



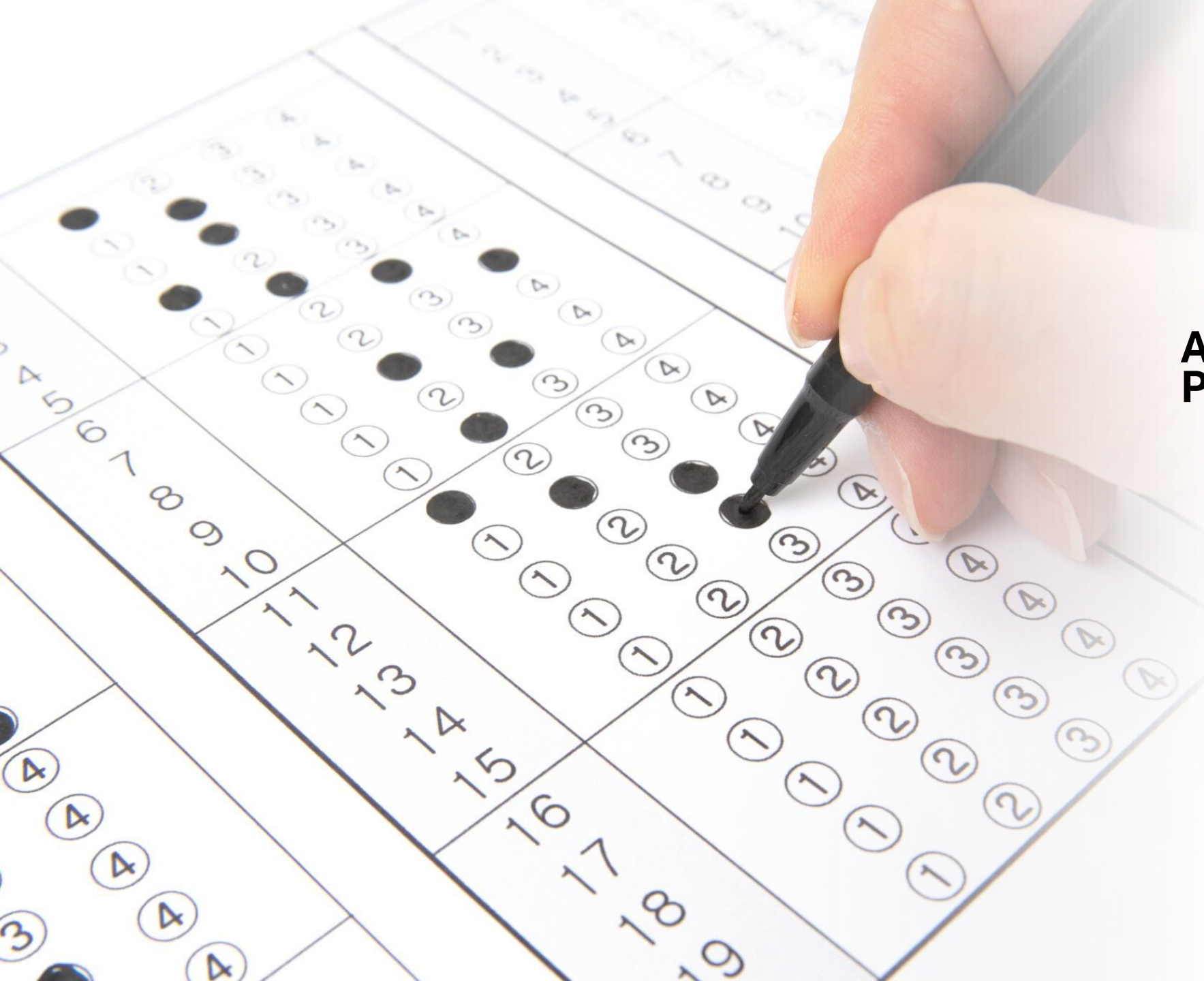
PEDAGOGY

**B.Ed.,
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Unit 5

ASSESSMENT IN PEDAGOGY

Criteria for Teacher Evaluation



Evaluation is the process of determining the value of something or the extent to which goals are being achieved. It is a continuous process of making a decision or reaching a conclusion. The following principles will help to make the evaluation process an effective one.

1. Classroom observation

Observe lessons to view the learning environment that a teacher creates, observe multiple lesson observations to judge a teacher. Observations must consider variables such as subjects, age range and class size.

2. Pedagogical skills

The main purpose of teacher evaluation is to enhance teachers' pedagogical skills with the goal of improving student achievement and their teaching skills.

3. Professional Development

Another major purpose of teacher evaluations is that they are positively linked to student learning. Factors such as education / experience, mastery of instructional techniques, collaboration with colleagues and participation in professional development are all considered in the modern understanding of teacher quality.

4. Accountability

Teacher evaluation also serve the purpose of accountability. Teacher evaluations contribute to building trust among colleagues and administrators, preparing programs and they can take clearly defined steps to improve their performance.



5. Expectations for student achievement

Teacher evaluations were mostly focussed on whether teachers were following a specific curriculum and doing what was expected of them and how focused on individual student achievement.

6. Adaptability

In the age of virtual classrooms, it is essential that teachers not only welcome this paradigm but also prepared to adopt new technology and teaching methods.

7. Organisation

Teacher must structure his lessons such that it promotes an active learning environment and helps in enhancing student engagement. He should teach neither too fast such that student don't enough time to understand new concepts nor it should be at a snail's pace so that it becomes unbearable, boring and disinteresting for students and at the same time teacher should complete the curriculum in the allotted number of periods.

8. Encouraging Questions

A good teacher always encourage his students to ask questions and clear their doubts. This is a good indicator of leachers' performance.

9. Student Feed back

Timely feedback is important in motivating students towards learning. A student should receive regular and timely feedback regarding his class performance from his teacher or at least he must be made aware of when he will receive the feedback which is due.

10. Classroom Environment

A teacher should extend full support towards their students and make ali efforts to ensure that every student is comfortable in his class and is not hesitant in communicating with his teacher or his peers. A teacher should promote an active learning environment in his class which has been known to help in student learning outcomes.

11. Use of Assessment data

Review pupil assessment data to see levels of attainment. Multiple years of assessment data should be considered to evaluate a teacher.

12. Knowledge of Psychology

The teacher should have knowledge of educational Psychology, so that he can handle the students with care. Teacher has to bear in mind that a student learns only that activity which brings his pleasure, success or some reward and conversely student does not learn an activity which brings his failure or punishment and causes him some sort of pain. Teacher should be affectionate and patient towards the pupil.



Concept of Test, Measurement and Evaluation

Concept of Test

Concept of Test used in education to explain how the progress of learning and the final learning outcomes of students are assessed.

A test is a series of questions that require a response from a student. This reaction can be measured qualitatively or quantitatively. To find out an evaluation, tests are conducted. The test is a method of checking the ability of an individual.

Definition of Test

"Test is a set of questions / problem for determining individual's performance, qualifications" knowledge, ability and

Need and importance of test

Test and Exams are the way to test our knowledge, and it is the legitimate and necessary part of the educational process. Without conducting test and examinations students don't concentrate in their studies. Tests are necessary in schools to find out the real skills, talents and knowledge of the students. It gives ability to student to express his thoughts and ideas in a manner, others can understand. A students' success in an examination help teachers and others to assess his mental or general ability. Test and examinations are necessary to know their standard of knowledge, their own mistakes and misconceptions.

Characteristics of a good test

The following are the characteristics of a good test.

1. Validity

It means that it measure what it is supposed to measure It tests what it ought to test.

2. Reliability

The reliability is a measure of consistency with which the question, test or examination produces the same result under different or comparable conditions. i.e. if test is given twice to same students and the same condition, it should give almost the same results.

3. Practicability

It is easy to conduct, easy to score without wasting too much of time or effort.

4. Objectivity

If it is valued by different teachers, the score will be the same. Marking process should not be affected by the teacher personality.

5. Comprehensive

It covers all the items that have been taught so that it has to check accurately the amount of students' knowledge.



Characteristics of a good test

6. Relevant

It measures reasonably well the achievement of the desired objectives.

7. Appropriate in difficulty

It is neither too hard nor too easy, Questions should be progressive in difficulty to reduce stress and tension.

8. Clear

Questions and instructions should be clear. Pupils should know what to do exactly.

9. Language

The language of the test items should be clear and unambiguous.

10. Appropriate for time

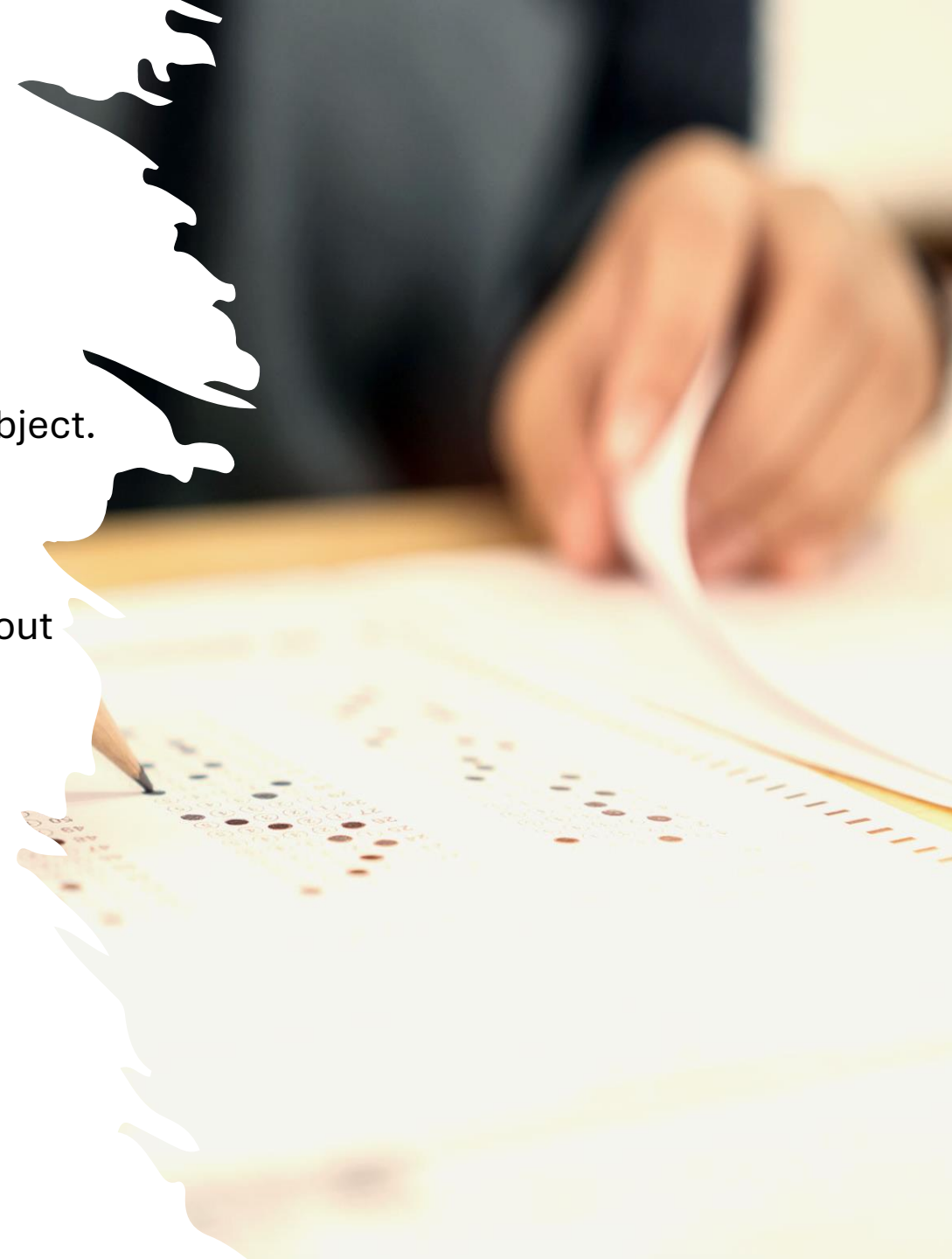
A good test should be appropriate in length for the allotted time.



Uses of Test:

The major uses of Test are

1. Test measures the attainments of a student and it is basis for promotion to next grade.
2. It helps in determining the relative position of a student in a subject.
3. Motivate the students
4. To identify the pupils difficulties and arranging for remedial measures.
5. To know the effectiveness of the teachers in teaching and find out whether educational objectives have attained.
6. To know the students strength and their weakness.
7. To inform the progress in the school subjects to parents.
8. To enter the scores in the school records.
9. To know the aptitude of the students.
10. To encourage learning and to work hard.



Concept of Measurement

It is the process of assigning a numerical quantity to an individual in performing the Test.

Comphell defines measurement as "Assignment of numerals to objects or events according to certain rules is called measurement".

A wider definition has been given by Nunnally, "Measurement consists of rules for assigning numbers to objects in such a way as to represent quantities of attributes".

Educational measurement is the assigning of numerals to attributes such as achievement, interest, attitudes, aptitudes, intelligence and performance.

Measurement in any field always involve three common steps.

1. Identifying and defining the quality or attribute that is to be measured.
2. Determining a set of operations by which the attribute may be made manifest and perceivable and



Characteristics of Educational Measurement:

1. In educational measurement there is no absolute zero point:

In educational measurement there is no zero point. For example a student has secured '0' in a test of mathematics, it does not mean that he has zero knowledge in mathematics. We can't give the exact meaning of zero in educational measurements.

2. Educational measurement Scales are not of equal interval:

We can't say that a student with a score of 60 has double the knowledge of a student with a score of 30 in the same way we can't compare a student's performance in two different subjects.

3. The units are not definite measurements

In educational measurement the units are not definite, so we may not obtain the same value for every person, because the tests vary in their content and difficulty level. Therefore one individual may perform differently on different tests and different individuals may perform differently on one test.

4. It conveys a sense of infinity

It means we cannot measure the whole of an attribute of an individual. Generally the scores obtained from a measurement are observed scores which contained measurement errors so that the true score is infinite and unknown.

5. It is a process of assigning symbols

Measurement is a process of assigning symbols to observations. In some meaningful and consistent manner.

Self-Evaluation, Peer Evaluation, and Teacher Evaluation

These three types of evaluation are essential components of a comprehensive assessment strategy. They provide valuable insights into a student's learning process and help identify areas for improvement.

Self-Evaluation

- Purpose:** For students to reflect on their own learning and progress.
- Process:** Students assess their work, identify strengths and weaknesses, and set goals for future improvement.
- Benefits:** Encourages self-awareness, responsibility, and metacognition.

Peer Evaluation

- Purpose:** For students to provide feedback to their classmates.
- Process:** Students evaluate each other's work, offering constructive criticism and suggestions.
- Benefits:** Promotes collaboration, communication, and empathy.

Teacher Evaluation

- Purpose:** For teachers to assess students' learning and provide feedback.
 - Process:** Teachers use various methods, such as tests, assignments, and observations, to evaluate student performance.
 - Benefits:** Provides students with a clear understanding of their progress and helps teachers identify areas where they need to provide additional support.
- How these evaluations work together:**
- Complementary:** Each type of evaluation offers unique perspectives.
 - Informative:** Combined feedback can provide a more comprehensive picture of a student's learning.
 - Motivational:** Positive feedback can encourage students to continue their efforts.



Formative Assessment

Purpose: To provide feedback to students and teachers during the learning process.

Timing: Ongoing throughout a unit or course.

Use: To identify strengths, weaknesses, and areas for improvement.

Examples: Quizzes, homework, class discussions, observations.

Summative Assessment

Purpose: To measure student achievement at the end of a unit or course.

Timing: Given at the conclusion of a learning period.

Use: To determine final grades and assess overall learning.

Examples: Final exams, projects, research papers.



Feedback: A Powerful Tool for Growth

Feedback is essential for personal and professional development. It provides valuable insights, helps identify areas for improvement, and encourages growth. Here are some key points about feedback:

Types of Feedback:

- **Constructive feedback:** Offers suggestions for improvement without being overly critical.
- **Encouraging feedback:** Recognizes achievements and provides positive reinforcement.
- **Specific feedback:** Focuses on concrete examples and details.

Effective Feedback:

- **Timely:** Delivered promptly after an event or task.
- **Private:** Given in a one-on-one setting or through private communication.
- **Respectful:** Delivered in a way that maintains dignity and avoids judgment.
- **Actionable:** Provides clear guidance on how to improve.



Portfolios in Schools: A Powerful Tool for Learning

Portfolios are becoming increasingly popular in education as they provide a comprehensive and personalized way to assess student learning. They offer a unique opportunity for students to showcase their growth, reflect on their experiences, and take ownership of their education.

Benefits of Portfolios in Schools:

- Personalized assessment:** Portfolios allow students to demonstrate their learning in a way that is meaningful to them.
- Authentic assessment:** Portfolios can assess skills that are difficult to measure through traditional tests and assignments.
- Motivation:** Seeing their growth over time can motivate students to continue learning.
- Self-reflection:** Portfolios encourage students to reflect on their learning and set goals for the future.
- Collaboration:** Portfolios can be used to foster collaboration among students and teachers.



Types of Portfolios in Schools:

- **Digital portfolios:** These portfolios are created using digital tools and can be easily shared online.
- **Physical portfolios:** These portfolios are created using physical materials, such as folders or binders.
- **Subject-specific portfolios:** These portfolios focus on a specific subject area, such as math, science, or English.
- **Interdisciplinary portfolios:** These portfolios integrate learning across multiple subject areas.



1) Ideal portfolio

The ideal portfolio contain student's all works. It is not given to students a grade. This is important for students to assess their own portfolio.

ii) Showcase portfolio

The showcase portfolio is included only of the students' best work. It is important for students to select own work and to reflect their works. These type of portfolio are not suitable to be assessed and graded.

iii) Documentation portfolio

The documentation portfolio involves a collection of work overtime showing growth and improvement reflecting students learning of identified outcomes. This portfolio contains quality and quantity data.

iv) Evaluation portfolio

The Evaluation portfolio includes a standardized collection of students' work and could be determined by the teacher or in some cases by the student. This portfolio is suitable for grading student.

v) Class portfolio

The class portfolio contains student grade, teacher's view and knowledge about students in the class room.



Reflective Journals

Reflective Journals in Teaching: A Tool for Growth

A reflective journal is a personal log where teachers can record their thoughts, experiences, and insights related to their teaching practice. It serves as a valuable tool for professional development by:

- Promoting self-reflection:** Teachers can examine their teaching methods, student interactions, and classroom management strategies.
- Identifying areas for improvement:** By reflecting on their experiences, teachers can identify areas where they can grow and develop.
- Enhancing professional growth:** Reflective journals can help teachers develop a deeper understanding of their teaching philosophy and practice.
- Providing documentation:** Journals can serve as a record of a teacher's professional development activities.



Key Elements of a Reflective Journal:

- Date:** Record the date of each entry.
- Prompt:** Use a prompt or question to guide your reflection.
- Reflection:** Write down your thoughts, feelings, and insights.
- Action plan:** If applicable, outline specific actions you plan to take based on your reflections.

Prompts for Reflective Journal Entries:

- What went well in today's lesson? What didn't go as planned?
- How did my students respond to the lesson? What did I learn about their understanding?
- What challenges did I face today, and how did I address them?
- How can I improve my teaching practices based on this experience?
- What were my personal strengths and weaknesses in this lesson?

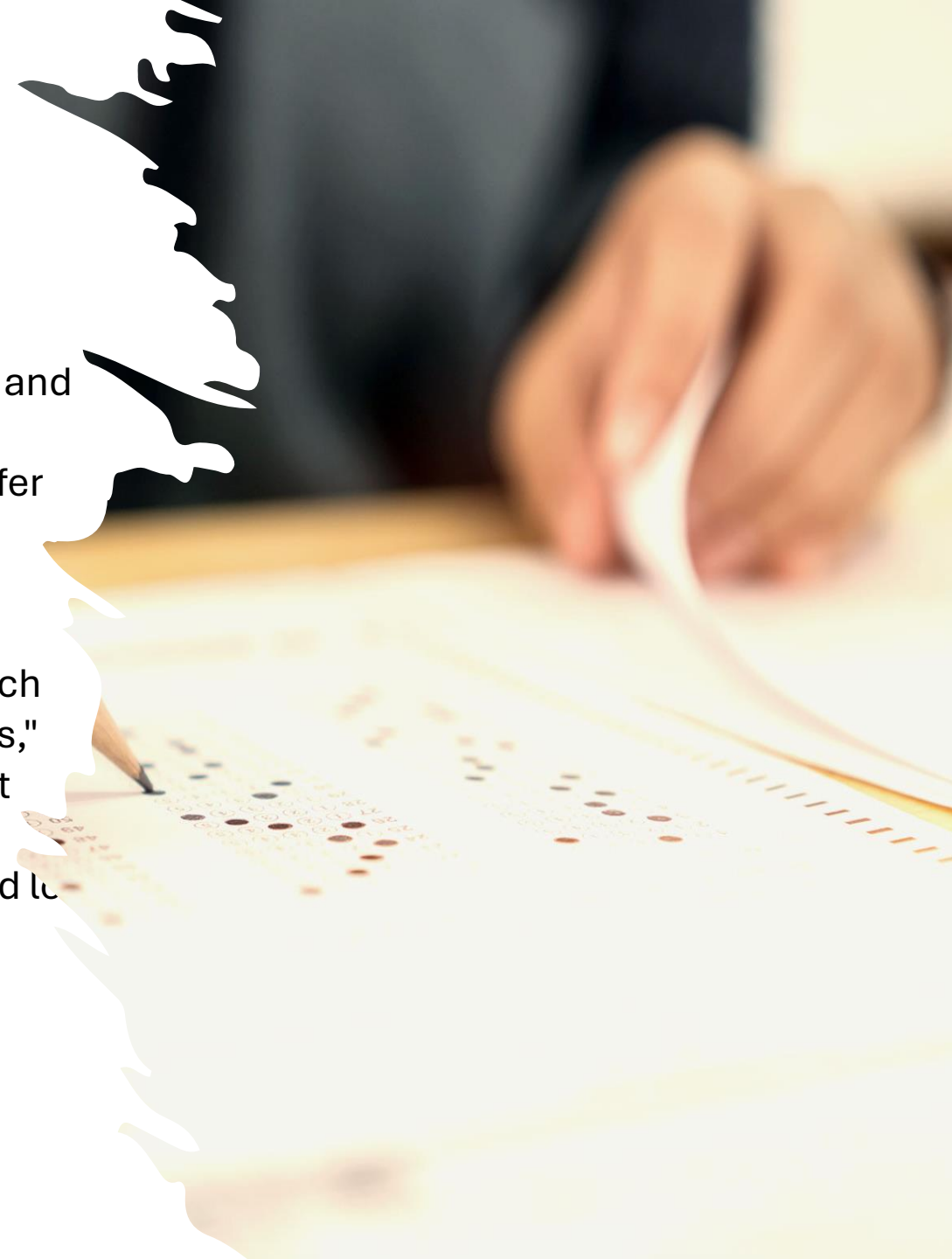


Rubrics in Teaching and Learning

Rubrics are scoring guides or checklists that outline the criteria and standards for assessing student work. They provide clear expectations, help ensure fair and consistent evaluation, and offer valuable feedback to students.

Key Components of a Rubric:

- Criteria:** The specific qualities or skills being evaluated.
- Performance levels:** The different levels of achievement for each criterion, often described using terms like "exceeds expectations," "meets expectations," "approaches expectations," and "does not meet expectations."
- Descriptors:** Detailed descriptions of what student work should look like at each performance level.





SLA Standard Rubric

	Design 20	Knowledge 20	Application 20	Presentation 20	Process 20
Exceeds Expectations 20 - 19					
Meets Expectations 18 - 15					
Approaches Expectations 14 - 13					
Does Not Meet Expectations 12 - 0					
Totals:					

Informal Essay Rubric

Features	4 Expert	3 Accomplished	2 Capable	1 Beginner
Quality of Writing	<ul style="list-style-type: none">• Piece was written in an extraordinary style and voice• very informative and well organized	<ul style="list-style-type: none">• Piece was written in an interesting style and voice• Somewhat informative and organized	<ul style="list-style-type: none">• Piece had little style or voice• Gives some new information but poorly organized	<ul style="list-style-type: none">• Piece had no style or voice• Gives no new information and very poorly organized
Grammar, Usage & Mechanics	<ul style="list-style-type: none">• Virtually no spelling, punctuation or grammatical errors	<ul style="list-style-type: none">• Few spelling and punctuations errors, minor grammatical errors	<ul style="list-style-type: none">• A number of spelling, punctuation or grammatical errors	<ul style="list-style-type: none">• So many spelling, punctuation and grammatical errors that it interferes with the meaning

Benefits of Using Rubrics:

- Clarity:** Rubrics provide clear expectations for students, reducing confusion and misunderstandings.
- Consistency:** Rubrics help ensure fair and consistent evaluation among teachers.
- Feedback:** Rubrics provide specific feedback to students, helping them understand their strengths and areas for improvement.
- Assessment:** Rubrics can be used to assess a variety of tasks, from essays and presentations to projects and performances.



Types of Rubrics:

- Analytic rubrics:** Evaluate each criterion separately.
- Holistic rubrics:** Evaluate the overall quality of the work.
- Checklists:** Focus on specific tasks or skills.

Creating Effective Rubrics:

- Align with learning objectives:** Ensure the rubric aligns with the desired learning outcomes.
- Use clear language:** Avoid vague or ambiguous terms.
- Provide examples:** Include examples of student work at different performance levels.
- Involve students:** Consider involving students in the development of the rubric to increase their understanding and ownership.



Checklists and Analytical Scales: Tools for Assessment

Checklists and **analytical scales** are both assessment tools used to evaluate student work. They provide clear criteria and standards for assessment, helping to ensure fairness and consistency.

Checklists

- Simple and straightforward:** Checklists typically consist of a list of items or statements that students must either check off or leave blank.
- Focus on specific tasks or skills:** They are often used to assess whether students have completed specific tasks or demonstrated certain skills.
- Binary evaluation:** Checklists usually provide a binary evaluation, such as "yes" or "no," "completed" or "not completed."



Analytical Scales

- **More detailed and nuanced:** Analytical scales provide a range of options for evaluating student work, allowing for a more detailed assessment.
- **Focus on multiple criteria:** They are often used to assess multiple aspects of a student's work, such as content, organization, and style.
- **Numeric or descriptive ratings:** Analytical scales may use numeric ratings (e.g., 1-5) or descriptive ratings (e.g., "excellent," "good," "needs improvement").



Analytic scale rubric for evaluation a portfolio

Criterion	1	2	3	5
Portfolio Requirement	Poor Port folio is missing more than four minimum requirements as stated in the syllabus	Fair Port folio is missing 3 minimum requirements as stated in the syllabus	Good Port folio meets all minimum requirements as stated in the syllabus	Exceptional Port folio meets all minimum requirements as stated in the syllabus
Creative use of technology	Poor Give reasons	Fair Give reasons	Good Give reasons	Exceptional Give reasons
Artifacts	Poor Give reasons	Fair Give reasons	Good Give reasons	Exceptional Give reasons
Organisation and writing	Poor Give reasons	Fair Give reasons	Good Give reasons	Exceptional Give reasons
Reflections	Poor Give reasons	Fair Give reasons	Good Give reasons	Exceptional Give reasons

Competency based Evaluation

A Competency-based evaluation refers to any tool that is used to measure the observable behaviours that successful performers demonstrate while working on any given job. These behaviours are the result of various abilities, knowledge, motivations, traits and skills of the student. Competency based assessment is the process of collecting evidence and establishing conclusions on the character and scope of the learner's progress towards professional standards. Competency goes beyond mere mastery of information but also in communicational skills, Professional skills, social engagement, interpersonal conduct and cross-cultural awareness.

