

ASSESSMENT FOR LEARNING

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BASICS OF ASSESSMENT

UNIT 1

MEASUREMENT

- ▶ Used to assess physical characteristics and external features.
- ▶ Definition: Assigning numerical values to objects, persons or events, according to certain well established rules as to represent the amount of the qualities or attributes present in them.
- ▶ Attributes could only be measured.
- ▶ It is only assigning numerical values.
- ▶ Established rules are to be followed.

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)

Measurement- Scales

- ▶ **Ratio Scale-** External attributes, accurate, starts from Zero, contains unit of equal size.
- ▶ **Interval Scale-** Education and Psychology, relative, not accurate, absolute Zero is not available, units are not equal size.

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

- ▶ Measurement is the process of quantifying the data.
- ▶ It attributes numerical values to get precise data.
- ▶ Assessment is broader process.
- ▶ It involves collecting analysing and interpreting data
- ▶ To provide comprehensive evaluation, instructional decisions and to improve learning outcomes.
- ▶ Definition- Objectively determining the present state or condition of a thing or a process, by observation, measurement, and tests.

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.

ROLE OF ASSESSMENT IN LEARNING

- ▶ Assessment as learning
- ▶ Assessment for learning
- ▶ Assessment of learning

ASSESSMENT AS LEARNING

- ▶ Assessment is integrated to the learning process.
- ▶ Promotes metacognition
- ▶ Personalised learning
- ▶ They will become able to judge about themselves.
- ▶ Student-Centered
- ▶ Continuous feedback
- ▶ Self-Assessment

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.

Create a positive learning environment.

ASSESSMENT FOR LEARNING

- ▶ Gather information about student's learning to improve their performance.
- ▶ Ongoing assessment
- ▶ Immediate feedback
- ▶ Formative assessment
- ▶ Active involvement of students
- ▶ Diagnostic tool

ROLE OF THE TEACHER

- ▶ Identify the learning needs.
- ▶ Adopt resources and materials.
- ▶ Develop differentiated teaching methods.
- ▶ Provide immediate feedback.
- ▶ Align instructions to suit the needs.

ASSESSMENT OF THE LEARNING

- ▶ 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
- ▶ Teacher can change the instructional method.
- ▶ It sustains students' motivation.
- ▶ Reduces anxiety
- ▶ It helps to inform the parents the improvements regularly

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

- ▶ Certification
- ▶ Inform stakeholders
- ▶ Understand the overall performance of the students.
- ▶ Grading and promotion
- ▶ It motivates students

PURPOSE OF ASSESSMENT

- ▶ Assessment drives instruction
- ▶ Assessment drives learning
- ▶ Assessment inform students their progress
- ▶ Assessment helps teachers to know the effectiveness of their instructional method.
- ▶ Assessment grades students on the basis of their level of learning achievement.
- ▶ Assessment helps the teacher to take remedial measures.

PRINCIPLES OF GOOD ASSESSMENT PRACTICE

- ▶ To improve students' performance
- ▶ It should be based on the understanding of how students learn.
- ▶ It should be an integral component of the course.
- ▶ It should provide useful information to report to the parents.
- ▶ It should have clarity of purpose, standards and criteria.
- ▶ It requires a variety of measures.
- ▶ The method used should be valid, reliable and objective.
- ▶ It should be aligned with the outcomes.
- ▶ It is better to be ongoing rather than episodic.
- ▶ There should be feedback and reflection.

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.



THANK YOU