

ASSESSMENT FOR LEARNING IN CLASSROOM

UNIT II

CLASSROOM ASSESSMENT

- **Enhances learning**
- **Supports differentiation**
- **Ongoing process**
- **Feedback-oriented**
- **Involves students**
- **Variety of methods**
- **Diagnostic tool**

BEHAVIORIST VIEW OF LEARNING

- Behaviourism: Behaviourism is a psychological approach that emphasizes the study of observable behavior and the role of the environment as a determinant of behavior. It largely disregards internal mental states.
- Observable Behavior Focus: Only behaviors that can be seen and measured are considered relevant.
- Stimulus-Response (S-R) Mechanism: Learning is understood as a response to external stimuli.

BEHAVIORIST VIEW OF LEARNING

- **Environment Over Mind:** Behavior is shaped and maintained by environmental factors rather than internal thoughts or feelings.
- **Reinforcement and Punishment:** Key tools for shaping behavior (positive/negative reinforcement and punishment).
- **Learning Through Conditioning:** Includes:
 - **Classical Conditioning (Pavlov):** Associating two stimuli.
 - **Operant Conditioning (Skinner):** Behavior shaped by consequences.

BEHAVIORIST VIEW OF LEARNING-CRITICISM

- May ignore creativity, critical thinking, and student interests.
- Doesn't consider intrinsic motivation (learning for the sake of learning).
- Over-reliance on external rewards may reduce long-term motivation.
- Doesn't address individual learning styles or emotional development.
- Neglects Internal Processes: Ignores emotions, thoughts, and motivations.

TRANSMISSION-RECEPTION MODEL

- The Transmission-Reception Model of Learning is a traditional, teacher-centered approach to education that sees learning as a one-way process, where the teacher transmits information and the student receives it.
- Rooted in behaviourist theory.
- Views the teacher as the primary source of knowledge.
- Students are passive recipients of information.
- Learning is seen as the transfer of knowledge from teacher to student.

TRANSMISSION-RECEPTION MODEL- FEATURES

- **Teacher-Centered:** The teacher lectures, explains, or demonstrates.
- **One-Way Communication:** Knowledge flows from teacher → student.
- **Focus on Memorization:** Emphasizes rote learning and repetition.
- **Standardized Curriculum:** All students receive the same content.
- **Assessment-Based:** Success is measured through tests and quizzes.

TRANSMISSION-RECEPTION MODEL

- **Positives:** Efficient for delivering large amounts of information.
- Useful for teaching facts, rules, and procedures.
- Promotes discipline and structure in classrooms.
- Helps in exam-oriented education systems.
- **Negatives** : Students become passive learners, not actively engaged.
- Ignores critical thinking, creativity, and problem-solving.
- Little room for student interaction or exploration.
- Doesn't support individual learning styles or differences.
- Can lead to surface learning (short-term memorization).

T-R APPROACH- DRAWBACKS

- Surface learning- it is narrow in nature- One dimensional
- Does not assess higher order thinking like critical thinking and problem solving.
- Student disengagement
- Gives emphasis for summative assessment
- Encourages learning by heart
- Inadequate feedback
- Equity issues
- Teacher-centered
- Neglect of process

CONSTRUCTIVISM

- **Constructivism is a theory of learning that suggests learners actively construct their own understanding and knowledge of the world through experience and reflection. Learning is seen as an active, contextual, and social process rather than passive absorption of information.**
- **Jean Piaget – Proposed cognitive constructivism; focused on how children construct knowledge through stages of development.**
- **Lev Vygotsky – Developed social constructivism; emphasized the importance of culture and social interaction in learning.**
- **John Dewey – Advocated learning by doing; believed education should be based on students' interests and real-world experiences.**

CONSTRUCTIVISM- FEATURES

- Active Learning: Learners build knowledge through hands-on activities, inquiry, and reflection.
- Prior Knowledge: Students connect new information to what they already know.
- Social Interaction: Learning occurs through collaboration and dialogue.
- Contextual Learning: Knowledge is tied to real-world experiences and settings.
- Student-Centered: Teachers guide, support, and facilitate rather than simply deliver content.
- Zone of Proximal Development (ZPD): Vygotsky's concept—learning happens best just beyond what a learner can do independently, with support.

CONSTRUCTIVISM

- **Positives:** Encourages critical thinking, problem-solving, and deep understanding.
- Promotes active engagement and motivation.
- Supports collaborative learning and communication skills.
- Adapts to individual learning styles and needs.
- Fosters lifelong learning and curiosity.
- **Criticism:** Can be time-consuming to implement effectively.
- Requires well-trained teachers to facilitate open-ended inquiry.

CONSTRUCTIVISM

- Active learning
- Knowledge construction
- Inquiry based learning
- Collaborative learning
- Real-World Contexts
- Problem-Based learning
- Learner-Centred
- Constructive feedback

CONSTRUCTIVISM AND ASSESSMENT

- Formative in nature
- Performance-Based assessment
- Encourages self-assessment
- Peer assessment
- Process oriented
- Descriptive feedback
- Teacher as a facilitator

ROLE OF TEACHER IN CONSTRUCTIVIST ASSESSMENT

- Facilitator of learning
- Designer of learning experiences
- Provider of constructive feedback
- Scaffold of student learning
- Promoter of self assessment
- Co-learner
- Teacher makes the students interactive by posing open ended question.
- Teacher encourages higher order thinking.

CONTINUOUS AND COMPREHENSIVE ASSESSMENT

- It is an educational system of assessment introduced by various education boards to evaluate all aspects of a student's development on a continuous basis throughout the academic year.
- **Continuous:** Refers to regular assessments throughout the year rather than one-time exams. Includes both formative assessments (quizzes, projects, assignments) and summative assessments (end-of-term exams).
- **Comprehensive:** Assesses both scholastic (academic subjects) and co-scholastic (life skills, attitudes, values, sports, arts) areas.
- Aims for holistic development, including cognitive, emotional, and social aspects.

AIMS OF CCE

- To reduce stress and anxiety among students caused by board exams.
- To ensure holistic development of learners—academically, emotionally, socially, and physically.
- To provide continuous feedback to improve learning and performance.
- To encourage regular study habits and prevent last-minute cramming.
- To promote skills like creativity, teamwork, and critical thinking through a variety of activities.

FUNCTIONS OF CCE

- Diagnose learning difficulties at an early stage and take corrective measures.
- Track overall development of a student over time, not just academic results.
- Facilitate formative assessment through activities, observations, and assignments.
- Record and report co-scholastic development, including life skills, values, and attitudes.
- Help teachers adjust their teaching strategies based on assessment data.

DISADVANTAGES OF CCE

- Increased workload for teachers in terms of documentation and continuous assessments.
- Subjectivity and bias can affect grading, especially in co-scholastic areas.
- Lack of training or clear understanding may lead to poor implementation.
- Focus on activities may reduce time for conceptual depth and mastery in subjects.
- The inconsistency in implementation across schools undermines its effectiveness.
- Lack of infrastructure, especially in government or rural schools, hinders effective CCE.
- Co-scholastic assessments are sometimes seen as superficial or not taken seriously.

ROLE OF TEACHER IN CCE

- **Facilitator of learning- (Guidance, Resource Provider)**
- **Continuous Assessor- (Formative and Summative)**
- **Feedback Provider- (Constructive Feedback, Encouragement)**
- **Diagnostic Evaluator- (Identify learning gaps, Remedial measures)**
- **Record Keeper- (Maintains Records, Progress Tracking)**
- **Designer of Assessment Tools- (Diverse and Innovative)**
- **Personalized Instruction- (Individual attention, Adapt teaching methods)**
- **Evaluator of Non-Academic Skills**

PROJECT-BASED LEARNING

- Project-Based Learning (PBL) is an instructional approach that engages students in exploring real-world problems and challenges through extended projects. In this method, learning is organized around a meaningful task that results in a tangible product, presentation, or performance.
- The origin of PBL can be traced back to John Dewey, a progressive educational philosopher of the early 20th century, who emphasized learning by doing. His ideas were later developed by educational theorists such as William Kilpatrick, who introduced the concept of The Project Method in 1918.

FEATURES OF PROJECT-BASED LEARNING

- **Student-Centered:** Focuses on student interests and allows them to take ownership of their learning process.
- **Inquiry-Based:** Encourages students to ask questions, conduct research, and develop solutions.
- **Real-World Connection:** Projects are often based on real-world problems or scenarios, making learning relevant and meaningful.
- **Collaboration:** Promotes teamwork and communication among students.

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ADVANTAGES OF PROJECT-BASED LEARNING

- **Deeper Learning:** Students gain a better understanding of subjects by exploring them in depth.
- **Skill Development:** Builds essential skills like critical thinking, problem-solving, and collaboration.
- **Increased Engagement:** Students are more motivated and engaged in their learning process.
- **Personalized Learning:** Allows students to pursue their interests and learn at their own pace.
- **Improves Retention:** Students remember what they learn longer because they apply knowledge actively.
- **Encourages Innovation:** Students are encouraged to think creatively and come up with original solutions.

ADVANTAGES OF PROJECT-BASED LEARNING

- **Formative Assessment:** Teachers assess progress during the project to guide learning.
- **Summative Assessment:** Final projects/products are evaluated to assess understanding and application.
- **Peer and Self-Assessment:** Students evaluate their own and peers' contributions and learning.
- **Process and Product Evaluation:** Both the learning journey and final output are assessed.
- **Promotes deeper understanding of concepts.**
- **Encourages 21st-century skills:** collaboration, communication, creativity, and critical thinking.
- **Provides opportunities for differentiated learning and multiple intelligences.**

DISADVANTAGES

- **Time-Consuming:** Requires significant planning and time for both teachers and students.
- **Resource Intensive:** May require more resources than traditional teaching methods.
- **Assessment Challenges:** Difficult to assess student performance objectively.
- **Varied Student Participation:** Some students may not participate equally, affecting group dynamics and learning outcomes.
- **Teacher Training:** Requires teachers to be well-trained in PBL methodologies, which can be a barrier.
- **Scalability:** Can be challenging to implement in large classrooms or with limited resources.

PROJECT AND PBL

A project is usually a task assigned to students at the end of a lesson or unit to reinforce what they have already learned. It is typically teacher-directed, focuses on the final product and is completed over a short period. The assessment mainly evaluates the finished outcome.

In contrast, Project-Based Learning (PBL) is a teaching approach in which students actively explore real-world problems or questions over an extended period. It is student-centered, inquiry-driven, and emphasizes both the learning process and the final product. In PBL, learning happens through the project, not after it. Assessment considers not just the end result but also collaboration, research, critical thinking, and problem-solving skills developed during the process.

How to Employ PBL in the Classroom

- 1. Start with a Driving Question or Real-World Problem
 - Choose a topic relevant to the curriculum that sparks curiosity.
 - Example: "How can we reduce plastic waste in our school?" or "What makes a good news report?"
- 2. Align with Curriculum Goals
 - Ensure the project ties into learning objectives of subjects like Science, English, Social Science, or ICT.
 - Cross-curricular links are ideal in PBL (e.g., combining English writing with Environmental Studies).
- 3. Plan the Project Structure
 - Decide if it will be a short-term project (1–2 days) or a longer PBL unit (2–4 weeks).
 - Choose individual, pair, or group work.
 - Prepare resources, materials, and timelines.

How to Employ PBL in the Classroom

- 4. Introduce the Project with Context
 - Explain the problem and its relevance.
 - Share examples or case studies if available.
 - Allow students to ask questions and brainstorm ideas.
- 5. Guide Research and Inquiry
 - Support students in collecting data, conducting surveys, reading, or interviewing.
 - Teach how to research effectively and record findings.
- 6. Encourage Collaboration and Creativity
 - Let students make decisions on how to present their findings (e.g., posters, videos, models, plays).
 - Promote teamwork, delegation, and communication.

How to Employ PBL in the Classroom

- 7. Include Ongoing Assessment
 - Use formative assessment tools: checklists, peer feedback, teacher observations, reflections.
 - Encourage students to maintain journals or learning logs.
- 8. Facilitate the Final Product or Presentation
 - Host a presentation day or exhibition.
 - Invite parents, other teachers, or students to observe and ask questions.
 - Students share what they learned, their process, and their outcomes.
- 9. Reflect and Evaluate
 - Conduct reflection sessions: What worked? What didn't? What did we learn?
 - Use rubrics to assess skills, content knowledge, effort, and collaboration.

SEMINAR

- **A seminar is a structured form of academic discussion where a student (or group of students) presents information on a specific topic to the class, followed by discussion and interaction. It emphasizes student speaking, listening, and critical thinking skills.**
- **Features of a Seminar**
- **Topic-Focused:** Based on a specific theme or subject from the curriculum.
- **Student-Led:** A student (or group) prepares and leads the presentation.
- **Interactive:** Encourages questions, answers, and discussion.
- **Formal Structure:** Includes an introduction, main content, and conclusion.
- **Preparation-Based:** Requires prior research and practice.

SEMINAR- BENEFITS

- Enhances Communication Skills – Students learn to speak clearly and confidently.
- Promotes Independent Learning – Encourages self-study and research.
- Improves Critical Thinking – Engages students in questioning and analysis.
- Develops Presentation Skills – Practice in using visual aids, organizing content.
- Builds Confidence – Boosts self-esteem through public speaking.
- Encourages Peer Learning – Students learn from each other's perspectives.

SEMINAR- DISADVANTAGES

- Performance Anxiety – Some students may feel nervous or shy.
- Time-Consuming – Especially if many students are involved.
- Superficial Learning – If not well-prepared, can lead to shallow understanding.
- Passive Audience – Other students may not engage actively.
- Uneven Participation – Some dominate, others stay silent.

SEMINAR- TEACHER'S ROLE

- Guide Topic Selection – Help choose relevant, suitable topics.
- Mentor Preparation – Provide feedback during the research and practice phase.
- Facilitate the Session – Manage time, encourage participation, and support discussion.
- Monitor Behavior – Ensure respectful and inclusive interaction.
- Evaluate Performance – Assess based on content, delivery, interaction, etc.

SEMINAR- ASSESSABLE AREAS

- Content Understanding – Depth and relevance of the topic.
- Communication Skills – Clarity, confidence, language use.
- Presentation Skills – Use of visuals, organization, body language.
- Engagement – Response to questions, ability to lead discussion.
- Teamwork (if group seminar) – Coordination and shared effort.

ASSIGNMENT

- An assignment is a task or set of tasks given to students by the teacher to complete outside of regular classroom instruction. It is designed to reinforce learning, deepen understanding, or develop specific skills.
- Evaluating students' performance through assignments involves assessing their understanding, knowledge, and skills based on tasks or projects they complete outside of regular classroom activities.

ASSIGNMENT-ADVANTAGES

Promotes independent learning – students learn to work on their own.

Reinforces classroom learning – assignments consolidate and apply knowledge.

Encourages research and inquiry – students can explore topics beyond the syllabus.

Develops time management – completing assignments teaches organization.

Provides feedback – teachers can identify student strengths and weaknesses.

ASSIGNMENT-ADVANTAGES

Flexibility: Allows students to work at their own pace and manage their time effectively.

Comprehensive Assessment: Can assess a wide range of skills and knowledge areas.

Individual Attention: Enables tailored feedback and individual attention from instructors.

Supports Different Learning Styles: Accommodates diverse learning styles and preferences through varied assignment types.

Longer Reflection: Gives students more time to reflect on and refine their work

ASSIGNMENT-DISADVANTAGES

Potential for Plagiarism: Risks of students copying work from others or from online sources.

Workload Management: Can contribute to student stress if multiple assignments are due simultaneously.

Resource Intensive: Requires significant time and effort from instructors to grade and provide detailed feedback.

ASSIGNMENT-DISADVANTAGES

Inconsistent Effort: Varying levels of effort from students can impact the reliability of the assessment.

Access to Resources: Assumes students have equal access to resources, which may not always be the case.

Subjectivity in Grading: Potential for subjective grading, particularly with open-ended assignments like essays and projects.

PROCEDURE OF USING ASSIGNMENT AS A TEACHING DEVICE

- Allocation of the topic
- Set the due date
- Give relevant references, if necessary
- Difficulty level- from simple to complex
- More focus on theory
- Submit a written or a soft copy for evaluation

ASSIGNMENT-TEACHER'S ROLE

Designing – creating meaningful and relevant tasks.

Clarifying expectations – explaining instructions and objectives.

Providing resources – guiding students to the right materials.

Monitoring progress – checking on student work periodically.

Giving feedback – offering constructive criticism to help students improve.

WHAT CAN BE ASSESSED?

Knowledge and understanding – how well students grasp concepts.

Writing and presentation skills – clarity, organization, and grammar.

Research skills – ability to gather, analyze, and use information.

Creativity and originality – new ideas and approaches.

Problem-solving abilities – applying concepts to practical scenarios.

PORTFOLIO ASSESSMENT

- A portfolio is a purposeful collection of a student's work that shows progress, achievements, and learning over time. It includes samples of work, reflections, and teacher feedback to provide a comprehensive view of student development.
- Portfolio assessment involves evaluating students' performance by compiling a collection of their work over time.
- This collection, or portfolio, showcases the student's efforts, progress, and achievements in various areas.
- Portfolios can include a range of materials such as written assignments, projects, artwork, reflections, and other artifacts that demonstrate learning and growth

HOW TO ASSESS THE PORTFOLIO

- Teacher selects various learning activities
- Teacher lists the selected learning activities.
- Set the criteria of assessment.
- Convince the students the selected activities and the rubrics.
- Check the improvement.

PORTFOLIO- ADVANTAGES

Shows growth – tracks student progress and improvement.

Encourages self-reflection – students can assess their own learning.

Personalized learning – highlights individual strengths and interests.

Fosters responsibility – students take ownership of their work.

Supports diverse learning – can include different types of work (essays, art, projects, etc.).

ADVANTAGES

Comprehensive Evaluation: Assesses a wide range of skills and knowledge, providing a fuller picture of student performance.

Student Involvement: Encourages active student participation in the assessment process, fostering ownership of their learning.

Individualized Feedback: Provides detailed and personalized feedback to students, aiding in their development.

Flexibility: Can be adapted to various subjects and educational contexts.

Long-Term Insight: Offers insights into student growth and progress over an extended period.

PORTFOLIO- FEATURES

Systematic collection – includes a variety of work samples.

Reflective – often includes student comments or self-evaluations.

Organized – clearly structured and easy to navigate.

Continuous – built over time, not a one-time submission.

Showcases achievements – highlights best work and milestones.

Features

Comprehensive Collection: Includes a diverse array of student work across different mediums and subjects.

Longitudinal Tracking: Tracks student progress over time, providing a holistic view of their development.

Student-Centered: Allows students to have a role in selecting and organizing the content of their portfolios.

Multiple Criteria: Assesses various skills and competencies, not just academic performance.

Authentic Evidence: Provides real examples of student work, demonstrating their abilities and understanding.

PORTFOLIO- TEACHER'S ROLE

Guiding – helping students choose work that best represents their learning.

Monitoring – ensuring students maintain and update their portfolios.

Providing feedback – offering suggestions for improvement.

Assessing – using the portfolio to evaluate student progress and achievement.

Encouraging reflection – prompting students to think about their learning journey.

PORTFOLIO- WHAT CAN BE ASSESSED?

Growth and progress – how a student's work has improved over time.

Skill development – writing, research, critical thinking, and creativity.

Effort and engagement – how much thought and effort went into the work.

Organization and presentation – clarity and structure of the portfolio.

Self-assessment – how well students can evaluate their own work.

DISADVANTAGES

Time-Consuming: Requires significant time for both students and teachers to compile, review, and assess the portfolios.

Subjectivity: Assessment criteria can be subjective, leading to potential inconsistencies in evaluation.

Resource Intensive: May require more resources in terms of materials, storage, and administrative support.

Preparation and Training: Teachers and students may need additional training to effectively use portfolio assessment.

Complexity: Managing and organizing a large volume of work can be challenging.

Potential Bias: There is a risk of bias in the selection of portfolio content, as students might only include their best work.

GRADING SYSTEM

- The concept of grading students' work quantitatively was developed by a tutor named William Farish and first implemented by the University of Cambridge in 1792.
- It gradually replaced the traditional marking system in many countries because it offered a more comprehensive and flexible assessment of learning outcomes.
- In India, CBSE Board introduced the system for the first time in the academic year 2010-11
- Tamilnadu Education Board has been following it since 2012 onwards

IMPORTANT FEATURES

- The grading system in Indian schools is designed to evaluate and communicate students' academic performance in a simplified and standardized manner.

Continuous Assessment

- **Comprehensive Coverage:** It evaluates both scholastic and co-scholastic areas.
- **Letter Grades:** Students are awarded letter grades (A1, A2, B1, B2, C1, C2, D, E1, E2) instead of numerical marks. Each grade corresponds to a range of marks.
- **Grade Point Average (GPA):** Some schools also use the Cumulative Grade Point Average (CGPA) to provide an overall score.

- **Inclusive Education:** The grading system accommodates diverse learning styles and paces, making it inclusive for students with different abilities and backgrounds.
- **Reduced Stress:** By not emphasizing precise numerical scores, the grading system aims to reduce academic stress and competition among students.
- **Promotion Based on Grades:** Students are promoted to the next grade based on their overall performance in both scholastic and co-scholastic areas. A minimum grade is usually required in core subjects.

- **Standardized Evaluation:** The grading scheme ensures a standardized evaluation process, reducing biases and ensuring fairness in student assessment.
- **Parental Involvement:** Regular communication through report cards, parent-teacher meetings, and progress reports ensures transparency and involves parents in the educational process
- A student does not get influenced by the achievement level of other students.
- Students who scored minimum level of proficiency will get chance to improve their performance without losing an academic year.

- **Reduces Academic Pressure:** Grading groups marks into bands (e.g., A, B, C), which helps reduce pressure on students to score precise marks.
- **Promotes a Growth Mindset:** Shifts attention from competition to personal development.
- **Simplifies Evaluation and Reporting:** Parents and students find it easier to understand performance levels at a glance.
- **Minimizes Negative Psychological Impact:** Students who score slightly lower aren't stigmatized for minor mark differences.
- **Accounts for Subjectivity in Evaluation:** Some subjects (like essays or creative work) involve subjective grading; using grade bands softens the effects of such variability.

TYPES OF ASSESSMENT

PRACTICE-BASED ASSESSMENT

- Practice-based assessment in schools has its roots in activity-based learning and experiential education. It became popular with the push for more skill-based curricula, especially in subjects like Science, English, and Vocational Studies. The goal is to assess students' ability to apply what they learn in real-life or classroom scenarios. An English role-play activity to assess communication and speaking skills.
- Eg: A Math lab activity where students measure angles or use geometry tools to solve a practical problem.
- A social studies presentation simulating a mock parliament or debate.

FEATURES

- **Assessment occurs in authentic, real-life environments.**
- **Focuses on performance, skills, and behavior, not just theoretical knowledge.**
- **Usually includes ongoing feedback.**
- **Assessor may be a teacher, mentor, or industry professional.**
- **Often includes group work, projects, or presentations.**
- **Teachers observe and evaluate based on rubrics or checklists.**

ADVANTAGES

- **Promotes real-world readiness and skill application.**
- **Encourages critical thinking, problem-solving, and adaptability.**
- **Bridges the gap between theory and practice.**
- **Makes learning interactive and enjoyable.**
- **Helps students develop practical skills along with knowledge.**
- **Encourages active participation and collaboration.**
- **Helps teachers identify students' strengths and interests.**

DISADVANTAGES

- **Can be time-consuming and resource-intensive.**
- **Requires trained assessors for consistency and fairness.**
- **May be subjective if not structured with clear rubrics.**
- **Limited to fields where practical application is feasible.**
- **Can be challenging to manage in large classes.**
- **Results may be affected by unequal participation or lack of resources.**

EVIDENCE-BASED ASSESSMENT

- Evidence-based assessment comes from educational psychology and research practices. It was developed to ensure that assessment decisions are supported by concrete, measurable evidence of student learning.
- Example: A student portfolio that includes samples of writing, worksheets, artwork, or projects across the term.

FEATURES

- **Ongoing Process:** Continuous collection and assessment of evidence over time.
- **Flexibility:** Can accommodate different learning styles and paces.
- **Self-Reflection:** Encourages students to reflect on their learning and development.
- **Relies on documented proof of learning** (e.g., samples of student work).
- **Encourages long-term tracking of progress** rather than one-time testing.
- **Focus is on quality and growth** rather than quantity or speed.
- **Assessment is often individualized and student-centered.**

ADVANTAGES

- Provides a complete picture of a student's strengths and areas for improvement.
- Encourages self-reflection and goal setting.
- Helps teachers make informed decisions about instruction.
- Reduces stress from one-time exams by valuing continuous effort.
- Supports inclusive education by recognizing diverse learning styles.

DISADVANTAGES

- **Time-Consuming:** Collection and evaluation of evidence can be time-consuming for both students and educators.
- **Subjectivity:** Interpretation of evidence can be subjective, potentially leading to inconsistencies.
- **Resource Intensive:** Requires significant resources to manage and evaluate portfolios effectively.
- **Complexity:** Can be complex to implement and standardize across different contexts.
- **Can be difficult to standardize across classrooms or schools.**
- **Requires good record-keeping and organization.**

PERFORMANCE-BASED ASSESSMENT

- Performance-based assessment emerged from authentic assessment models that value real-world tasks over traditional testing. It is influenced by educational reform movements that focus on 21st-century skills like creativity, collaboration, and communication.
- Example: Performing a skit in English to demonstrate understanding of a story or theme.
- Creating a poster or visual display to present a research topic.

FEATURES

- **Requires students to perform a task or produce a product.**
- **Emphasizes application of knowledge, not just recall.**
- **Often includes a clear rubric or performance criteria.**
- **Involves planning, execution, and presentation.**
- **Tasks are often open-ended, allowing for creativity.**

ADVANTAGES

- Promotes critical thinking, creativity, and real-world application.
- Encourages active learning and student engagement.
- Helps assess both process and product.
- Gives students a chance to showcase their strengths.
- Builds confidence in public speaking and presentation skills.

DISADVANTAGES

- May be time-consuming to plan and assess.
- Can be stressful for shy or less confident students.
- Assessment may vary depending on teacher expectations or interpretation of rubrics.
- Requires clear guidelines to ensure fairness and consistency.
- Needs proper classroom management during group or individual performances.

EXAMINATION-BASED ASSESSMENT

- **Examination-based assessment is the traditional and most widely used form of evaluation, with roots going back to ancient system. In modern education, it became a primary tool to standardize learning outcomes and compare student performance across large populations.**
- **Example: Term-end written exams in subjects like Mathematics, Science, English, and Social Studies.**

FEATURES

- **Standardization:** Exams are standardized to ensure uniform assessment conditions.
- **Timed Assessment:** Conducted within a fixed time frame.
- **Variety of Question Types:** Can include multiple-choice, short answer, and essay questions.
- **Controlled Environment:** Administered in a controlled setting to minimize cheating and ensure fairness.
- **Objectivity:** Provides a relatively objective measure of student knowledge.
- **Efficiency:** Can assess a large number of students simultaneously.
- **Focus:** Encourages students to focus on specific learning outcomes and content areas.

ADVANTAGES

- Provides a standardized and structured way to assess learning.
- Efficient for evaluating a large number of students.
- Helps compare performance across students, classes, and schools.
- Prepares students for competitive exams in the future.
- Develops time management, organization, and exam skills.

DISADVANTAGES

- Encourages rote memorization rather than deep understanding.
- Can cause stress and anxiety, especially before high-stakes exams.
- May not reflect a student's true potential or creativity.
- Limited in assessing practical, creative, or interpersonal skills.
- One-time performance may be affected by mood, health, or nervousness.

PRACTICES OF ASSESSMENT- PATTERNS

- Dialogue b/w students and teacher
- Feedback through marking
- Peer assessment
- Self assessment

DIALOGUE

- Sharing/ exchanging ideas between two or ore people
- It can be used for the following
 - Assessing the subject knowledge
 - Assessing the learning outcomes
 - Assessing the language proficiency
 - Assessing the learning activities
 - Assessing the learning achievement

FEEDBACK THROUGH MARKING

- Feedback through marking involves providing students with written or oral comments and scores on their work, typically in the form of grades or marks. This method of feedback is used to inform students about the quality of their work, highlight strengths, and identify areas for improvement.
- **Clear and Specific:** Feedback should be clear and specific so that students understand exactly what they did well and what needs improvement.
- **Actionable:** Provide actionable suggestions that students can implement to improve their performance.
- **Prompt Delivery:** Feedback should be given promptly while the task is still fresh in the students' minds.
- **Regular Frequency:** Provide feedback regularly to help students stay on track and make continuous improvements.
- **Positive Tone:** Use a positive tone to encourage and motivate students, even when pointing out areas for improvement.
- **Balanced:** Balance positive comments with constructive criticism to ensure students feel supported and understand both their strengths and areas for growth.

- **Aligned with Learning Goals:** Feedback should be aligned with the learning objectives and criteria for the task.
- **Focused on Learning:** Emphasize aspects of the task that are most important for learning and development.
- **Detailed:** Provide detailed feedback that addresses specific elements of the student's work.
- **Use examples to illustrate points,** helping students understand exactly what is being referred to.
- **Self-Assessment:** Encourage students to reflect on their own work and feedback.
- **Encouragement:** Encourage students to view feedback as a positive part of their learning process.
- **Empathy:** Be empathetic and considerate of students' feelings when giving feedback.

PEER ASSESSMENT

- Peer assessment involves students providing feedback and evaluating the work of their peers based on predefined criteria or learning objectives. It can take various forms, including written feedback, ratings, and discussions.
- **Active Participation:** Students actively engage in assessing and providing feedback on their peers' work.
- **Shared Responsibility:** Students take responsibility for their own learning and the learning of their peers.
- **Clear Guidelines:** Assessments are based on predefined criteria or rubrics, ensuring consistency and objectivity.
- **Confidentiality:** Peer assessments are often kept confidential to encourage honest and constructive feedback.
- **Anonymity:** In some cases, anonymity may be maintained to reduce biases and encourage honest evaluations.

- **Training Sessions:** Students may receive training on how to provide effective feedback and evaluate their peers' work.
- **Guidelines:** Clear guidelines are provided to students to ensure they understand the assessment criteria and expectations.
- **Multiple Perspectives:** Students benefit from receiving feedback from peers with different perspectives and experiences.
- **Enhanced Learning:** Exposure to diverse feedback helps students develop critical thinking skills and consider alternative viewpoints.
- **Constructive Feedback:** Peers provide constructive feedback that highlights strengths and suggests areas for improvement.
- **Respectful Communication:** Feedback is delivered respectfully and tactfully, maintaining a positive learning environment.
- **Guidance and Support:** Teachers provide guidance and support throughout the peer assessment process, clarifying expectations and resolving any issues.
- **Monitoring:** Teachers monitor peer assessments to ensure fairness, consistency, and adherence to guidelines.

SELF-ASSESSMENT

- Self-assessment is a process where students reflect on their own learning, skills, strengths, and areas for improvement. It involves evaluating one's own work or a against predetermined criteria or standards.
- Self-assessment involves introspection and reflection on one's own work, actions, or learning experiences.
- Individuals critically examine their strengths, weaknesses, progress, and areas for growth.
- It involves self-judgment and self-evaluation based on personal standards and criteria.
- Self-assessment is often guided by predefined criteria, rubrics, or learning objectives against which individuals evaluate their work or performance.
- It helps in monitoring one's own development and progress over time.
- It encourages awareness of how one learns and what strategies are effective.

- Individuals take ownership of their learning process and decisions.
- It supports lifelong learning and ongoing self-improvement.
- It can be used for evaluating performance, setting learning goals, and planning future actions.
- Enhances Self-awareness: Develops self-awareness and metacognitive skills, leading to deeper understanding of strengths and weaknesses.
- Empowers Learners: Gives individuals the autonomy to set goals, monitor progress, and make decisions about their learning journey.
- Encourages Reflection: Fosters critical thinking and reflection on learning experiences, leading to deeper understanding.
- Supports Growth Mindset: Promotes a growth mindset by focusing on improvement rather than fixed abilities.
- Promotes Continuous Improvement: Supports ongoing learning and development, leading to continuous improvement over time.