

ASSESSMENT FOR LEARNING

SECOND SEMESTER

BASICS OF ASSESSMENT

UNIT 1

MEASUREMENT

- **Measurement is the process of determining the size, quantity, or degree of something using a standard unit or system.**
- It allows us to assign a numerical value to physical quantities like length, weight, time, temperature, and more, making it easier to describe, compare, and analyze them.
- **Definition:** Measurement is the process of comparing an unknown quantity with a known standard unit. It involves assigning numbers to objects or events according to rules.

TYPES OF MEASUREMENT

- **Direct-** External attributes, Precise (Eg- Height, weight)
- **Indirect-** Measure the effect something produce (Eg- Heat, Sound)
- **Relative** – Educational Psychology, Measure something by comparing with something else. (Eg- Intelligence)

TYPES OF MEASUREMENT

- **Direct Measurement:** It involves assessing external and observable attributes with precision. For example, just as we measure physical traits like height or weight using standardized tools.
- **Indirect Measurement:** It assesses the effects that a phenomenon produces rather than the phenomenon itself. For instance, just as we infer the presence of heat or sound by observing their effects (like warmth or vibration).
- **Relative Measurement:** In educational psychology it refers to evaluating a trait by comparing it to others, rather than using a fixed standard. For example, intelligence is often measured through IQ tests that rank individuals in relation to the average population.

MEASUREMENT- SCALES

- **Ratio Scale-** It uses for external attributes and it is accurate. A ratio scale also has equal intervals and a true zero, which allows for full mathematical operations. For example, if one person weighs 60 kg and another 30 kg, you can say the first person weighs twice as much.
- **Interval Scale-** It uses in education, it is relative and not accurate. Its units are not in equal size. An interval scale measures data with equal intervals between values, but it does not have a true zero. Eg: a score of 0 doesn't mean "no intelligence" or "no knowledge."

CHARACTERISTICS- EDUCATIONAL MEASUREMENT

- **No absolute Zero**
- **Units are not of equal interval**
- **Measure only the expressed traits or attributes**
- **Not directly measured**
- **It is a means and not an end in itself.**

ASSESSMENT

- **Assessment is the process of gathering, analyzing, and interpreting information**
- **Used to evaluate a learner's understanding, skills, progress, or performance**
- **Can be formative (ongoing) or summative (final)**
- **Assessment helps teachers to: Identify what students have learned**
- **Understand the level of knowledge and skill acquisition**
- **Recognize areas where students need help**
- **Evaluate the effectiveness of teaching methods**

EVALUATION

- **Process of making judgement.**
- **To determine the quality, effectiveness, or value.**
- **Focus is primarily on the outcome.**
- **Definition: It is the process of determining the value of a thing or a process, based on the assessment of its different aspects/ components by employing observation, measurement and tests.**


COMPARISON

- **Assessment:** The overall process of collecting and interpreting data to understand student learning.
- **Measurement:** Assigning numerical values or scores to performance (quantitative).
- **Evaluation:** Making judgments about the quality or value of learning based on assessment and measurement.
- **Assessment:** Qualitative + Quantitative
- **Measurement:** Strictly Quantitative
- **Evaluation:** Qualitative, based on both measurement and assessment
- **Assessment:** To improve learning and teaching
- **Measurement:** To quantify performance
- **Evaluation:** To make decisions (pass/fail, promotion, program effectiveness)

ROLE OF ASSESSMENT IN LEARNING

- Assessment **as** learning
- Assessment **for** learning
- Assessment **of** learning

ASSESSMENT AS LEARNING

- Assessment as Learning is when students assess themselves to understand how they learn and what they need to do to improve.
- Students reflect on their learning, monitor their progress, and make adjustments to improve their understanding and skills.
-  Key Features:
 - **Student-centered**: The focus is on how the student is learning, not just what they've learned.
 - **Self-assessment & reflection**: Students think about their strengths and areas for growth.
 - **Goal setting**: Learners set goals and monitor their own progress.
 - **Learning to learn**: It helps students become independent, self-aware, and responsible learners.

ROLE OF THE TEACHER

- Teach the skills of self-assessment.
- Discuss the learning outcomes with students.
- Provide examples and models of desired outcomes.
- Develop the criteria for various tasks.
- Provide regular feedback.
- Guide students to set their goals.

ROLE OF THE TEACHER

- **Facilitator of Learning:** Guides students in understanding how to learn and reflect on their progress.
- **Provider of Feedback:** Gives timely, clear, and constructive feedback to help students reflect and improve.
- **Model of Self-Assessment:** Demonstrates how to assess one's own work.
- **Support for Metacognition:** Teaches students to think about their thinking.
- **Designer of Learning Activities:** Plans tasks that promote reflection, self-monitoring, and peer feedback.

ASSESSMENT FOR LEARNING

- An approach where teachers use assessment to inform and guide instruction, with the aim of improving student learning in real time. It's often called formative assessment because it's used during the learning process rather than at the end.
- Gather information about student's learning to improve their performance.
- Ongoing assessment
- Immediate feedback
- Active involvement of students
- Diagnostic tool

ROLE OF THE TEACHER

- Identify the learning needs.
- Uses assessment to adjust teaching
- Provides constructive feedback
- Monitors and Tracks Progress
- Develop differentiated teaching methods.
- Provide immediate feedback.
- Align instructions to suit the needs.

ASSESSMENT OF THE LEARNING

- **Assessment of learning is what most people traditionally think of when they hear "assessment." It refers to summative assessments that are used to evaluate what students have learned at the end of a unit, term, or course.**
- **Evaluating learning achievements at a specific point of time.**
- **Summative assessment**
- **Standardized criteria**
- **Formal and structured**
- **Judgement and reporting**
- **Accountability**

ROLE OF THE TEACHER

- Reporting to parents.
- Provide a rationale
- Assess the achievement against the expected learning outcomes.
- Make use of different types of test items.
- Adopt a transparent approach
- Be ready for an alternative strategy in case it needed.

FORMATIVE ASSESSMENT

- **Definition-** The evaluation technique used to monitor learning progress during instruction and to provide continuous feedback to both pupil and teacher concerning learning success and failure.
- **Continuous process**
- **Feedback oriented**
- **Diagnostic tool**
- **Diverse methods**
- **Non-graded**
- **Supports differentiation**

USES

- To find how far the objectives are achieved.
- As a diagnostic test
- To undertake remedial teaching
- It sustains students' motivation.
- Reduces anxiety
- It helps to inform the parents the improvements regularly

USES

- Helps teachers detect areas where students are struggling.
- Allows teachers to adjust their teaching strategies in real-time.
- Promotes self-assessment and reflection on progress.
- Keeps students involved and aware of their learning journey.
- Since it's not typically graded, it encourages risk-taking and experimentation.

SUMMATIVE ASSESSMENT

- Assessment carried out at the end of an event or activity or process is known as summative assessment.
- Cumulative assessment
- Standardized criteria
- Formal and structured
- Quantitative data
- Accountability

USES

- Inform stakeholders
- Understand the overall performance of the students.
- Grading and promotion
- It motivates students
- Used by schools, districts, or governments to evaluate program effectiveness.

PURPOSE OF ASSESSMENT

- **Helps students understand their progress and areas for improvement.**
- **Encourages self-reflection and goal setting.**
- **Guides teachers in adjusting their instruction to meet students' needs.**
- **Identifies which concepts need more attention or different strategies.**
- **Evaluates whether learning objectives and standards have been met.**
- **Provides a snapshot of student performance at a given time.**
- **Offers valuable information to students, teachers, and parents.**
- **Helps schools and educational institutions assess the impact of programs, teaching methods, or interventions.**

PRINCIPLES OF GOOD ASSESSMENT PRACTICE

- **Validity:** Assessments should measure what they are intended to measure.
- **Reliability:** Results should be consistent and dependable across different occasions, settings, and assessors.
- **Fairness:** All students should have an equal opportunity to demonstrate their learning.
- **Clarity of Purpose:** The goal of the assessment (diagnostic, formative, summative) should be clear to both teachers and learners.
- **Transparency:** Criteria and expectations should be shared with students in advance.
- **Inclusivity:** Accommodations should be made for learners with different needs, ensuring everyone can participate fully.
- **Constructive Feedback:** Feedback should be timely, specific, and focused on how to improve.

PRINCIPLES RELATED TO DIFFERENT STAGES OF AN ASSESSMENT PROGRAMME

- **Developing/ choosing methods for assessment**
- **Collecting the assessment information**
- **Judging and scoring student performance**
- **Summarising and interpreting the assessment result**
- **Reporting the assessment result**

DEVELOPING/ CHOOSING METHODS FOR ASSESSMENT

- Alignment with learning objectives
- Clarity and precision
- Balanced difficulty level
- Proper instructions and guidelines should be given
- Cultural and language sensitivity
- Time management

PRINCIPLES RELATED TO SELECTION OF ASSESSMENT METHODS

- Use different methods and techniques
- Validity
- Consistent with the resources that are available
- Reliable
- Should related to both instructional objectives and instructional approaches
- Should be suitable to the students' background
- Content should not be offensive and irritable
- If the content is translated it should be compatible with the target culture.

PRINCIPLES RELATED TO COLLECTING THE ASSESSMENT INFORMATION

- Student should not be told beforehand
- The procedure used to collect data should suit to the purpose and the form of the tool used.
- Attributes should be small in number- accuracy and reliability.
- It should be appropriate to the age and grade level.
- Teacher should interact and clear doubts during the assessment
- Interruptions or interferences should be recorded
- Alternative procedure should be ready, in case it needed.

PRINCIPLES RELATED TO SUMMARISING AND INTERPRETING THE ASSESSMENT RESULT

- **A written policy should guide the procedure.**
- **The procedure should be described beforehand to the students and parents.**
- **Summary comments on individual performance should be explained in detail.**
- **Different kinds of assessment results should be interpreted and graded separately.**
- **Summary comments and allotment of grade should be based on more than one assessment result.**
- **Proper weightage should be given for each assessment.**
- **The interpretation of assessment result should be justifiable.**
- **While interpreting the result students background and their learning experience are to be kept in mind.**
- **Result should be well preserved.**

PRINCIPLES RELATED TO REPORTING THE ASSESSMENT RESULT.

- Should mention the period of instruction.
- Should be prepared in accordance with the written policy
- Both strength and shortcomings should be mentioned.
- There should be meeting with parents/guardians to discuss the progress.
- It is good to entertain an appeal for reviewing the results, if requested.
- There should be written policy regarding reviewing or modifying the results.
- Report should contain accurate and complete information regarding students achievement.
- Transfer of result from one school to another should be governed by written policy.

FORMATIVE ASSESSMENT- FEATURES

- **Diagnostic and remedial**
- **Provision for effective feedback**
- **Provides platform for the active involvement of students in learning**
- **Influence motivation and self esteem of the students**
- **Help to incorporate varied learning styles**

FORMATIVE ASSESSMENT- TYPES

- **Observation during class**
- **Homework**
- **Reflections journal**
- **Question and answer sessions**
- **In-class activities**
- **Student feedback**

ASSESSMENT- PRINCIPLES

- **Assessment drives instruction**
- **Assessment drives learning**
- **Assessment informs students of their progress**
- **Assessment informs teaching practices**
- **Assessment for grading**
- **Assessment motivate students**

ASSESSMENT- METHODS

- **Group assessment**
- **Self-assessment**
- **Peer assessment**
- **Unseen examination**
- **Testing skills**
- **Coursework essays**

ASSESSMENT- METHODS

- Oral examination
- Projects
- Presentations
- Multiple choice
- Portfolio
- Computer-aided
- Literature reviews

PRINCIPLES- SELECTION OF METHOD OF ASSESSMENT

- **Thinking critically and making judgement:-** Essay, report, review...
- **Solving problems and developing plans:-** Problem scenario, group work, analyse a case....
- **Performing procedures and demonstrating techniques:-** role play, lab report, Make a video

PRINCIPLES- SELECTION OF METHOD OF ASSESSMENT

- **Accessing and managing information:-** Annotated bibliography, Project, dissertation..
- **Demonstrating knowledge and understanding:-** written examination , oral examination, essay...
- **Designing, creating, performing:-** Portfolio, performance, presentation..
- **Communicating:-** Oral presentation, discussion, debate.....

THANK YOU