessment habit by:

- Involving students in developing assessment criteria
- Involving students in peer assessment
- Establishing a protocol for students to reduce dissatisfaction on teacher assigned marks or performance level.

Advantage

- Develop self directed learning
- Helps to identify the assessment criteria
- Increase student motivation
- Encourage student involvement, responsibility and independence
- Focus on development of students judgement skills
- Encourage student ownership of the learning
- Provide information for goal setting

Disadvantage

- Briefing time can increase teachers work load
- It is difficult to apply in lower levels
- It can be time consuming if not planned adequately

Formative use of summative assessment

- Summative assessment is the assessment that involves an evaluation of student achievement resulting in a grade or a certification.
- Both formative and summative assessment have vital role to play in the education of students, and although on the surface they may not seem to have much in common, there are identified ways they can work together to improve student learning.
- Making formative use of summative assessment means using information derived from summative assessment to improve future student performance.

For the teacher it involves :

- Providing a range of assessment task and opportunities to make certain that a range of student learning styles are catered for.
- Teaching students to prepare more efficiently for summative assessment by making use of knowledge about themselves as learners.

- making use of the results of summative assessment so that learning is emphasised.

For the student it involves:

- developing the ability to identify 'where I am now' and 'where I need to be'... and to prepare for summative assessment accordingly
- recognising that summative assessment experiences are an opportunity for further learning and a chance to improve future achievement.

2 Mark Questions & Answer key words

? Distinguish between Relative grading and absolute grading.

? What is the difference between direct and indirect grading.

? Define Portfolio Assessment. 1. write the characteristics of good feedback?

- ? what are the disadvantages of a behaviouristic model of education?
- ? Describe peer assessment
- ? Define practice based assessment and give two examples?
- ? which are the two types of performance tasks and give Examples?
- ? Define examination based assessment?

4 Mark Short Essays & Value Points

1. Comment on Portfolio assessment & its advantages
2. Distinguish between absolute grading and relative grading .
3. Give brief description of Portfolio & mention advantages of Portfolio assessment.

1. **4.** Comment on different types of grading. Make a comparative study between peer and self assessment
2. **5.** Explain the advantages and disadvantages of self assessment
3. **6.** Mention any four advantages and limitations of performance based assessment?

- 7.** What is practice based assessment and mention any four advantages?

- 8.** Distinguish between practice based assessment and examination based assessment?

9. Give a description of changing assessment practices in constructivist classrooms?

10 Mark Essays & Value Points

1. Describe the three types of assessment ?compare the advantages and limitations of each?

Value points

- Definition of practice based, performance based and examination based assessment with examples
- Comparison of advantages of the 3 types of assessment
- Comparison of the limitations of the 3 types of assessment

2. Explain different assessment practices used in continuous comprehensive evaluation?

(Explain CCE, explain each terms, explain assessment practice)
(2016)

3. Critically evaluate changing assessment practices in education?
(2017)

(Explain assessment practice, critical evaluation, general view)

B Ed. II. Sem. EDU 08 ASSESSMENT FOR LEARNING

Unit 3

Tools & Techniques for Classroom Assessment

GROUP MEMBERS

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● TOOLS FOR ASSESSMENT

- The word “ Tools” literary means- implement for mechanical operation
- In educational assessment, Tool - as an instrument to collect evidence of students achievement
- Major tools used for classroom assessment are
 - *Tests*
 - *Cumulative record*
 - *Anecdotal record*
 - *Check list*
 - *Rating scale*
 - *Questionnaire*
 - *Inventory*
 - *Questionnaire*

● **Techniques for Assessment**

- Techniques refers to procedure used to collect relevant information
- Major techniques used for classroom assessment are
 - Observation
 - Self reporting
 - Testing
 - Projective techniques
 - Interview
 - Case study
 - Sociometry

Techniques:

1. Observation

- Observation is the process in which information is collected by direct observation without asking the respondent
- In observation process, teacher observe what is occurring in the real life situations of students and record that happening according to some planned scheme
- It is purposive, systematic, carefully focused and thoroughly recorded
- It is a means of obtaining first hand information

Type of observation

- [Participant observation / Non - participant observation](#)

Participant observation : observer participate with the activities of the group and observes the behaviour of the participants

Non participant observation: observer observes the group without participating in the activities of group

- [Controlled observation / uncontrolled observation](#)

Controlled observation : observation of events under controlled conditions

Uncontrolled observation: observation take place in natural settings - Activities are performed without guidance of any external force

- [Structured observation/ unstructured observation](#)

Structured observation : Observation of phenomena under pre-planned scheme-in a formal manner-based on predetermined criteria

Unstructured observation : observation is take place in natural setting as they occur spontaneously

MERITS

- It can be used in every situation
- It can be used with children of all age
- It is independent of respondent willingness to respond
- Information obtained is related to what is currently happening
- Economical

LIMITATIONS

- Time consuming
- There is great scope for personal prejudice and bias of the observer
- Only overt behaviours are observed
- Sometimes unforeseen factors may interfere with the observational task

2 Self reporting

- Self reporting provide valuable evidence about student's perception of themselves and how they want others to view them
- Self reporting techniques are used to collect information directly from the students
 - Matters related to student's personal Life
 - Past experience of students
- This report including report on student's attitude, interest and personal feelings etc
- It is very useful for understanding students
- It is useful for guiding students learning, development and adjustment
- It is helpful to discover complex personality traits

3 Testing

- Testing measures the level of skill or knowledge that has been reached
- Testing is used to measure how much of the assigned materials students are mastered, and how well students are learning the materials.
- It is used to measure one or more aspects of human behaviour through verbal and non-verbal responses

MERITS OF TESTING

- They are used to determine the achievement level and progress of pupils
- Help to identify the interest of the students
- Help to identify talented and slow learners
- Help to improve teaching learning techniques
- They are objective
- Economical and less time consuming

DEMERITS OF TESTING

- In many tests more importance is given to measure verbal abilities
- All traits or behaviour cannot be measured
- Condition such as socio-cultural or environmental may influence unduly on the students
- The results of the test may tend to invalidate due to indifference, lack of attention, low commitment etc

Tools :

1 Anecdotal Record

- It is report of teacher observation regarding his pupil
- When teachers observe certain behaviour of his students during specific occasion, either in classroom or outside , should be recorded accurately and objectively.
- Such behaviour of students reveal their attitude or certain personality traits
- This type of record help the teacher in evaluating a student from the point of view of his personality.

A specimen of an Anecdotal Record

Name of the student : class: Division:

Name of the school :

Date of observation: Place:

Name of the observer:

Incident No. 1 .:

.....

Interpretation:.....

.....

Recommendations :

Merits and demerits of Anecdotal Record

Merits

- They are very helpful in understanding the child's behaviour in diverse situation
- They provide data for pupils to use in self appraisal
- A new teacher may use these records and acquaint himself with the students
-

Demerits

- A careless recording of behaviour will harm than good
- When the observer project his own feelings, then the record will useless
- Many useful details of incident may be left unrecorded due to the time lapse between the incident and recording.

CHECK LIST

- Consist of prepared list of items.
- Simple laundry-list type of device
- Easy to construct and easy to use
- Tool has the advantage of systematising and facilitating the recording of observation and of helping to assure the consideration of all aspects of action or object observed
- Result is recorded by putting tick mark
- Used to check whether a trait is present or absent

HAMER AND KEMFER SUGGESTED 4 TYPES OF ITEMS

- Those item for which respondent put tick mark against programmes are arranged in your school.
- Items whose answer to be recorded encircling the “yes” or “No”
- questions are in the form of statements and answered by putting tick mark
- Items are multialternative and respondent have to mark the alternative

RATING SCALE

- Modified version of check list.
- It means the judgement of one person by another
- An object is judged in absolute terms against certain specified criteria.
- Rating may be in such forms as “good”, “average “, “poor”, “above average “, “average “, “below average “.

TYPES OF RATING SCALE

1. NUMERIC RATING SCALE
2. DESCRIPTIVE RATING SCALE
3. GRAPHIC RATING SCALE
4. PERCENTAGE GROUP SCALE

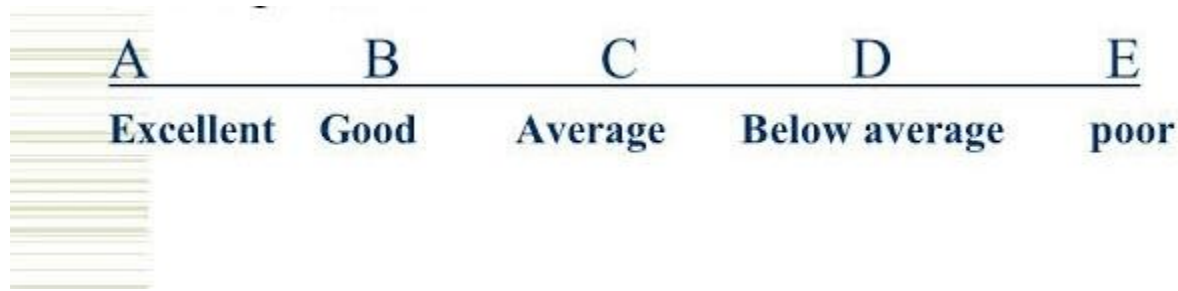
a) Numeric rating scale

- Numbers are assigned to each trait.
- Each number describes one character of behaviour
- The numbers on 5 point or 7 point scale are provided with bipolar adjective at both ends
- In 7 point scale, '7' represents the 'maximum', '4' represents the 'average'.



b) Descriptive Rating scale

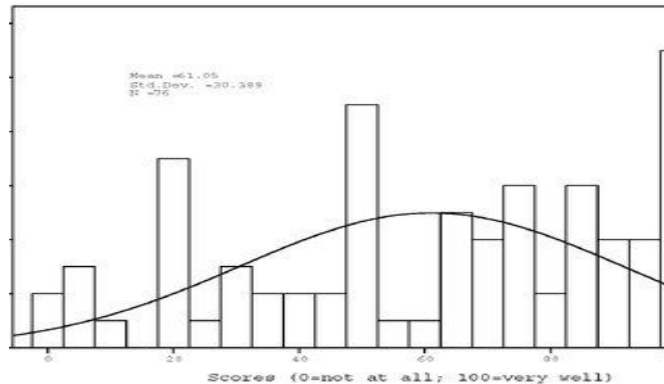
The rater puts a tick mark in the space provided before the characteristics or trait.



C) Graphic Rating scale

- Also called 'behavioural statement scale'
- Traits are important for effective performance

Eg: quality of work, team work, ethics...



d) percentage Group Scale

- Rater is asked to give the percentage of the group.

Eg: highest = 5%

Second highest = 5%

Average = 20%

Second lowest = 10%

Lowest = 5%

ADVANTAGES OF RATING SCALE

1. Specified outcomes or objectives of education can be measured
2. Help the students to rate himself
3. To find out the needs of students
4. To suppliment other source of understanding about the child
5. Provides a stimulating effect upon the individual who are rated.

LIMITATIONS OF RATING SCALE

1. Personal bias

- a) Some raters mark the high end of the scale due to bias called **generosity error**
- b) Some raters tend to rate everyone average this is called **central tendency error**

2. Halo effect

Raters general impression of a person influence his ratings.

3. Logical error

Raters rate two characteristics of the trait more alike or less alike, because he felt they are logically related to each other.

4. Proximity error

Adjustment characteristics of a behaviour tend to intercorrelate with each other. As a result rater tends to give both of them same rating.

TEST

Meaning

Device or procedure confronting a subject with a standard set of questions or task to which the student is respond independently and the result of which can be treated in such a way as to provide a quantitative comparison of performance of different students.

DEFINITION

“ As a systematic procedure for observing and describing one or more characteristics of person with the aid of either a numerical scale or category system “

- L.J Cronback -

USES OF TEST

1. They are objective
2. They are handy
3. To motivate and direct effect to learn
4. To monitor students progress in attaining learning goals
5. They are economical and less time consuming.

TYPES OF TESTS

- **BASED ON RESPONSES**

a) **Performance test**

b) **Maximum performance test**

intelligent test

Achievement test

Aptitude test

C) Habitual performance

Deals with affective domain of educational objective, to measures the typical behaviour and characteristics of examinee.

interest test

personality test

value test

adjustment test

d) paper pencil test

There required the respondant to write the answers to the question, by putting a tick mark and circling or underlining, one of the alternative answer given to the test items.some times respondant asked to provide answers by writing word, phrase, or sentence.

- **BASED ON ADMINISTRATIVE CONDITIONS**

- a) **Individual test**

- It is administered to an individual at a time
- It is useful for small children
- Costly in terms administration and time
- A trained tester is required to administer it.

- b) **group test**

- It is administered to a group at same time.
- Less costly in terms of administration and time.
- Suitable for older children and adults
- No trained person is required to administer it.

c) oral test

- **Examiner ask question to the students in oral form**
- **Students has to answer the question in such a way to demonstrate subject knowledge in oral form**

d) written test

- **Respondent has to write answers to the question in the form of objective type, short answer type, essay type.**

- **BASED ON TIME**

- a) **Speed test**

- Speed with which the examinees answer the test items is more important than the content of response.

- b) **Power test**

- Emphasis is given on assessing the knowledge and understanding and less emphasis is given to speed.

- **BASED ON MEDIUM USED**

- a) **Verbal test**

- Make use of language
- Cannot used for testing subjects who lack linguistic ability.
- Less expensive

- b) **Non verbal test**

- It make use of pictures design or activities
- Subjects who lack language ability can also be tested by using non verbal test
- More expensive

- **BASED ON THE USE OF CULTURE**

- a) **Culture specific test**

Knowledge and experience of a specific culture or sub culture.

- b) **Culture free test**

- It was prepared by **cattell in 1933**
- Free of cultural content and context

- C) **culture - fair test**

- Language free and attempts to eliminate culturally determined values and attitudes.

- **BASED ON ITEMS**

- a) **Objective tests**

Here the examinee has to select the correct answer among one or more several alternative or supply a word that demands an objective judgement when it is used

- b) **Subjective test**

Student has to present or write an original answer. It includes short answer, essay question.

- **BASED ON STANDARDISATION PROCEDURE**

Standardisation refers to degree to which the observation, procedures, administrative procedures equipment and materials, scoring rules have been fixed.

a) **Standardised test**

- An instrument of measurement which measures what it aims to measure quite correctly with constant results
- It has standard norms and therefore result gives us a true assessment of individual.

TYPES OF STANDARDISED TEST

- **Achievement test**
- **Aptitude test**
- **Intelligent test**

b) Teacher made test

- Teachers use tests to constructed by themselves and standardised test for evaluation.
- To measure the outcomes of learning which a teacher in particular has in mind.
- It is not for public use
- No uniform procedure for administration.

- **BASED ON SCORING REFERENCE SCHEME**

- a) **Non reference test**

- To measure the individual difference.
- To classify and grade learners in various categories.

- b) **Reference test**

- To measure the effectiveness of a programme or instruction
- Provides specific information on individual level of performance with respect to objectives.

- **BASED ON PURPOSE**

- a) **Achievement test**

- To measure knowledge, understanding, skills in a particular subject or group of subjects taught in schools.
- To assess the level of achievement of each student

- b) **Prognostic test**

- Predict the future performance of a individual in particular area.

c) Diagnostic test

- To identify and investigate the difficulties, disabilities and inadequacies of pupil in specific fields.
- Used to identify learning difficulties
- To examine the student's current level.

RUBRICS

MEANING OF RUBRICS

- It is a scoring guide used to evaluate the performance of the students
- Evaluation is done on the basis of the scale of Rubrics
- It is a formative evaluation tool quite often presented in table format, can be used by teachers, when marking and by students, when planning their work
- It is a chart that describes the criteria that one uses to evaluate or rate performance
- Used for assessing assignments, projects, presentations, skill performance and knowledge of subject matter

IMPORTANCE OF RUBRICS

- **It provides descriptive feedback to students**
- **It allows accurate, unbiased and consistent scoring**
- **Help the students to understand the learning target and their level of performance**
- **It help the teachers to teach and assess the students**

TYPES OF RUBRICS

- 1. Holistic Rubrics**
- 2. Analytic Rubrics**
- 3. General Rubrics**
- 4. Task specific Rubrics**

HOLISTIC RUBRICS

- It provides a single score based on overall impressions of learner achievement on a task
- Eg : Course grades

Merits:

- Scoring is faster than Analytic Rubrics
- Good for Summative assessment
- Provide overview of students achievement

ANALYTIC RUBRICS

- **It provides specific feedback along several dimensions**
- **Each assessment criteria is evaluated separately**
- **Eg : Assessment of communication skills**
 - **Fluency in language**
 - **Clarity**
 - **Speed**
 - **Use of grammar**

Merits:

- **Provides diagnostic information to teachers**
- **Provides formative feedback to students**
- **Scoring is more consistent**

GENERAL RUBRICS

- It contain criteria that are general across tasks
- Eg : Assessment of chart / model workshop
 - Preparation
 - Neatness
 - Appropriate content
 - Timely completion

Merits:

- It helps the students for self evaluation
- The same Rubric can be used across different tasks

TASK SPECIFIC RUBRICS

- It can be used only for a particular task or assignment
- Eg : Evaluating Micro teaching skills

Merits:

- More reliable assessment of performance on the task
- It provides the detailed guidance regarding the specific task or assignment

RUBRICS CONSTRUCTION - STEPS

- 1. Decide the essential elements present in the students work**
- 2. Decide the levels of achievement to be included in the Rubrics**
- 3. Develop a clear description of performance at each achievement level**
- 4. Provide space for additional comments and final grade**

ADVANTAGES OF RUBRICS

- **Data analysis becomes easier**
- **Grading consistency**
- **Reduce time spend on grading**
- **Reduce uncertainty by giving description**
- **Help instructors to communicate requirements to students**
- **Clarity in assessment**
- **Provides both qualitative and quantitative data**
- **Helps to improve performance**
- **Understand strength and weakness clearly**
- **Shows areas in need of improvement**

DISADVANTAGES OF RUBRICS

- **Development of Rubrics is a complex and time consuming process**
- **Less flexible**
- **If the criteria used in the rubrics is complex, the chance for success becomes less**

ASSESSMENT TOOLS FOR AFFECTIVE DOMAIN

Affective domain is one of the three domain in Bloom's taxonomy. It is related with feeling field and concerned with the feelings, emotions, values, motivation and attitude of an individual.

The tools used in affective domain
are

1. ATTITUDE SCALE

2.MOTIVATION SCALE

3.INTEREST INVENTORY

1. ATTITUDE SCALE

Meaning of attitude

It is the tendency of an individual to react in a certain way toward a particular stimulus, object, situation, process or phenomenon. It may be positive, neutral or negative

Definition of attitude

According to Thurstone “attitude is the degree of positive and negative affect associated with some psychological object (idea, phenomenon....)

Meaning of Attitude scale

- The scale used for the purpose of measuring people's attitude to a phenomenon
- It consist of numbers of items that have been carefully edited and selected in accordance with certain criteria.
- Each items are known as *statement*.
-

Types of attitude scale

There are two main ways of constructing and standardizing attitude scale :

A. **LIKERT SCALE** (summated rating)

B. **THURSTONE SCALE** (equal appearing intervals)

LIKERT SCALE

- Developed by **RENSIS LIKERT** in 1932.
- Consist of both favourable and unfavourable statement.
- Evaluation is on the basis of how well it discriminates between those persons whose total score is high and whose total score is low.

Steps in attitude scale construction

- Define the attitude
- Determine related areas or components
- Write the statement
 - The statement should be favourable & unfavourable which are approximate equal . Provide clear direction in the beginning.
- Graded responses are given for the each statement.
generally odd numbers are graded response and most frequently 5 point scale is used.

- Which consist of options such as
strongly agree (SA)
Agree (A)
Undecided (U)
Disagree(D)
strongly Disagree (SD)
- The response of the statement are to be score as per the scoring procedure
 - For positive statement ;
5 , 4 , 3 , 2 , 1
 - For negative statement ;
1 ,2 ,3 ,4 ,5
- As the scores of individual items are added together, it is known as summated state

Merit of attitude scale

- **Easy to construct**
- **Require less time**
- **Relative attitude is measured**
- **Direct and reliable information**

Demerit of attitude scale

- **Central tendency bias**
- **Halo effect**
- **Some of them are more difficulty to rate**
- **Decrease objectivity**

THURSTONE SCALE

Steps for preparing Thurstone scale

- ❑ A large number of items regarding an attitude object is collected
- ❑ The items are given to large numbers of judges
- ❑ Sort out these item into 11 categories independently
- ❑ The 6 th one denote neutral position
- ❑ 11th : highest favourablness
- ❑ 1 st : utmost unfavourablness

- ❑ Items having wide variability are omitted
- ❑ About 20 to 30 or even more number of items is selected
- ❑ The score of each individual on the scale is determined by finding out his mean position on various statements

2.MOTIVATION SCALE

Meaning of Motivation

The word is derived from the Latin word ‘ *moutum* ‘ which means to motion. Motivation is an internal force which accelerates a response or behaviour.

Definition of motivation

-J.P. GUILDFORD - “ A motive is a particular internal factor or condition that tends to initiate and sustain activity”

- ★ It leads to self actualization in learning
- ★ Motivation sustaining interest in learning
- ★ It directed to selective goal
- ★ Internal condition or factor of learning

Meaning of Motivation scale

- The tool prepared to measure the level of motivation of the subject.
- It is a type of Likert scale .
- It consist of a set of statements indicating favourablness or unfavourablness. The numbers should be approximately equal.
- The cumulated scores represent his relative position on the scale.

Types of Motivation scale

1. Motivation Scale

- The first version developed by **Wolf and Smith** in 1995
- It consist of **8** items and was undimensional
- **Sundre** revised the original scale , Students Opinio Scale(sos).

- It comprised of 10 items using a five point Likert Scale ranging from 1(Strongly Disagree) to 5 (Strongly Agree).
- Four of the ten items (3,4,7,&9) should be reverse coded , prior to scoring and analysis
- The responses to items are summed to form 3 scores ;

Total Motivation, Importance and Effort

- The Total motivation score is the sum of all the ten items.
- The Importance scale derived by summing the items 1,3,4,5 & 8
- 2,6,7,9 & 10 form Effort Scale
- Higher score are indicative of greater self report of Motivation

Motivation Assessment Scale (MAS)

- MAS is developed by **Mark Durand**
- Used to assess the functions of problem behaviour in individuals.
- It consist of 16 questions with 4 sub scales, each represent

Attention, Escape , Sensory , Tangible

- Each question has six response options
(**0** = never , **1** = almost never , **2**= seldom
3= half the time , **4** = usually , **5**= almost
always and **6** = always)
- Scores are calculated by summing the items rating and calculating the mean rating.
- High scores means that those function may be maintaining the individuals problem behaviour.

Achievement Motivation Scale

- It have been constructed on the pattern of attitude Motivation scale.
- Eg; **CIE Achievement Motivation Test** , constructed by **Dr.N.K.Dutt and Dr.K.G.Radtogi**.
- Numbers of partly completed sentences in this test.
- The task is to select only one answer which seems to correspond most with our feelings and then put tick mark

- There are 30 items in this test
- All the items have to be answered
- With the help of response get an idea of the relative level of achievement Motivation

TAT Type approach

- Here certain pictures are used to obtain stories from the subject for analysing their Motivation.
- These stories are scored in a suitable way
- **Criteria for evaluation;**
 - **Success in competition with some standard of excellence**
 - **Unique accomplishments**
 - **Long term involvement**

INTEREST INVENTORY

Meaning of interest

In latin the word interest means 'it concerns' or 'it matters. Interest is the feeling that prompts us to spontaneous activity.

According to **Bingham** " an interest is a tendency to become absorbed in an experience and to continue it.

Nature and characteristics of interest

- Interest can be measured
- Interests of individuals differ
- Interests are fixed and permanent
- Interests are innate as well as acquired dispositions
- Pursuit of one's interest provides strength to resist fatigue

Measurement of interest of students

- There is some relationship between interest and abilities. Interest gives some indication of our abilities.
- Interest is one of the most impelling motives. A person may have aptitude for a vocation but if he is not interested in it he is not likely to be successful in that vocation
- Measurement may suggest alternative fields- academic and vocational which the student has not seriously considered

INTEREST INVENTORIES

1. They are self report instruments in which the individuals note their own likes and dislikes
2. Interest inventories attempt to yield to yield a measure of the types of activities that an individual has a tendency to like and to choose

Important interest inventories are

- Strong 's vocational interest inventory, Cleeton' s vocational interest inventory, Lee- Thorpe occupational interest inventory etc.

Cleeton's vocational interest inventory

This inventory contains separate forms for men and women. The form for men contains a total of 630 items to be checked and 40 questions to be answered in 'yes' or 'no'

Lee- Thorpe occupational interest inventory

This inventory consists of 120 items having preferences in couplets and additional 33 having preferences in triplets. It measures interest in six occupational fields- business, arts, natural, personal, social and sciences.

Stewart and Brainard's specific interest inventory

There are four forms available, one each for men, boys, women and girls. The forms for boys and girls are meant for age group ten to sixteen years. Each form contains 100 questions and the questions are divided into 20 groups. Each group deals with one type of interest.

PRINCIPLE FOR CONSTRUCTING TYPE OF TEST ITEMS

1. The items should cover, as far as possible, the whole range of topics prescribed in the syllabus
2. No item or part of the item should be set which is outside the syllabus
3. More items should be set to test higher objectives. For this purpose items should be in the context of new situations
4. Items should provide clear direction to the students regarding the scope and length of responses
5. The language of the items should be simple and within the easy grasp of students

TEST ITEMS

- ***subjective type/ free response type***
 - short answer type
 - Essay type
- ***objective/ fixed response type***
 - Supply type
 - Selection type

Short Answer Type

A question requiring four value points at the most may be defined as a short answer question. The term value points indicates a point to be given credit in the expected answer. Thus the length of the answer expected from a short answer question becomes very short. This diminishes subjectively.

Suggestions for constructing short answer type

- Make questions simple, short and grammatically correct
- Avoid qualitative terms like seldom, most, many, much etc.
- Avoid absolute terms like all, none, never, etc.
- Give clear, specific and complete directions.
- Give due consideration to time allotted for the test.

ADVANTAGES

- A relatively large portion of the content covered in a test
- It is easy to construct, because it measures a relatively simple learning outcome
- It is useful in evaluating the ability to interpret diagrams, charts, graphs etc.

LIMITATIONS

- It is more subjective than the objective type of items.
- Its excessive use may encourage a student to memorise facts and develop poor study habits.
- Mechanical scoring is not possible because of the subjectivity involved

ESSAY TYPE

- Traditional type
- Free response item
- Help evaluation of complex skills and similar behavioural patterns

- Question calling for long answer with a number of points and variety of objectives
- It is the only mean to evaluate pupils ability to express facts in an organised manner , to assimilate and organise subject matter, reason logically ,to invite individual opinions n, criticism etc..

ADVANTAGES

- Simple to administer
- Easy to prepare
- Improve language
- Guess work can be eliminated
- Reduce spot copying
- Helpful for appraisal of skills

LIMITATIONS

- Subjective nature leads to different scores
- Selective study of content
- Cannot comprehensively cover the contents

OBJECTIVE TYPE

Definition

“One that can be provided by with simple pre-determined test of correct answers so that objective opinion or judgement in the scoring procedure is eliminated”

- R.L .EBEL and D.A.FRISBIE -

TYPES ITEMS

- ***Supply type***
- ***Selection type***

SUPPLY TYPE

Respondents supply response

Two types

A. **Simple recall type**

Requires to recall response to direct question.

Rzresponse is short like a word, number, phras

Eliminate chances of guessing.

B.Completion type

Consists of a series of sentences with certain words omitted and replaced by blanks.

Respondents are expected to fill blanks using words ,phrases, number.

Guess work is completely eliminated.

SELECTION TYPE

Three types

1. True or false items
2. Matching type test items
3. multiple choice test items

True or false

- Alternative response type
- A true or false items consists of a statement or proposition which the examinee must judge and mark as either true or false
- A.J.NIKTO
- Chances of guesses
- Emphasise rote memorization
- Can be attempted by those who are unaware of subject matter
- Large subject sample covered in short time

MATCHING TYPE

- modified form of MCQ
- economised form of MCQ
- consists of two parallel columns consists of words ,numbers,phrases matched to each other' in respective columns
- Promises/stem- the items in column for match is sought
- Responses/ options- items in column from which selection is made

MULTIPLE CHOICE

- Consists of four or more responses which is either correct or better than others
- StEM-first part of item- Presented in the form of direct questions or incomplete statement
- OPTIONS /RESPONSE- usually four or five in number
- One is keyed response ,others are distractors or misleads

Advantages of objective type

- 1.can be scored objectively and easily
- 2.good tool for ensuring coverage
- 3.reduces subjective element to minimum
- 4.economic in time
- 5.it creates many skills and abilities

Limitations

- 1.difficulty in preparing good items
- 3.problem of guessing
- 3.problem of cheating
- 4.emphasise on testing superficial knowledge
- 5.high printing cost
- 6.inefficiency in testing complicated skills

10 Mark Essays & Value Points

1. Explain different tools and techniques for classroom assessment

(Tool meaning, 5 different types of tool and advantages and disadvantages of that tools, techniques meaning, 5 different types techniques and it's characteristics)

2. Explain different types of tests.

(Meaning definition of test, 2 classifications of test and their explanation with examples).

3. .Explain Rubrics,its construction and types

(Meaning and importance of rubrics,steps of construction,4 types of Rubrics,advantages and disadvantages)

4. Explain different types of test items? Explain the appropriate situation to each.

(Definition of each test item, classification and its explanations)

5. Explain Rating scales with appropriate examples?

(Meaning of rating scale, different types of rating scale with examples)

6. Explain important interest inventories?

(Mention two interest inventories and write its characteristics, drawbacks)

4 Mark Short Essays & Value Points

- 1. commend on the advantages of self reporting**
- 2. what is anecdotal record and commend on the merits and demerits of Anecdotal Record**
- 3. What are the major difference between standardised test and teacher made test?**
- 4. What is a Rubric?How it is used for student evaluation (June-2017)**
- 5. Explain the importance of Rubrics in evaluation (May-2018)**

- 6. Give an account of any two assessment tool for affective domine**
- 7. Name any two evaluation tools in affective domine with a brief description.**
- 8. What are the disadvantages of essay type test item?**
- 9. based on the administrative conditions how can we classify the types of tests?**
- 10. How can we measure the interest of students?**

Unit 4

Issues in classroom assessment

1- Basith V P

2-Anees .K

3-Aswathy Jayaram

4-Ayisha N P

5-Fathima Thasni.P

1-Commercialisation of assessment

- Commercialisation of education is an ongoing process in our contemporary society. It creates a lot of issues along with its positive aspects.
- Readymade assessment tools/study materials are easily available in the market and most of these tools are not up to the quality. The respective agencies prepared the materials without following any principles.
- Normally teachers as well as students depend on this type of tools and materials. This often affects the standard of classroom assessment.

2. Poor test quality

- The class test conducted by teachers usually does not maintain the required quality
- Most of the teachers are not well versed with the techniques of preparing assessment tools
- Assessment with poor quality tests will result in bad than good
- Most of the test check only rote memorisation and fail to test higher order skills as reasoning ,analysis ,creativity and judgement

3.The domain dependency

- Domain can be defined an area of control or sphere.
- Conceptualise and instantiate formative assessment within the contexts of specific domain is the possible approach to deal with the domain dependency issue.
- Assessment requires the interaction of general principles, strategies and techniques with reasonable deep understanding of various domains.
- A teacher who has weak domain understanding is less likely to know what questions to ask students, what to look for in their performance, what inference to make from that performance about students knowledge and what actions to take to adjust instruction.

4.THE MEASUREMENT ISSUE

- Measurement involves for activities designing opportunities to gather evidence, collecting evidence, interpreting it and acting on interpretations.
- Formative assessment is not the elicitation of evidences but includes making inferences from that evidence.
- Formative assessment is an inferential process.
- The measurement issues lies in the interpretation of evidence for learner performance and achievement.
- Formative inferences are uncertain and also subjected to unintentional biases.

THE MEASUREMENT ISSUE..... CONTINUATION

- So we should try to decrease uncertainty and bias by considering data from multiple sources, occasions and contexts.

5.THE SYSTEM ISSUE

- Assessment components can be considered internally coherent when they are mutually supportive
- That's formative and summative assessment need to be aligned with one another.
- Such components must also be externally coherent in the sense that formative and summative assessment are consistent with accepted theories of learning as well as with socially valued learning outcomes.
- In case if these two type are not coherently present, the system will either work against one another or work against larger societal goals.

THE SYSTEM ISSUE..... CONTINUATION

- But today for practical reasons summative tests are relatively short and predominantly take the multiple choice or short answer formats.
- Such tests will measure a subject of the intended curriculum, omitting important processes, strategies and knowledge that cannot be assessed efficiently in that fashion.

Reforms in Assessment

- Assessment becomes an integral part of the educative process.
- According to NCF 2005 the purpose of assessment is necessarily to improve the teaching learning process and materials, and to be able to review the objectives that have been identified for different school stages by gauging the extent to which the capabilities of learner have been developed.

- Traditionally, assessment used to be conducted at the end of the teaching learning process and served only the summative functions.
- But now, with advent of modern theories of learning and instruction, the process of assessment has acquired new dimensions with an interventionist role in the improvement of instructional process.

OPEN BOOK ASSESSMENT

- Open book allow students to takes notes at the time of examination.
- It aims at developing the skills of critical and creative thinking.
- Open book assessments often comprises task based on a problem or argument to which the student is ten required to respond employing their knowledge of the subject and making use of the reference material as appropriate.

Types of Open Book Assessment

Restricted type -

Students are permitted to bring one or more specific documents approved by the course instructor.

Unrestricted type -

Students are free to bring whatever they like.

Merits of the OBA

- To reduce the tendency of rote memory.
- To develop higher order thinking.
- To develop better understanding of subject matter.
- To develop positive attitudes towards examination.
- To reduce stress and fear.
- To eliminate the tendency of copying.
- Development of self study habits.
- Encourages creative abilities.
- To develop regular study habits among students.

Demerits of the OBA

- Time consuming.
- Difficult to ensure equitable resources.
- More space is needed during the examination.
- Less important to rote memorisation.
- Non availability of of infrastructure facilities.
- There is a possibility of consultation among examinees in the hall.

INSTITUTION BASED ASSESSMENT

It is a individual institutions of higher education design and evaluate their own assessment programmes by addressing specific needs and progress of students assessment instruments vary by discipline,programme and institutions.

- IBA is an approaches in evaluating students academic progress in which teachers are given greater responsibility to design quality assessment that align with their students learning outcomes.
- Which is more comprehensive, it focus being an assessment of holistic development of the learner.
- IBA is indeed the only way to make evaluation on a continuous basis , this process being an integral part of the teaching learning process.

- IBA ensures holistic development of the learners, use of written, oral, practical, diagnostic and formative tests are made use for assessing cognitive and practical outcomes related to scholastic aspects of development.

Basic Principle of IBA

1. Both teachers and students are actively involved in the process of evaluation and students do not remain passive listeners.
2. Teacher must ensure that assessment becomes an integral part of institution.
3. Integral assessment should be comprehensive as it takes into account assessment of holistic development of learner and involve class discussion report, laboratory works, written works etc.

4. Development of database and progress of students.
5. Adapted to varying conditions i.e, IBA should be Institution specific.

Factors Consider in IBA

- Class attendance.
- Classroom observation - instruction with students, involvement in process, interest in subjects, ability to express himself, verbally willingness to accept other etc.
- Provide teacher made test.
- Practical and laboratory and library work assignments.
- Working with community.

ONLINE ASSESSMENT

- It is conducting examination on the basis of internet.
- It is a new technique of conducting assessment or examination by using internet without face to face contact between the examinee and the examiner.

Merits of the Online Assessment

- Scoring can be done speedily.
- Easier, time saving and comfortable.
- Reduces the chance of copying.
- Reduces the subjectivity.
- Provide immediate feedback to students.
- Less expensive.
- Quick evaluation of performance.
- It ensures reliability, validity, and objectivity.

Demerits of the Online Assessment

- Good broadband facility is required.
- Important is only given to cognitive ability.
- Technical knowledge is required.
- Risk of losing what has been recorded.
- Availability of internet facilities.
- Limited time and less freedom for selecting sections.
- Not suitable for the specific needs of students.

ON DEMAND ASSESSMENT

- Assessment conducted on the demand of the learner.
- It can be administered to a single student and or a whole class.
- It enables to conduct assessment in a reliable and standardised manner.
- Give preference to students examination.
- Can written examination when the student is think he is written all thing.
- No limitation to attend.

Types of On Demand Assessment

1. Computer adaptive test -

- They deliver sets of questions to students that vary according to student ability.
- The students give responses.
- Depending on the responses provided in previous questions, the system presents progressively easier or more difficult questions to the student.

2. Liner test -

- Students get a fixed set of questions.
- The same questions are given to all students in the same order during the test.
- Their responses are saved and stored by the computer and teachers are able to view and analyse the results of a student, class or question level.

Merits of the On Demand Assessment

- Attend exam he or she is ready.
- Data choose by learner.
- Loss of threat of failure.
- Provide immediate feedback.
- It is more respect individuality of learner.
- Tension, frustration, anxiety etc can be removed.
- It is time saving.
- Remove malpractice.

Demerits of On Demand Assessment

- Unfair checking of exams.
- Very slow services.
- Much freedom is provided to students.
- The system may fail to store the result.

EXAMINATION REFORM REPORTS

Reports on Examination Reforms

- Examinations are an indispensable part of the educational process.
- It is necessary to determine the effectiveness of teaching learning process and their installation by learns.
- Schools have taken on the function of examining and screening out on the basis of examinations.
- Recommendations related to examination reforms given by various reports after independence are following:-

1. University Education Commission(1948-49)

- The University Education Commission headed by Dr. S. Radhakrishnan.
- He states that “ For nearly half a century, examinations, as they have been functioning, have been recognised as one the worst features of Indian Education. “
- The important recommendation made by the commission is the use of objective tests.

2. Secondary Education Commission (1952-53)

- The secondary education commission was headed by Dr.Lakshmana Swami Mudaliyar.
- The summary of Mudaliyar Commission recommendations are:-
 - 1) The number of external examinations to be reduced.
 - 2) Objective type tests should be included.
 - 3) For assessing overall progress of student school records should keep properly.
 - 4) Symbolic marking instead if numerical marking.
 - 5) In the final assessment due weightage is given to internal examinations and school rerecord

Secondary Education Commission (Continue...)

- 6) At the completion of secondary school curriculum only one public examination should be conducted.
- 7) Certificates awarded to the students should include the evaluation of personality attributes and the score of school tests.
- 8) The compartmental examination system should be included in the final public examination.
- 9) Internal assessment should be encouraged through continuous and comprehensive evaluation.

3. Indian Education Commission (1964-66)

- Indian Education Commission or Kothari Commission headed by Dr.D.S Kothari.
- The recommendations on examination reform made by the Kothari Commission are:-
- 1) On the completion of course, at the end of the lower or higher secondary stage, the student should receive a certificate from the school, also giving the record of his internal assessment as contained in his cumulative record.
- 2) The certificate may be attached to that given by Board in connection with the external examination.
- 3) Internal assessment conducted by the school should be comprehensive

Indian Education Commission (Continue...)

- evaluating all those aspects of students growth that are measured by the external examination and also those personality traits, interests and attitudes which cannot be assessed by it.
- 4) Certificate should be students complete performance but there should be no remark to the effect that he has passed or failed in the whole examination.
- 5) Written examinations should be reduced and laid stress on observation techniques, oral tests and practical examinations.
- 6) Classes I to V to be treated as an ungraded unit.
- 7) At the end of primary stage, no external examination to be held and observation and oral test to be used at this stage.

Indian Education Commission (Continue...)

- 8) External examination need not be compulsory for all the students of class X or class XII or XII.
- 9) National Board of School Education to be set up at the centre.
- 10) Establishment of Experimental Schools with the right to hold their own final examination at the end of class X.

4. New Education Policy (1986)

- The National Policy on Education (1986) made the following recommendations:
- 1) “Assessment of performance is an integral part of any process of learning and teaching. As part of sound educational strategy, examinations should be employed to bring about qualitative improvement in education.
- 2) The objective will be to recast the examination system so as to ensure a method of assessment that is a valid and reliable measure of student development and a powerful instrument for improving teaching and learning. In functional terms, this would mean:
 - a) The elimination of excessive element of chance and subjectivity.

New Education Policy (Continue...)

- b) The de emphasis of memorisation.
- c) Continuous and Comprehensive evaluation that incorporates both scholastic and non scholastic aspect of education, spread over the total span of instructional times.
- d) Effective use of evaluation process by teachers, students and parents.
- e) Improvement in the conduct of examination.etc...
- 3) The above goals are relevant both for external examination and evaluations within educational institutions.

5.The Programme Of Action(1986, 1992 (Revised)

- The Programme of Action (POA) suggested several specific short- term and long-term measures for carrying out examination reform at the school level as well as at the university level.
- It also suggested that, “to formulate a national examination reform work the Department of Education would, inter-alia, constitute an inter institutional Committee with representations from UGC, NCERT, AICTE and state level organisations including Board of Secondary Education. ”
- The POA has also made some strategies for implementation, which are as follows:

The Programme of Action (Continue...)

- **(a) Elementary Stage:**
- 1. The Minimum levels of Learning (MLLs) in language (Tongue), Mathematics and Environmental Studies for classes 1 to V have been developed by MHRD at the national level. Similar exercise to develop these in the remaining areas and classes of elementary curriculum will be carried out.
- 2. Since no detention policy is envisaged at the primary stage, the main function of evaluation will be diagnostic in nature so as to provide remedial help to the pupils.
- 3. The concerned agency in each state will prepare a flexible scheme of

Programme Of Action (Continue..)

Continuous Comprehensive Evaluation (CCE) at the elementary stage, so as to make the evaluation process an integral part of teaching and learning at this stage.

- **(b) Secondary Stage:**
- 1. Each State Board will lay down expected levels of attainments at classes IX to XII and prescribe appropriate courses, of studies to accomplish these levels in terms of knowledge and / or comprehension, communication skills, understanding, application, analysis, synthesis, judgements etc
- .2. In each state, the concerned agency will prepare a flexible scheme of.

Programme of Action (Continue...)

continuous comprehensive Examination for the secondary/ senior secondary stage to suit a variety of specific situations obtaining in different regions and types of schools. Certain models have been developed by NCERT and other agencies which could be looked into for guidance.

- **(c) Higher Education Stage:**
- 1. Selection tests for admissions to all professional and technical courses will be conducted on an all-India basis.

Programme of Action (Continue...)

- 2. Each University will prepare broad guidelines for grading to be followed by individual colleges/ institutions and departments under its jurisdiction. Orientation programmes may be organised to familiarize the teachers with the grading system.
- 3. The movement towards entrance tests for admission to institutions of higher education will be encouraged and promoted by UGC and State Government. The services of the National Evaluation Organisation (NEO) should be utilized by the university system for developing, designing and administering entrance tests for admission.

6. NPERC/ Ramamurti Review Committee (1990)

- Regarding examination reforms, the National Policy on Education Review Committee (NPERC) under the chairmanship of Acharya Ramamurty in 1990, exhaustively reviewed the observations and recommendations made by different Committees and Commissions.
- Following were the recommendations of NPERC:
 - 1. The examination reform should be construed as a package.
 - 2. The packages as a whole should be implemented instead of in piecemeal and ad hoc implementation of individual elements.
-

NPERC (Continue..)

- 3. Implementation of the package suggested by the NPERC, bristled with practical problems such as the vast diversities in the education system and the wide spread apprehensions about the credibility of the internal evaluation process.
- 4. The need to constitute a high level National Examination Reforms Commission to coordinate and monitor and progress, in Examination Reforms at various levels.

7. CABE/ Janardhana Reddy Committee (1992)

- The Central Advisory Board of Education (CABE) under the chairmanship of Sri N. Janardhan Reddy, suggested the following recommendations:
- (1) Preparation of status report of examination reform measures under/ taken by the examining bodies.
- (2)Preparation of a National Examination Reform, Framework to serve as a set of guidelines to the examining bodies which would have the freedom to innovate and adopt the framework to suit the specific situation.

CABE (Continue...)

- (3) Developing an effective mechanism for coordination, monitoring and evaluation of the implementation of the examination reforms by the different examining bodies.
- (4) Documentation and dissemination of innovations and measures for examination reforms.

8. National Curriculum Framework (NCF)-2005

- Reducing stress and enhancing success in examination necessitate:
- Shift from content-based testing to problem-solving and understanding. For this to happen the present typology of the question paper must change.
- Shift toward shorter examinations
- Setting up of a single nodal agency for coordinating the design and conduct of entrance examinations.
- Availability of multiple textbooks to widen teachers' choices and provide for the diversity in children's needs and interests.

NCF 2005 (Continue...)

- Sharing of teaching experiences and diverse classroom practices to generate new ideas and facilitate innovation and experimentation.
- Development of syllabi, textbooks and teaching learning resources could be carried out in a decentralised and participatory manner involving teachers, experts from universities, NGOs and teachers' organisations.

9.Kerala Curriculum Framework (KCF 2007)

- KCF 2007 made the following suggestions for improving evaluation system:
- 1) It is the teacher who has the right to evaluate the academic achievement of the child.
- Evaluation has to be continuous and comprehensive and be carried out along with the learning activities.
- At the Upper Primary level, along with the terminal examination, a written examination could be held in the middle of the academic year.
- At the high school level, periodical feedback, a half yearly examination and the terminal examination could be held.
- Different techniques could be used for continuous evaluation.

KCF -2007 (Continue...)

- Teachers and educationists should be encouraged to develop new modes of evaluation.
- Open book examinations, examinations which publicize the questions earlier and online examinations could be introduced.
- Parents can be made unofficial monitors.
- The schedule of public examinations should be arranged in such a way as to ensure that there 200 academic day.
- Question paper should stress on the practical aspects of knowledge. etc...

10. Kerala Curriculum Approach-2013

- Kerala Curriculum Approach stresses the following:-
- Outcome focused Assessment Approach should be adopted.
- Continuous and Comprehensive Evaluation system should be adopted.
- CCE is carried out in two areas; cognitive area and socio-emotional area.
- Three types of continuous Evaluation (CE) are suggested:
 - a) Learning process assessment
 - b) Portfolio assessment
 - c) Unit based assessment
- Open book assessment can be introduced. etc....

2 Mark Questions & Answer key words

4 Mark Short Essays & Value Points

1. Briefly explain what are the major issues in class room assessment ?

Value points

1. Commercialisation of assessment
2. Poor test quality
3. The domain dependency
4. The measurement issue
5. The system issue

10 Mark Essays & Value Points

1) Explain important recommendations related to examination reforms given by various reports after independence.?

Value Points:

- University Education Commission
- Secondary Education Commission
- Indian Education Commission
- New Education Policy
- Programme of Action
- Ramamoorti Review Committee
- Janardhana Reddy Committee
- NCF 2005
- KCF 2007

B Ed. II. Sem. EDU 08 ASSESSMENT FOR LEARNING

Unit 5

Assessment in inclusive practices

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INCLUSIVE ASSESSMENT PRACTICES

Inclusive assessment is about more than evaluating students. It is the on-going activities that allow students and instructors to understand student progress on meeting the course learning objectives. Students should be asked to demonstrate their learning through formative and summative assessments

- Inclusion offers a different perspective on the education of children with diverse abilities in ordinary schools in which all children are welcome regardless of differences.
- An inclusive school is a place where the child is accepted and is supported by his or her peers and other members of the school or community in the course of training.
- Inclusive Education recognizes and responds to the diversity of the children's needs and abilities including in their ways and pace of learning.
- assessment practices to be followed in the inclusive classroom are differentiated assessment and culturally responsive assessment.

Differentiated Assessment

- Differentiated assessment may take into account the differences between individual students
- It is an ongoing process through which teachers' gathers data before, during and after instruction from multiple sources to identify learner's needs and strengths.
- It consider the current level of understanding and ability in relation to a particular topic or skill, prior learning experiences, learning style and preferences, motivation and engagement with learning, interest and talents.
- It includes pre-assessment, formative assessment and summative assessment.

Merits of differentiated assessment

- ❑ Meets the needs of students with different learning styles.
- ❑ Help to identify unique needs of students.
- ❑ Stimulates creativity and helps students understand ideas at higher levels of thinking
- ❑ Provide opportunity to give advice according to the specific needs of students.
- ❑ Help to take appropriate remedial action.
- ❑ Allow students to develop their own understanding.

Demerits of differentiated assessment

- ❑ Time consuming
- ❑ Summative assessment is difficult as it needs to be carried out separately
- ❑ Difficult to organize
- ❑ Individualization techniques may cause problems in different classrooms operated by various instructors.
- ❑ Tendency to focus planning and execution time and energy on the slowest learners in the classroom can not meet the standard of the gifted.

Culturally Responsive Assessment

- Cultural responsiveness is the ability to learn from and relate respectfully with people of your own culture as well as those from other culture.
- The selection of appropriate assessment instruments on evaluation process should consider student factors such as history of immigration, Socio-Economic Status, history of educational programmes and language.
- It requires the integration of culturally sensitive attitudes, knowledge, skills, intervention strategies and evaluation practices.
- The purpose of culturally responsive assessment is to determine appropriate intervention techniques and strategies designed to measure multicultural classrooms.

Merits of culturally responsive assessment

- ❑ Helps in teacher preparation for effective facilitation of learning for every student.
- ❑ Makes assessment student centered and inclusive of student experiences.
- ❑ Assessing with context of culture.
- ❑ Provide appropriate strategies to measure multicultural classrooms.
- ❑ Effective feedback to students.
- ❑ Makes assessment impartial and fair.

Demerits of culturally responsive assessment

- ❑ Difficult to implement
- ❑ Time consuming
- ❑ Requires skilled and experienced teachers
- ❑ Deep knowledge of students is required

Achievement Test

- An instructional programme has some objectives and as the result of the teaching learning process students are expected to attain these objectives.
- The teacher has to assess the achievement of students as the result of the instructional programme
- The test used to measure the achievement of students is known as achievement test

- The test used to measure the achievement of students is known as achievement test
- A test design to assess the achievement of the student in any subject with regard to a set of pre-determined objectives is called an achievement test

Construction of an achievement test

Steps involved in the construction of an achievement test are:

1. Planning of the test
2. Preparation of design
3. Preparation of blue print
4. Writing of the items
5. editing of the question paper
6. Preparation of scoring key and marking schem Question wise analysis

1. Planning of the test

- First of all the standard, subject, and content to be tested should be decided. Along with this the total marks and time to be allotted are also decided.
- A thorough content analysis is needed for preparation of the design of the test

2. Preparation of design

- The design of an achievement test specifies the weightages to
 - Instructional objectives
 - Units and sub units of the course content
 - Form of questions
 - Level of difficulty
- Whether there is any option in the question paper is also mentioned in the design

3. Preparation of blue print

- Blue print is a three-dimensional chart with instructional objectives in one dimension, content in the second dimension and the form of question in the third
- A blue print makes test construction systematic, ensures content validity of the test, relates the objectives to content and gives a clear picture of the test.
- The scope of the test is clearly indicated in a blue print

3. Writing of the items

- This step is writing appropriate, quality items as specified in the blueprint
- The difficulty level has to be considered while writing the items
- It should be also checked whether all the questions included can be answered within the time allotted

4. Editing of the question paper

- The questions should be arranged so that all items of the same type are grounded together and according to the difficulty
- The question paper should contain clear and concise directions regarding the purpose of the test, time allowed to complete the test, how to record the answers, marks allotted for each question etc

5. Preparation of scoring key and marking scheme

- To maintain objectivity scoring should be made strictly in accordance with pre-designed scheme of evaluation
- Scoring key is prepared for scoring the objective type question
- In the case of short answer and essay type questions, the marking scheme is prepared
- In preparing marking scheme the examiner has to list out the value points to be credited and fix up the mark to be given to each value point

6. Question wise analysis

- It is an attempt to a final and detailed analysis of the test
- Each question on various parameters stated in the blueprint is analysed to ensure that there is no imbalance in the question paper from that planned
- It helps to ensure the qualities of an achievement test like objective basedness, comprehensiveness, reliability and validity.

Diagnostic test

- A test designed to identify and investigate the difficulties, disabilities, inadequacies and gaps of pupil in specific curriculum areas with a view to helping them overcome those difficulties through remedial instructions
- It helps teachers in identifying the status of learner at the end of a particular lesson, unit, or course of learning as to what specific teaching or learning points have been properly grasped by the learners

Functions

- Used to stimulate the learning activity of pupil
- Helps to direct and motivate administration and supervisory efforts
- Its purpose is to identify the exact nature of the difficulties and to locate the causes the result in poor achievement

Construction of a diagnostic test

Steps in the construction of diagnostic test are:

1. Planning
2. Analysis of the learning material concerned
3. Writing items
4. Division of items in to small sections
5. Provision of clear instructions

1. Planning

- Planning of diagnostic test involves the identification of area of difficulty, deciding the number of questions to be asked and what type of test items to use.

2. Analysis of the learning material concerned

- Content should be thoroughly analysed.
- Teaching points may include a number of stages and these stages should be arranged in the sequential order of difficulty as well as logical sequence

3. Writing items

- Items are intended to identify the weakness of pupils.
- Preparation of specific response test items is essential.
- Item should have simple language for easy comprehension.

4. Division of items in to small sections

- Sometimes total number of items will be very large and so more time will be required to work out these items.
- In such cases, items may be divided into two or these sections to suit the convenience of the learner

5. Provision of clear instructions

- Clear instructions should be given what to do and how.
- If they find any difficulty with any item, they should be directed to pass on to the next item without wasting time

Diagnostic analysis

- After analysing the test a diagnostic analysis must be done based on the score of student
- Identifying the exact area in which difficulties exist and determine what exactly the nature of difficulty is.

Remedial Teaching

- After locating the exact problem of students the teacher must plan the difficult area accordingly
- The process of instruction that follows immediately after diagnostic testing and analysis of result
- The learning experiences must be suitable to overcome the difficulties of the students
- Remedial teaching activities are to be more interesting and suitable to the mental level of the learner

Distinction between Achievement test and Diagnostic test

Achievement Test	Diagnostic Test
<ul style="list-style-type: none"><li data-bbox="61 416 877 549">● It measures how much a student has achieved	<ul style="list-style-type: none"><li data-bbox="987 416 1821 549">● Measure how much a student has not been able to achieve and why
<ul style="list-style-type: none"><li data-bbox="61 714 884 945">● It gives due weightage to objectives, content, form of question and difficulty level - all in general way	<ul style="list-style-type: none"><li data-bbox="987 714 1864 945">● Consider each and everyone in a specialised way, This is done in critical and analytical way

- Gives due weightage to every topic in the content area

- Gives greater emphasis to the aspects with potential difficulties

- Strictly observe the time factor in answering. It measure how much can be performed in a fixed duration of time-No extra time is allotted

- Not concerned with the time factor. This is because it is meant to identify deficiencies and difficulties of the learner

- Marks scored in an achievement test are very important because grading, ranking and placement are its function

- Marks are not normally assigned

- Construction of achievement test is comparatively easy

- Construction of diagnostic test requires more imagination

Quality of good test

Evaluation result are obtained from various tools of evaluation.while selecting a particular evaluation tool, have essential qualities. They are:

- objectivity
- objective based news(Basedness)
- comprehensiveness
- validity
- reilability

- practicability
- comparability
- discriminating power
- utility

◆ **Objectivity**

- a test must be free from personal bias
- it represents the agreement of two or more regarding the score of the student

◆ Objective basedness

- it should be based on the instructional objectives
- such as

remembering, understanding, applying, analyzing, evaluating, creating etc

◆ **Comprehensiveness**

- the test should cover the whole syllabus
- the ability of the test to encompass all aspects of subject of study
- all major objectives of instruction must be included as well as the subject matter
- all the major aspects of the content area must be adequately covered by the test item and they must be in the correct proposition

◆ Validity

- validity is the quality of the test to measure what it is supposed to measure
- a test is said to be is supposed to measure what it intend to measure
- eg : if a test is designed to measure the science achievement of students, i t should measure that

Type of different validity

content validity

- in this test constitute a representative sample of the total course content to be tested
- All the major aspects of the content area must be adequately covered by the test items and they must be in the correct proposition
- All the major objectives of instruction must be included as well as the subject matter

face validity

a subjective evaluation by expert as to what test appear to measure is referred to as face validity

Construct validity

- critically examined by asking the question how well the test score corresponds to construct
- Test performance can be interpreted in terms of psychological construct

criterion related validity

1 concurrent validity

- It refers to the relationship between score on a measuring instrument and a criterion available at the same time. in content validity the relation between test scores and a present criterion is sought
- It is generally reported in the form of validity co-efficient found by correlating the scores on the instrument and scores on the criterion measures

2 predictive validity

- it refers to the extent to which a test can predict the future performance of individual
- A test has predictive validity when it can effectively indicate how a person will do on a later task

◆ Reliability

- A test / tool is reliable to the extent that it measures Whatever it is measuring consistently
- It refers to the degree of accuracy and consistency with which it measures what it is intended to measure
- A test is reliable, if it gives the same result when administered after an interval of time for which class it is meant, to the same student

Method of reliability

1 Test Retest method

2 Split half method

3. Parallel form of method

4. Kunder - Richardson method

Test Retest method

- It requires the same test to be used twice with the same group of pupils within a time interval
- The co-efficient of correlation between the scores of the subject ,obtained on the two administration of the test,would give us an indication of its reliability

Split half method

- It is possible to get a measure of reliability from a single administration of one form of a test by using this method
- The test is administered to a group of subject and later the item are divided into two comparable halves
- Score obtained for each individual on the comparable halves are considered as seperate set and a correlation coefficient is calculated between these two scores

Parallel form method

- To equivalent forms of the test must be constructed so that so that they are so similar as possible in the kind of content, mental process / instructional objectives require, number of item, difficulty and all other aspects
- The pupil take one form of the test and then, as soon as possible, the other form
- The agreement between the two is again determined by means of a coefficient of correlation, which referred to as coefficient of equivalence

Kunder - Richardson method

- Methods on estimating the internal consistency or homogeneity of a test have been presented by Kuder and Richardson
- This method does not require calculating 'r'
- The formula proposed by Kuder and Richardson estimates the internal consistency of the tool

◆ **practibility**

- The test should be practical in term of
- administration ,time
required,scorability,cost,case of inter
preeditability and applicability

◆ comparability

- The test passes comparability when scores obtained by administering can be interpreted in terms of a common based
- To methods for establishing this
- One making available equivalent form of standed test and second is making available equivalent in norms

◆ Discriminating power

- It is the ability of the test item to discriminate those who have the characteristic under consideration and those who have not
- It is the ability of the test to discriminate high achievers, average achievers and low achievers
- Should be able to discriminate the respondents on the basis of the phenomena measured

◆ utility

- Utility of a test may be considered as the final master criterion .
- A test has utility if it provide the test condition that would facilitate realisation of purpose for which it is meant

Ensuring fairness in assessment

Fairness in assessment

- Fairness in assessment refers to the consideration of learner's needs and characteristics, and any reasonable adjustment that need to be applied to take account of them.

- Fairness in assessment means all assessment approaches including standardised test, performance assessment, portfolio assessment and informal measures are free from bias and that methods of students assessments are equitable and sensitive to diverse students population.

Fairness in assessment means that assessment methods reflect following:

1. Equity.
2. Unbiased assessment.
3. Linguistics diversity.
4. Accommodation and modification for students with disabilities.
5. Sensitivity to diverse students population.

6. Consideration of contemporary views of growth and development, aptitude, cognition, learning, behaviour, and personality.
7. Availability and use of assistive technology.
8. Consideration of possible adverse consequences of any applicable assessment to students.

Equity

- Equity in assessment means that assessment is approached in fair, impartial and just manner.
- The differences in culture, gender, language, race, etc. are considered.

Unbiased assessment

- Assessment tool must be unbiased.

Linguistic diversity

- Both the language dominance and language proficiency of students should be considered in an assessment procedure.
- Language dominance referred to the individual preferred language.
- Language proficiency refers to the level of expertise in language.
- Test administrator should determine the language proficiency of the students.

Accommodation and modification for students with disabilities.

- Some students with disabilities are unable to participate in large scale assessment even when accommodation and modifications are made.
- Alternative assessment enable students with disabilities to participate in general large scale assessment.

Sensitivity to diverse student population

- Teacher should be sensitive to the unique need of students.
- Students must be given opportunities to demonstrate learning regardless of culture, gender, race, socio economic status or disability.

Consideration of contemporary views of growth and development, aptitude, cognition, learning, behaviour and personality

- While developing assessment instruments contemporary

views of growth and development, aptitude, cognition, learning, behaviour and personality of students should be considered.

- Test administration is based on the need of students.

Availability and use of assistive technology

- Assistive technology is need for successful learning of students with disabilities.
- It helps to demonstrate students knowledge and skills.

Consideration of possible adverse consequences

- Some students do not perform well on assessment simply because they lack the background with certain method of assessment.
- Teacher s can try to make better this by providing all students with instructions and practice in the assessment approach that are used in evaluation.

Concept of fairness

- A fair assessment is one in which students are given equitable opportunities to demonstrate what they know. It means students assessed using methods and procedures most appropriate to them.
- The concept of fairness can be used in many ways:
 - a. Absence of bias: Use of a test will fair if the prediction of non test performance are comparable for different groups.
 - b. Procedural fairness: In the assessment process individuals from different groups will be treated equally.

- C. Opportunity to learn: Students should be provided with an adequate or equal opportunity to learn the materials that is assessed.
- d. Equality of results: The average performance of different groups should be same. then, a test would be considered fair.

Here, An absence of bias and procedural fairness are essential for an assessment to have high level of validity in measuring the knowledge, and understanding that it is intended to measure.

Forms of unfairness

- When individual differences are ignored unfairness operates.
- They are influenced by a previous work when assessing the next assignment.
- Halo effect - Teacher forms an overall impression of a student or their work - whether positive or negative and then makes assessment decisions that are influenced by this view of them.

Ensuring fairness

Fairness can be ensured by,

- A variety of assessment should be maintained to give all students an opportunity to excel.
- Assessment arrangements should not be advantage any one student over another.
- Equal assessment opportunities should be provided to meet the needs of different students.
- While setting assignment, the need and interest of students will be considered.

- Aim of assignment and questions that are crystal clear.
- Providing tasks that can be completed by all students whatever their background.
- Try out large scale assessment tools.
- Keeping to the assessment criteria and justifying decisions by referring all students to these.

Assessment procedure must be fair and equitable for all children. So, teachers must:

- Use a variety of assessment tools and strategies to gather relevant functional, developmental and academic information.
- Provide assessment tools and strategies that provides relevant information that directly assists persons in determining the educational needs of the child.
- Not use any single assessment for determining an appropriate educational program for the child.

- Collaborate with students on projects and let them help to make classroom decisions.
- Promote gender equality in all subjects.
- Keep accurate assessment records.
- Use assessment for purposes for which the assessments are valid and reliable.

Principles of fair assessment

A fair assessment should possess the following principles:

1. Improve learning
2. Validity and reliability
3. Matches the learning outcomes and content of the course.
4. Endeavours to be free from bias.
5. Possesses transparency.

Improve learning

- The purpose of assessment is to ultimately improve student learning.
- Formative and summative assessments help to accomplish this goal.

Validity and reliability

- The assessment should be valid and reliable.
- It should be consistent and accurate indicators of students performance.

Matches the learning outcomes and content

- The assessment should measure whether the learners have met one or more of the intended learning outcomes of the lesson.
- Assessing students on content that has not been covered in the course content should be avoided.

Endeavours to be free from bias

- Assessment do not discriminate or favour any group of learners.

- Teacher should consider the significant differences in students learning style.
- Different opportunities should be provided to demonstrate their learning.

Posses transparency

- Students should understand the purpose of the assessment and how the assessment will be used.
- Clear and complete directions regarding the actual assessment ensures transparency.
- Clear written policy in the course syllabus must included.

**Assessment for enhancing confidence in learning -
relationship of assessment with confidence, self
esteem, motivation - ipsative assessment.**

**ASSESSMENT FOR
ENHANCING CONFIDENCE IN
LEARNING**

- Assessment refers to the process of gathering and analysing information in order to make instructional, administrative and /or guidance decisions about or for an individual.
 - Wallace and Elksnin (1992)

1. Assessment and confidence

- Good assessment gives effective feedback to the learners and thereby enhance their level of confidence.
- Confidence come from feelings of well being, acceptance of your

body and mind and belief in your own ability, skills and experience.

- Confidence and knowledge are related terms. Both of them are critical determinants in evaluating future performance.

2. Assessment and self - esteem

- Assessment will provide knowledge about the progress of the learners. The knowledge about the progress will enhance the self - esteem of the learners.

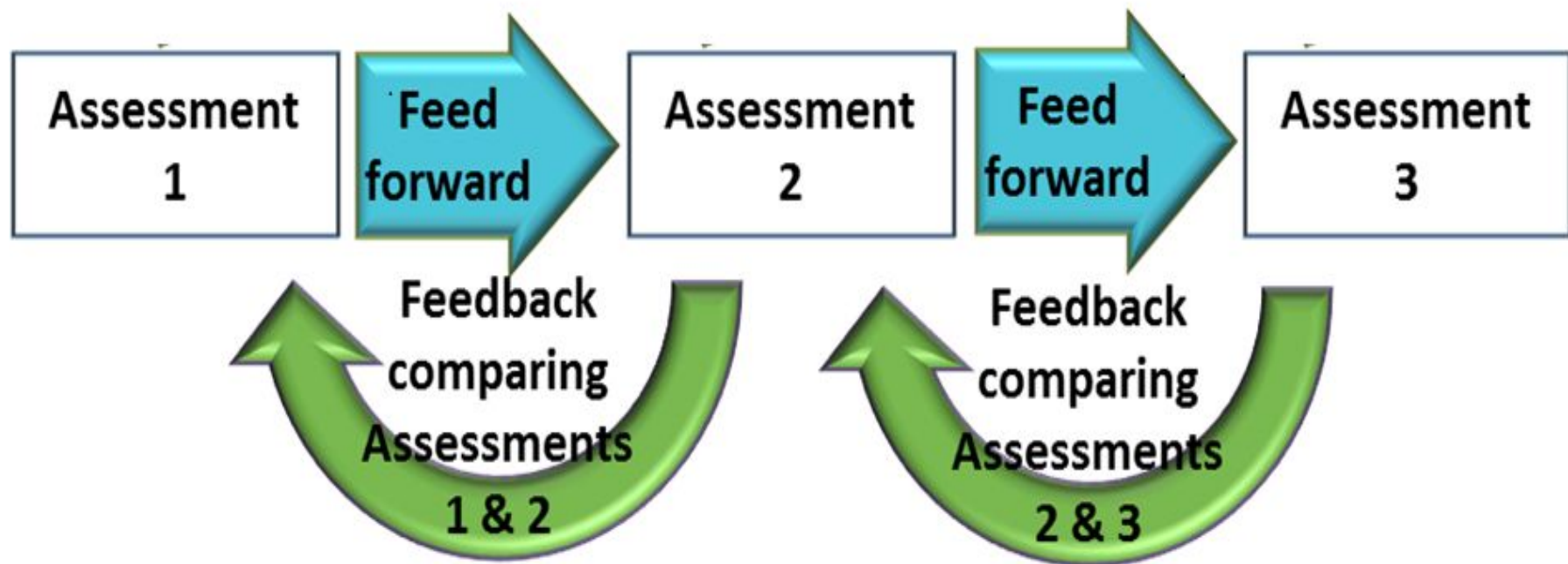
- Self - esteem reflects a person's overall subjective emotional evaluation of his own worth.
- It is a judgement of oneself as well as an attitude towards the self.
- Self - esteem will motivate students to achieve high scores in assessment.

3. Assessment and motivation

- Assessment play a role in student motivation.
- Assessment that encourages learning, promotes motivation by emphasising progress and achievement.

- Assessment capable students feel greater ownership of their learning and are more likely to attribute outcomes to factors within their control. This encourages and motivates students

IPSATIVE ASSESSMENT



Beating one's own personal best

- ★ Students make their own way ,set their own standards and meet their own goals .
- ★ This is an assessment which compares the current performance of students with their own previous performance.

- ★ Ipsative assessment tends to correlate with effort ,to promote effort based attributions of success and to enhance motivation to learn.
- ★ An ipsative assessment in an education or learning context compares a test taker's results against his or her previous results .
- ★ It is a descriptor used in psychology to indicate a specific type of measure in which respondents compare two or more desirable options and pick the one that is most preferred.

Merits

- It measures progress and development .
- It encourages students to break their previous score.
- It helps to know the improvement
Whether the learner is taking advantage of feedback from previous assessments.
- Improves self esteem and confidence .
- It helps learners assess by self and become more self reliant .

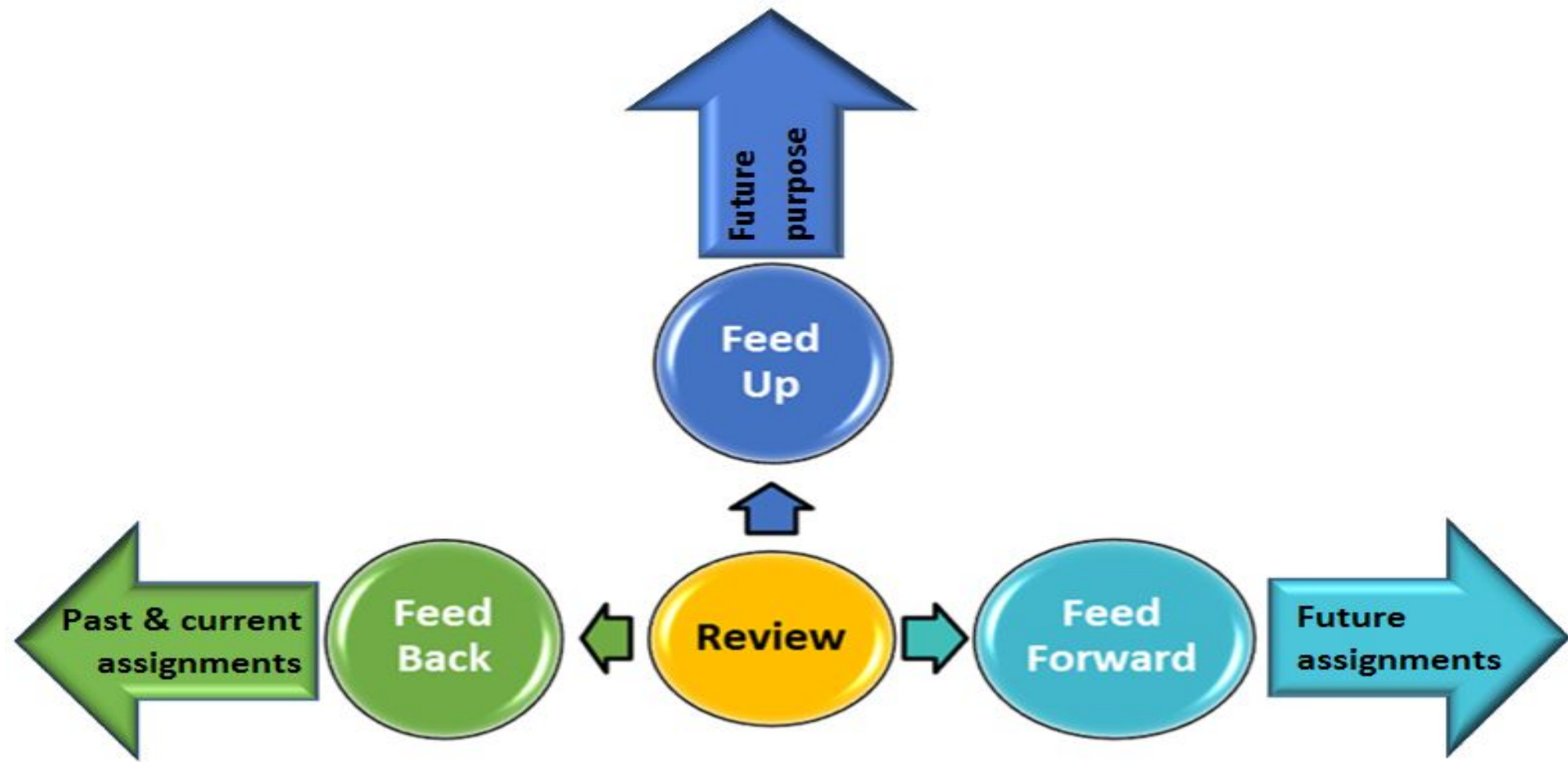
Teacher

Teacher will get an idea about students

- Who are not progressing and who are not suitable for the course.
- Enables teachers to learn from assessment and this can be used to modify their teaching.

Limitations

- The biggest problem is that assessors need to have access to records of a learner's past assessments to make comparisons and these are not always available, although electronic records can help.
- It also means that assessments of different modules in a modular scheme may need to be linked and this may be difficult if the modules have very different learning outcomes.
- Finally, ipsative assessment requires a different way of thinking about assessment and this may take time for teachers and students to get used to.



2 Mark Questions & Answer key words

1. How will you ensure fairness in an assessment ?
2. List out the functions of diagnostic test?

4 Mark Short Essays & Value Points

1. Explain the relationship of assessment with confidence, self - esteem, and motivation?
2. Explain ipsative assessment?
3. Prepare a blueprint for an achievement test?
4. Differentiate diagnostic and assessment test?
5. How do you make a classroom assessment fair and unbiased?

10 Mark Essays & Value Points

1. **Construct** achievement test by a content of your choice?
2. Explain the importance of ipsative assessment ?

B Ed. II. Sem. EDU 08 ASSESSMENT FOR LEARNING

Unit 6

Reporting Quantitative assessment data

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Meaning of statistics

Statistics is defined as one of the subjects of study that help us in the scientific collection, presentation, analysis and interpretation of numerical values. Statistics is the science that deals with the collection, tabulation, presentation and analysis of aggregate facts collected in a methodical manner without bias and related to pre-determined purpose .

Importance of statistics

Statistics provide value service;

- In the collection of evidence and facts
- In the classification, organisation and summarization of numerical facts
- In drawing general conclusions

Statistical methods help in the construction and standardisation of various tests and measures like achievement test, intelligence test etc.

It helps in making proper use of the result of various tests and measures in presentation, comparison and interpretation.

Character development, IQ etc. are estimated with the help of statistics.

Certain mental and physical traits of the students are ascertained with the help of statistics.

Frequency Distribution

Frequency distribution is a systematic arrangement of raw measures in to classes revealing the frequencies of measures in each class.

Procedure for framing Frequency Distribution

1. Determine the highest and lowest measure.
2. Find the range, which is the difference between highest score and lowest score
3. Deciding the number of classes
4. Find the class interval
5. Starting the class interval at a value which is a multiple of size of that interval
6. Writing classes from bottom to top. Here care should be taken to include the lowest measure in lowest class and highest measure in highest class.
7. Representing each measure by using a tally mark.
8. Add the tally mark and write it numerically.
9. Find the total number of measures

Measures of central tendency

The measure of central tendency best represents the concentration of measures among a set of given measures. It define as a single measure representing all scores of a distribution.

The commonly used measure of central tendency are:

1. **Arithmetic Mean**
2. **Median**
3. **Mode**

Arithmetic Mean

It is defined as the sum of measures divided by total number of measures
For raw data,

$$\text{Mean } \bar{x} = \frac{\text{Sum of measures}}{\text{Total Measures}}$$

$$\bar{x} = \frac{\sum x}{N}$$

Mean for a Frequency Distribution

$$\bar{x} = \frac{\sum .xf}{n}$$

Where,

f=frequency of each class

x=Mean point of each class[(lower limit+Upper limit)/2]

n=Total frequency

Merits of Arithmetic Mean

- Arithmetic mean is rigidly defined
- It is easy to calculate and simple to understand
- It is based on all observations of given data

Demerit of Arithmetic Mean

- It can neither be determined by inspection or by graphical location.
- It cannot be computed when class intervals have open ends.
- If any one of the data is missing then mean cannot be calculated.

Median

It is defined as that point below and above which an equal number of cases lie when the set of measures are arranged in the order of magnitude.

For raw/grouped data,

When the number of measures is odd, median will be the middle most measure. When the number of measures is even median is the arithmetic mean of the two measures which comes at the middle when measures are arranged in the order of magnitude.

Median for frequency distribution

$$\text{Median} = l + \frac{i \left(\frac{N}{2} - F \right)}{f}$$

where,

l = Exact lower limit of the median class

i = Class interval

N = Total frequency

f = Frequency of the median class

F = Cumulative frequency just below the median class

Merits of Median

- Median is rigidly defined as in the case of mean
- It can also be used for quantities
- It can be located graphically
- It can easy to calculate and easy to understand

Demerits of Median

- Very difficult to calculate when the number of measures are large

Mode

Mode is defined as the most frequently occurring item. When the frequencies of measures are all equal then there will not be any mode. Sometimes there may be uni mode, bi mode and multi mode.

$$\text{Mode} = l + \frac{if_2}{f_1 + f_2}$$

where

l = Exact lower limit of the modal class

i = class interval

f_1 = frequency of the class before the modal class.

f_2 = frequency of the class after the modal class.

Merits of Mode

- It is readily comprehensive and easy to compute
- Mode can be located in graph also
- It is easy to understand

Demerits of Mode

- It is not rigidly defined
- It is not used for further algebraic treatment.

$$\text{Mode} = 3\text{Median} - 2\text{Mean}$$

Measures of dispersion

Measures of Dispersion /measures of variability are the indices of spread or scattering of individual measures .The measures of Dispersion are;

1. Range
2. Standard Deviation
3. Quartile Deviation
4. Mean Deviation

Range

Range is the simplest measure of variation. It defined as difference between largest value and smallest value.

Range = Highest score - lowest score

For frequency distribution;

Range = [Exact upper limit of the upper class - Exact lower limit of the
Lower class]

Merit of Range

- It is the simplest measure of variation
- It is easily determined
- It is easily understood

Demerits of Range

- It is only a rough measure
- It is not a representative measure of variability
- It is not capable for future algebraic treatment

Standard Deviation

Standard Deviation is the square root of the arithmetic mean of squares deviation of the observations from their arithmetic mean.

Merits of Standard deviation

- Based on all the observations
- Most reliable measure of variability
- Useful for further calculation

Demerits of Standard Deviation

- It is not easy to understand
- It is affected by extreme values
- Difficult to interpret and calculate

Quartile Deviation

Quartile Deviation is the half difference between the third quartile and the first quartile. Quartile Deviation expressed by the formula;

$$Q = \frac{Q_3 - Q_1}{2}$$

where Q_1 is the first quartile
 Q_3 is the third quartile.

Merits of Quartile Deviation

- It is not depend on extreme values
- It is useful in open end classes
- It is more representative than the range

Demerits of Quartile Deviation

- It is focus only on the middle part
- It is less reliable than standard deviation

Mean Deviation

Mean Deviation is the average of the deviations of the scores, taken from the mean. It is also called **average deviation**.

When the scores are ungrouped , mean deviation is calculated using the formula;

$$MD = \frac{\sum |x - \bar{x}|}{N}$$

where $|x - \bar{x}|$ represents deviation of scores from the Mean

N = No. of observations

Merits of Mean Deviation

- Based on the all the observations
- Very simple measure of variability
- Easy to understand

Demerits of Mean Deviation

- Calculation become difficult when the number of observation is large
- Consider only absolute values

Correlation

The statistical procedure whether the two measures of variables are related or not is known as **correlation**. The extent of correlation will range from -1 to 1.

When the variation of two variables are in same direction, it is called **positive relation**.

Eg; Intelligence and Achievement.

When the variation of two variables are in opposite directions, we may say the relationship is **Negative**.

Eg: Anxiety and Achievement.

When there are no relation between the variables, it is called **No correlation or zero correlation**.

There are several methods for finding correlation. They are;

- Pearson's product moment of co-efficient of correlation \textcircled{R}
- Spearman's rank correlation

Pearson's product moment coefficient of correlation (r)

$$r = \frac{N \sum XY - \sum X \cdot \sum Y}{\sqrt{[N \sum X^2 - (\sum X)^2] [N \sum Y^2 - (\sum Y)^2]}}$$

where

N = number of pairs of scores or values
 X = first set scores or values.
 Y = second set scores or values

Spearman's Rank difference method (ρ)

$$\rho = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

Where

D = Difference b/w the rank.

N = number of pairs of scores.

If the rate of correlation is;

- 0 to ± 0.20 called Negligible relationship
- ± 0.20 to ± 0.40 called low relationship
- ± 0.40 to ± 0.60 called moderate relationship
- ± 0.60 to ± 0.80 called substantial relationship
- ± 0.80 to ± 1 called High to very high relationship

Graphs and Diagrams

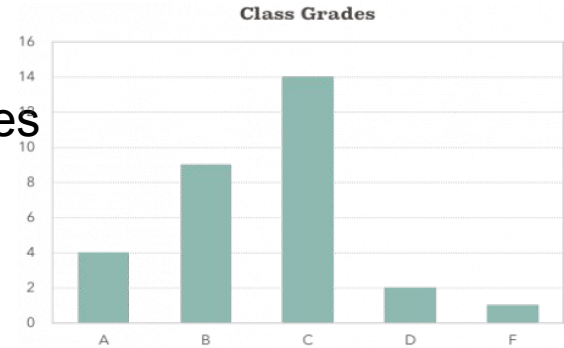
- Graphing is a pictorial way of representing relationship between various quantities, parameters or measurable variables in nature
- The founder of graphical method of statistics is **William Playfair**
- A graph basically summarizes how one quantity changes if another quantity that is related to it also change.

Type of graph

1. Bar graph
2. Histogram
3. Frequency curve
4. Frequency polygon

1. Bar graph

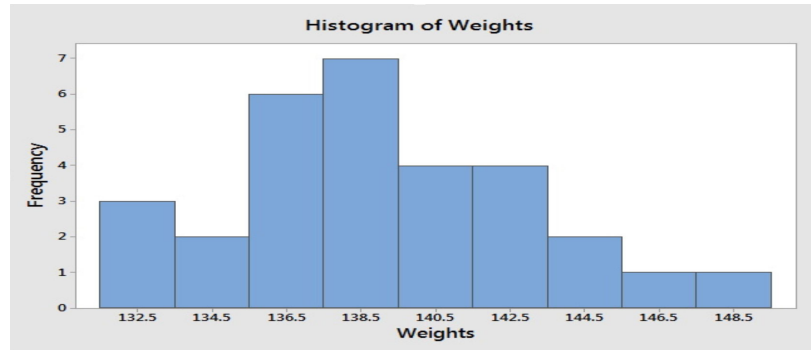
- A bar graph (also called bar chart) is a graphical display of data using bars of different heights.
- We can use bar graph to show the relative size of many things such as what type of class grades in a classroom.



2. Histogram

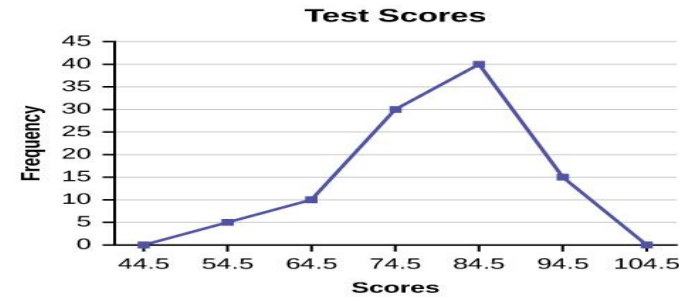
A histogram is a graph in which the frequencies are representing by areas in the form rectangular bars. To construct a histogram the exact class limits are marked on the 'X' axis and frequencies are on the 'Y' axis.

- It was first introduced by **Karl Pearson** and a histogram is used for continuous data.



3. Frequency polygon

- It is a graphical representation in which mid point of each class is marked on the 'X' axis and frequency on the 'Y' axis.
- A closed graph

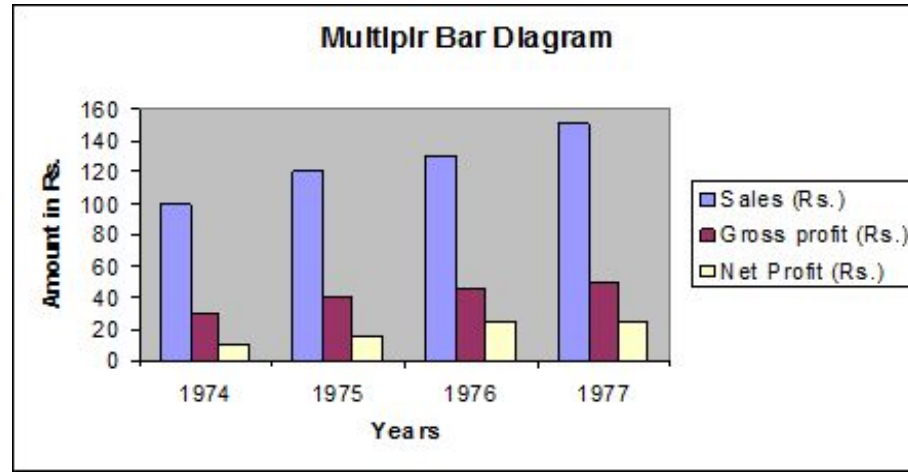


4. Frequency curve

- A frequency curve is a smooth curve
- The frequency curve for a distribution can be obtained by drawing a smooth and free hand curve through the midpoint of the upper sides of the rectangles forming the histogram.

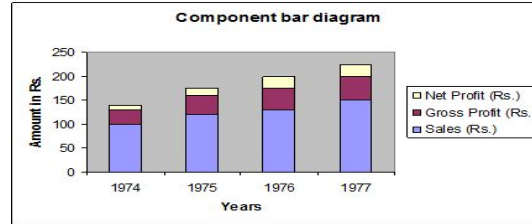
Multiple bar diagram

- If the data is classified by attributes and if two or more characters or groups are to be compared within each attribute we use multiple bar diagrams. If only two characters are to be compared within each attribute, then the resultant bar diagram used is known as double bar diagram.
- The multiple bar diagram is simply the extension of simple bar diagram. For each attribute two or more bars representing separate characters or groups are to be placed side by side. Each bar within an attribute will be marked or coloured differently in order to distinguish them. Same type of marking or colouring should be done under each attribute. A footnote has to be given explaining the markings or colourings.



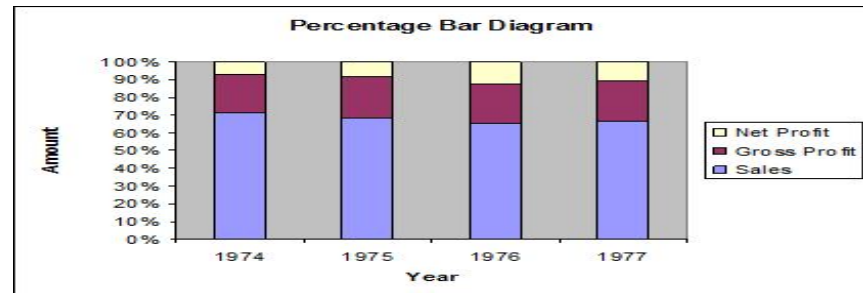
Component bar diagram

- This is also called sub – divided bar diagram. Instead of placing the bars for each component side by side we may place these one on top of the other. This will result in a component bar diagram.



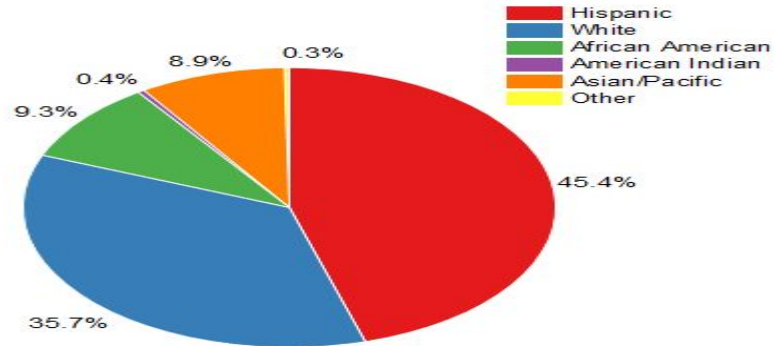
Percentage bar diagram

- Sometimes when the volumes of different attributes may be greatly different for making meaningful comparisons, the attributes are reduced to percentages. In that case each attribute will have 100 as its maximum volume. This sort of component bar chart is known as percentage bar diagram.



5. Pie chart / Pie Diagram

- Pie diagram is a circular diagram.
- It consists of a circle which is divided into a number of sectors.
- It is a good visual representation of the data when the categories show some variation in size.



Advantages and Disadvantages of Diagram representation

Advantages	Disadvantages
<ul style="list-style-type: none">● Reveals hidden fact	<ul style="list-style-type: none">● They are fit only for comparative study
<ul style="list-style-type: none">● Alternative and elegant presentation	<ul style="list-style-type: none">● They are liable to be misinterpreted
<ul style="list-style-type: none">● Good visual impact	<ul style="list-style-type: none">● Provides vague ideas
<ul style="list-style-type: none">● They facilitate comparison	<ul style="list-style-type: none">● Limited information
<ul style="list-style-type: none">● Quick to grasp	<ul style="list-style-type: none">● Low precision
<ul style="list-style-type: none">● Save time	<ul style="list-style-type: none">● They are not fit for exhaustive study
<ul style="list-style-type: none">● For simple forecasting	<ul style="list-style-type: none">● They are liable to misuse

2 Mark Questions & Answer key words

1. What is arithmetic mean and how to calculate it in frequency distribution?
2. What are the advantages of graphical representation?

4 Mark Short Essays & Value Points

1. Explain merits and demerits of median?

- Meaning of median
- Equation of median
- Merits of median
- Demerits of median

2. Construct an ogive using the following data

Class interval	19.5-29.5	29.5-39.5	39.5-49.5	49.5-59.5	59.5-69.5	69.5-79.5	79.5-89.5
Frequency	4	7	13	15	11	8	5

3. Name of any four graphical representation? Describe the advantages of graphical representation.

10 Mark Essays & Value Points

1. Explain different measures of central tendency and write advantages and disadvantages?
 - Meaning of mean, median and mode
 - Equations of mean, median and mode in both raw and frequency data.
 - Write advantages and disadvantages mean, median and mode
2. Explain correlation and types of correlation?