



ASSESSMENT FOR LEARNING

Unit II: ASSESSMENT FOR LEARNING IN CLASSROOM

Student evaluation in transmission-reception (Behaviourist) model of education

▶ **Behaviorism**

- ▶ Learner is essentially **passive**, responding to environmental stimuli.
- ▶ It believes that humans are born as blank slate and their **behavior** or learning is shaped by **positive and negative reinforcements**.
- ▶ Learning according to behaviourism is based on three basic assumptions.
 - ▶ **learning is manifested by change in behavior**
 - ▶ **environment shapes the behavior**
 - ▶ **the principle of contiguity and reinforcement are central to the learning**

Transmission-reception (Behaviourist) model

- ▶ Transmission-reception is the act of transmitting knowledge from Point A (teacher's head) to Point B (students' heads)
- ▶ A teacher's job is to supply students with a designated body of knowledge in a predetermined order
- ▶ Academic achievement is seen as students' ability to demonstrate, replicate, or retransmit this designated body of knowledge back to the teacher or to some other means of evaluation
- ▶ No scope for creativity and generally method of teaching is lecture method; learning here is being taught

Student Evaluation in Transmission Reception Model of Education

- ▶ Students learning can be assessed or evaluated by observing their outward expressive behaviours
- ▶ Focus is on objective measurement of ability and achievement. This developed the tradition of defining learning outcomes in observable behaviours.
- ▶ More weightage is given to knowledge level and understanding level of attainment of objectives.
- ▶ Traditional bloom's taxonomy is the base for assessment. In this assessment is summative in nature

Student Evaluation in Transmission Reception Model of Education

- ▶ Overemphasis on learning outcomes results in an examination system that encourages rote memorization, objective type tests
- ▶ Learners got very little opportunity for self-assessment
- ▶ Transmission mode of teaching learning process to fill the minds of young learners with heaps of information and then assess the learner's ability to recall this information through various means of assessment tools
- ▶ Effectiveness of assessment tools from this traditional perspective is based on discrimination index

Drawbacks

- ▶ We cannot evaluate the higher order skills
- ▶ Cannot measure the real mental disposition of students
- ▶ Assessment is only about the success of teaching process.
- ▶ Students are passive listeners so proper assessment - not possible.
- ▶ Less importance to the psychological aspects of learner.
- ▶ More importance to the product achieved by the students.
- ▶ Continuous assessment of the learner is not possible.
- ▶ Less importance to co-scholastic achievements.

Constructivist Approach

- ▶ Jean Piaget in his theory of learning suggested that through processes of assimilation and accommodation, individuals construct new knowledge from their experiences.
- ▶ Constructivism is a theory of knowledge that argues that **humans generate knowledge and meaning from an interaction between their experiences and their ideas.**
- ▶ A basic premise of constructivism is that individuals live in their own world of personal and subjective experiences and build new knowledge on the basis of their previous experiences, rather than new knowledge being imposed from

Assessment in Constructivist Model of Education

- ▶ pedagogic approaches that promote active learning, or learning by doing.
- ▶ Learner becomes
 - ▶ a constructor of knowledge,
 - ▶ an autonomous learner with metacognitive skills.
- ▶ assessment is qualitative rather than quantitative
- ▶ how the student structures and process knowledge is more important than how much is learned
- ▶ Concept mapping, therefore, plays very crucial role in constructivist learning

Assessment in Constructivist Model of Education

- ▶ Assessment from this perspective has to be context specific and cannot be uniformly used for all learners.
- ▶ Assessment should be embedded in the whole teaching - learning process
- ▶ Focuses on process of learning in addition to that of its product'.
- ▶ Develop multiple assessment procedures
- ▶ Assessment is spiral and formative
- ▶ Continuous and comprehensive assessment is one of the main strategy in constructivist learning.
- ▶ Weightage to learning objectives in the assessment is given based on the revised

Assessment in Constructivist Model of Education

- ▶ Constructivists believe that assessment should be used as a tool to enhance both the students learning and the teachers understanding of the students.
- ▶ In addition to the written examinations.
 - ▶ Oral Discussions
 - ▶ Assessing student's learning through known things
 - ▶ Drawing Mind Maps
 - ▶ Performance of the Students

Role of teacher in constructivist assessment

- ▶ Encourage and accept student autonomy and initiative.
- ▶ Use raw data and primary sources along with manipulative, interactive, and physical materials.
- ▶ Use cognitive terminology such as classify, analyze, predict and create.
- ▶ Allow student responses to drive lessons, shift instructional strategies, and alter content.
- ▶ Inquire about students' understandings of concepts before sharing their own understandings of those concepts.

Role of teacher in constructivist assessment

- ▶ Encourage students to engage dialogue both with the teacher and with one another.
- ▶ Encourage student inquiry by asking thoughtful, open-ended questions and encouraging students to ask questions of each other.
- ▶ Engage students in experiences that might create contradictions to their initial hypotheses and then encourage discussion.
- ▶ Provide time for students to construct relationships and create metaphors.

INTRODUCTION

- **Continuous Comprehensive Evaluation (CCE)** CCE refers to a system of school based evaluation of students that covers all aspects of student personality.
- It is a curricular initiative, attempting to shift emphasis from mere testing to **Holistic Learning**.
- 'Continuous' means that the evaluation of identified aspects of students' **growth and development is a continuous process rather than an event.**
- It is built into the **total teaching learning process & spread over the entire academic session.**
- 'Comprehensive' mean the scheme attempts to cover both the **scholastic and the co-scholastic aspects of students' growth and development.**

CCE

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graph TD; CCE[CCE] --> Continuous[Continuous]; CCE --> Comprehensive[Comprehensive]; Continuous --> ContinuousDesc[It consider both formative & summative evaluation]; Comprehensive --> ComprehensiveDesc[It consider both scholastic & non scholastic aspects of the child];
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Continuous

It consider both formative & summative evaluation

Comprehensive

It consider both scholastic & non scholastic aspects of the child

CCE EXPLANATION



Continuous and Comprehensive Evaluation

Continuous

- Stands for assessment of a student throughout the year, it may be done **formally** or in an **informal** way using different techniques of evaluation
- Frequency of unit testing, diagnosis of learning gaps, use of corrective measures, retesting and for their self-evaluation.

Comprehensive

- Comprehensive takes care of assessment of all round development of a child's personality.
- A child will be assessed not only in terms of his knowledge about a subject but his **participation in other activities also**.
- Scholastic (curricular subjects) and Co-scholastic (other) growth and development

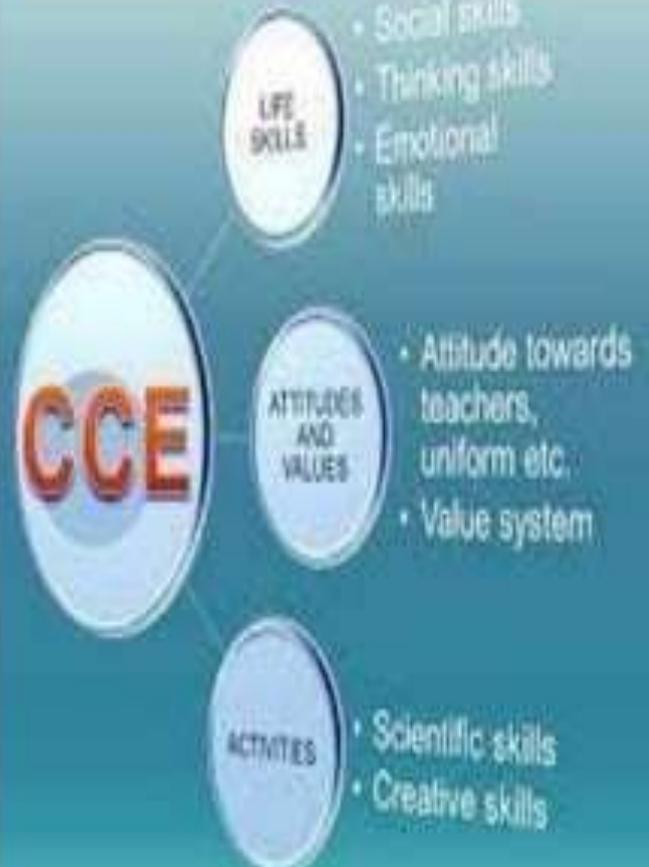
Evaluation

- It is the **systematic collecting, analyzing and reporting of information about a students' knowledge, attitudes, skills, intentions and/or behaviours regarding specific content, issues or experiences**.
- **Formative Evaluation & Summative Evaluation built into the total teaching-learning process and spread over the entire span of academic session**

OBJECTIVES OF CCE

CORE OBJECTIVE : Continuity in evaluation & assessment of Broad based learning & behavioral outcomes

- ✓ To develop skills of (Cognitive, Psychomotor & affective)
- ✓ To lay emphasis of thought process & de-emphasize memorization
- ✓ To make evaluation an integral part of teaching learning process
- ✓ 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'



TWO FOLD OBJECTIVES ARE ...

Identifying learning progress of students at regular time intervals on small portions of content.



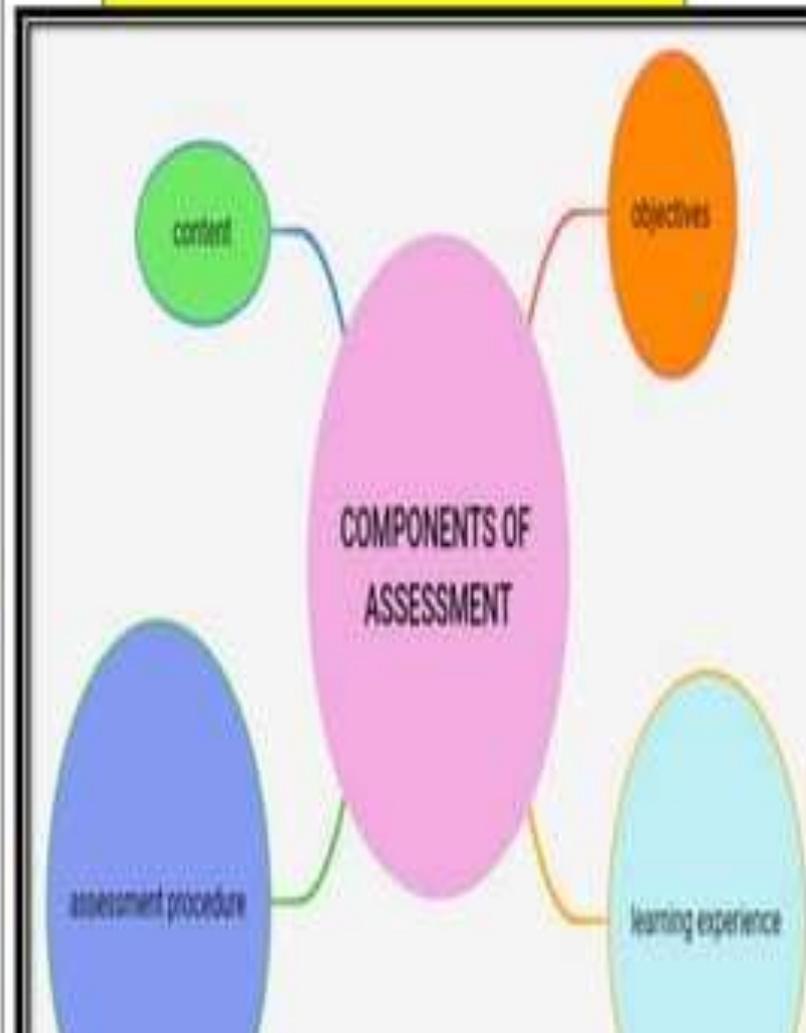
Evaluation



Assessment

- ✓ to provide a holistic profile of the learner through assessment of both scholastic and non-scholastic aspects of education spread over the total span of instructional time in schools.
- ✓ to identify those positive attributes of the learner which are not usually assessed during the examinations conducted by the Board As it is spread over a period of two years in class IX and X
- ✓ to provides several opportunities for the school to identify the latent talents of the learners in different contexts.
- ✓ This document is supportive to the statement of marks issued by the Board after the examinations conducted by it

NEED OF CCE



ESSENTIAL ASPECTS OF CCE



Continuous and Comprehensive Evaluation

1. To provide a holistic profile of the learner through assessment of both scholastic and non-scholastic aspects of education
2. To identify the latent talents of the learners in different contexts.
3. To identify strategies for raising Student Achievement
4. To plan a Comprehensive Evaluation Program to Improving Schools
5. To suggest suitable tools and techniques for achieving continuous comprehensive evaluation.
6. Use Evaluation for Continuous School Improvement
7. Using evaluation as a tool for continuous improvement of the school and the students.
8. To suggest ways of strategies of sensitizing school administrators

PROJECTS

- Project is a method of building a comprehensive unit around an activity which may be carried on in the school or outside.
- A project is a whole hearted purposeful activity proceeding in a social environment.

Use of Projects for assessment:

Assessment of:

- Clear Planning and framework
- Critical thinking and Reasoning
- Execution
- Creativity



CONTD.,

- **Assessment of understanding level of concept**
- Assessing how students visualizing real objects and decision making
- Students' ability of engaging and building new knowledge.
- Assessing how student is cooperating with other students.
- **Assessment of self- confidence and self-discipline**
- **Daily progress**
- **Assessment of teamwork**
- **Accuracy of report writing**



SEMINARS

- A 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.
- The sessions are usually headed or led by one or two presenters who serve to steer the discussion along the desired path.



PURPOSE OF A SEMINAR

- A seminar may have several purposes or just one purpose.
- For instance, a seminar may be for the purpose of education, such as a lecture, where the participants engage in the discussion of an academic subject for the aim of gaining a better insight into the subject.
- Other forms of educational seminars might be held to impart some skills or knowledge to the participants.
- Examples of such seminars include personal finance, web marketing, real estate, investing or other types of seminars where the participants gain knowledge or tips about the topic of discussion.



ASSIGNMENTS

- Assignment refers to tasks assigned to students by their teachers to be completed outside of class.
- Common homework assignments may include a quantity or period of reading to be performed, writing or typing to be completed, problems to be solved, a school project to be built or other skills to be practiced.
- Assignment as Assessment
- Device
- Concept
- understanding
- Content
- organization
- Content presentation



- **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 student participates in the selection of portfolio content, the development of guidelines for selection, and the definition of criteria for judging merit.**
- **Portfolio assessment is a joint process for instructor and student.**
- **Portfolio assessment emphasizes evaluation of students' progress, processes, and performance over time.**
- **There are two basic types of portfolio: summative & formative assessment,**

PORTFOLIOS



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- A process portfolio serves the purpose of classroom-level assessment on the part of both the instructor and the student.
- It most often reflects **formative assessment**, although it may be assigned a grade at the end of the semester or academic year.
- It may also include **summative** types of assignments that were awarded grades.
- A product portfolio is more summative in nature.

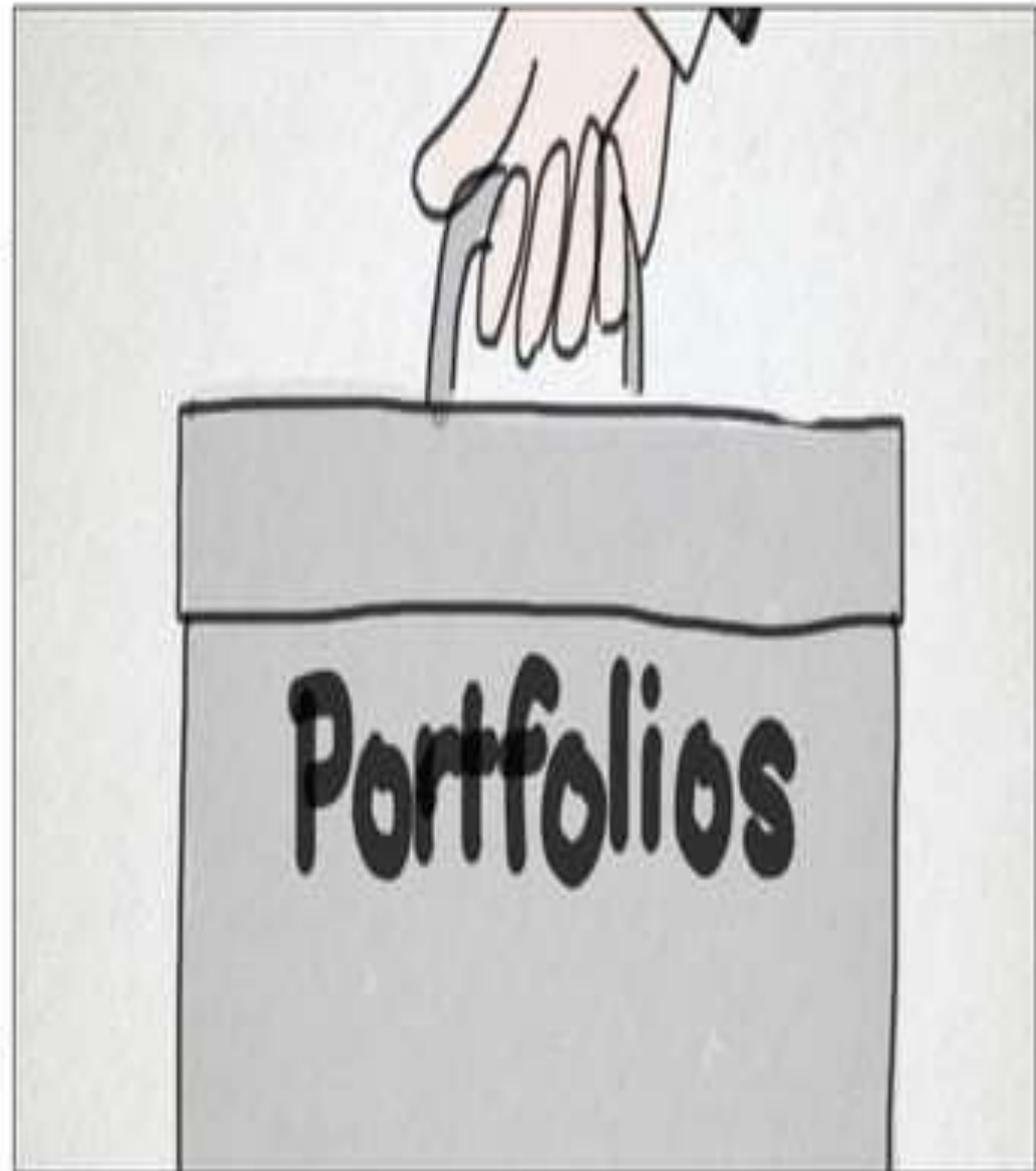
It is intended for a major evaluation of some sort and is often accompanied by an oral presentation of its contents.

For example, it may be used as a evaluation tool for graduation from a program or for the purpose of



CONTD.,

- In both types of portfolios, emphasis is placed on including a variety of tasks that elicit spontaneous as well as planned language performance for a variety of purposes and audiences, using rubrics to assess performance, and demonstrating reflection about learning, including goal setting and self and peer assessment.

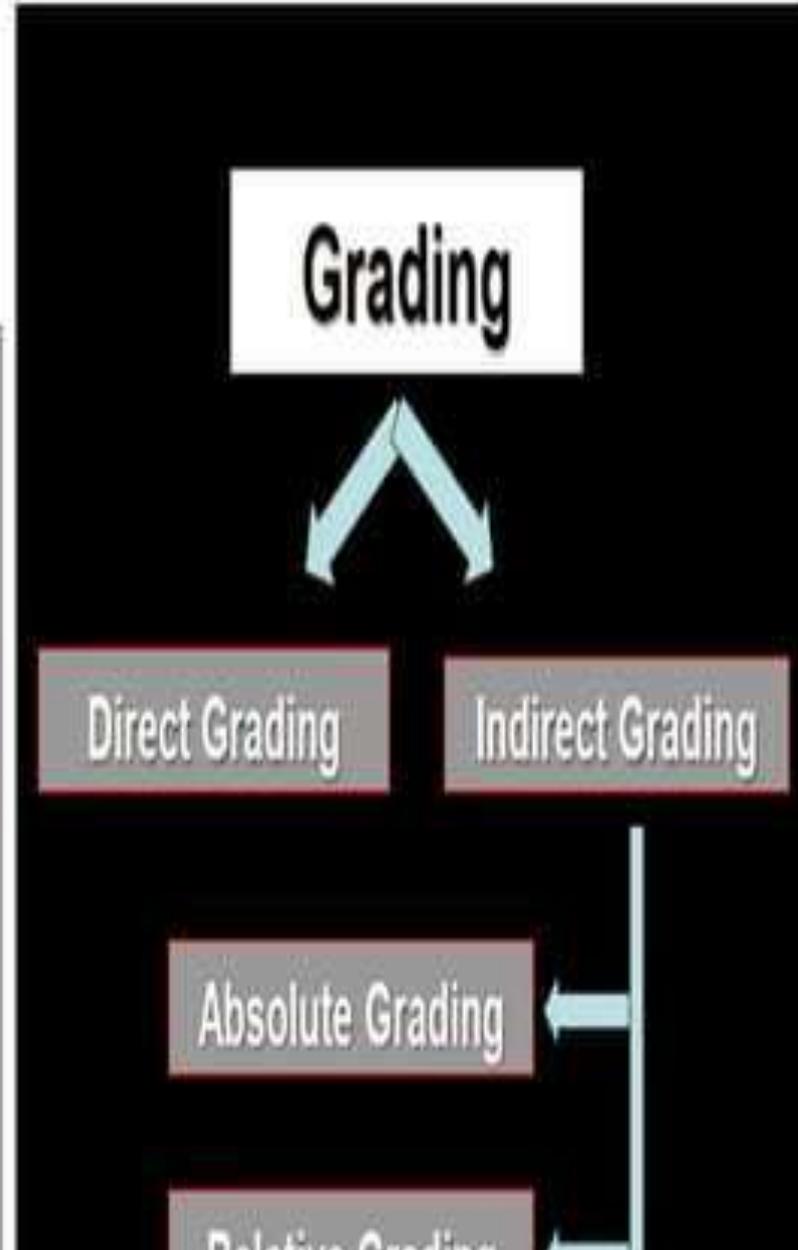


PORTFOLIO CHARACTERISTICS

- Represent an emphasis on language use and cultural understanding
- Represent a collaborative approach to assessment
- Represent a student's range of performance in reading, writing, speaking, and listening as well as cultural understanding
- Emphasize what students can do rather than what they cannot do
- Represent a student's progress over time
- Engage students in establishing on-going learning goals and assessing their progress towards those goals
- Measure each student's achievement while allowing for individual differences between students in a class
- Address improvement, effort, and achievement
- Allow for assessment of process and product
- Link teaching and assessment to learning.

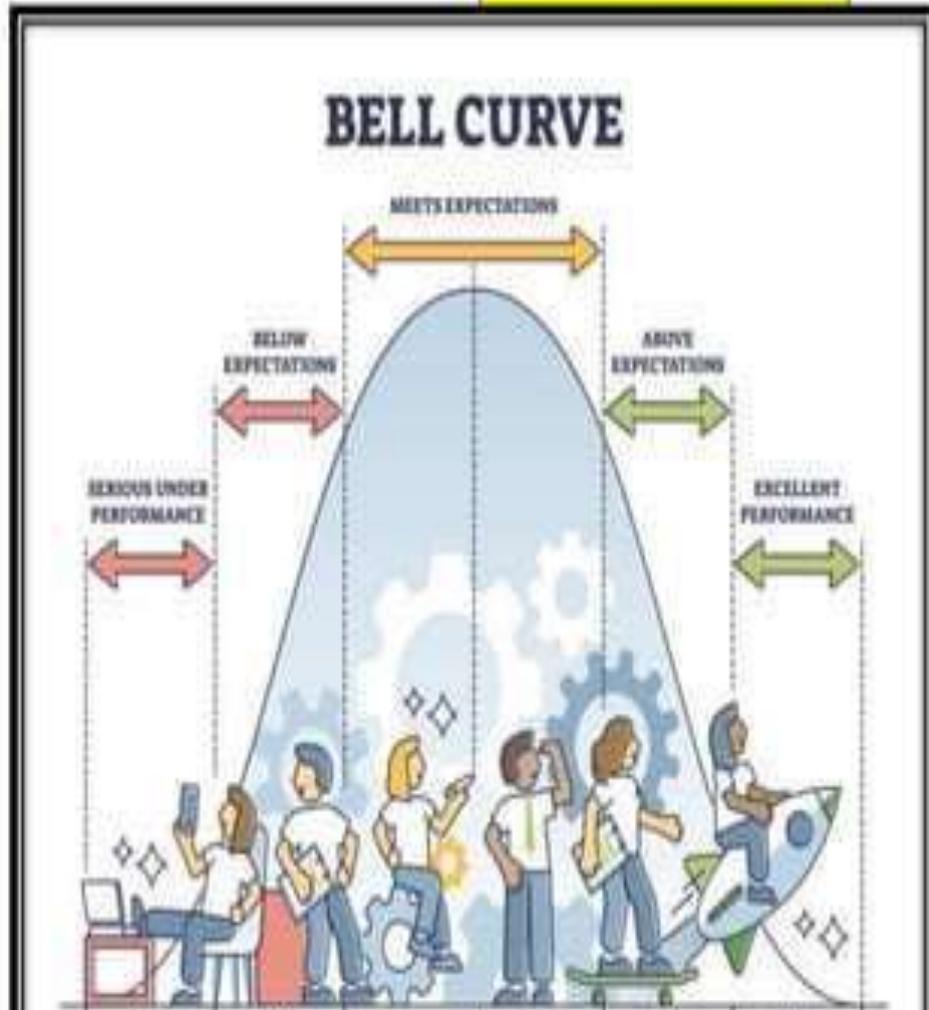
GRADING

- Grading in education is the process of applying standardized measurements of varying levels of achievement in a course. Another way the grade point average (GPA) can be determined is through extra-curricular activities. Grades can be assigned as letters (generally **A through F**), as a range (for example **1 to 6**), as a percentage of a total number of questions answered correctly, or as a number out of a possible total (for example out of 20 or 100).



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- In some countries, all grades from all current classes are averaged to create a **Grade Point Average (GPA)** for the marking period.
- The GPA is calculated by taking the number of grade points a student earned in a given period of time of middle school through high school.
- GPAs are also calculated for **undergraduate and graduate students in most universities.**
- The GPA can be used by potential employers or educational institutions to assess and compare applicants.
- A cumulative grade point average is a calculation of the average of all of a student's total earned points divided by the possible amount of points.
- This grading system calculates for all of his or



TOOLS OF EVALUATION



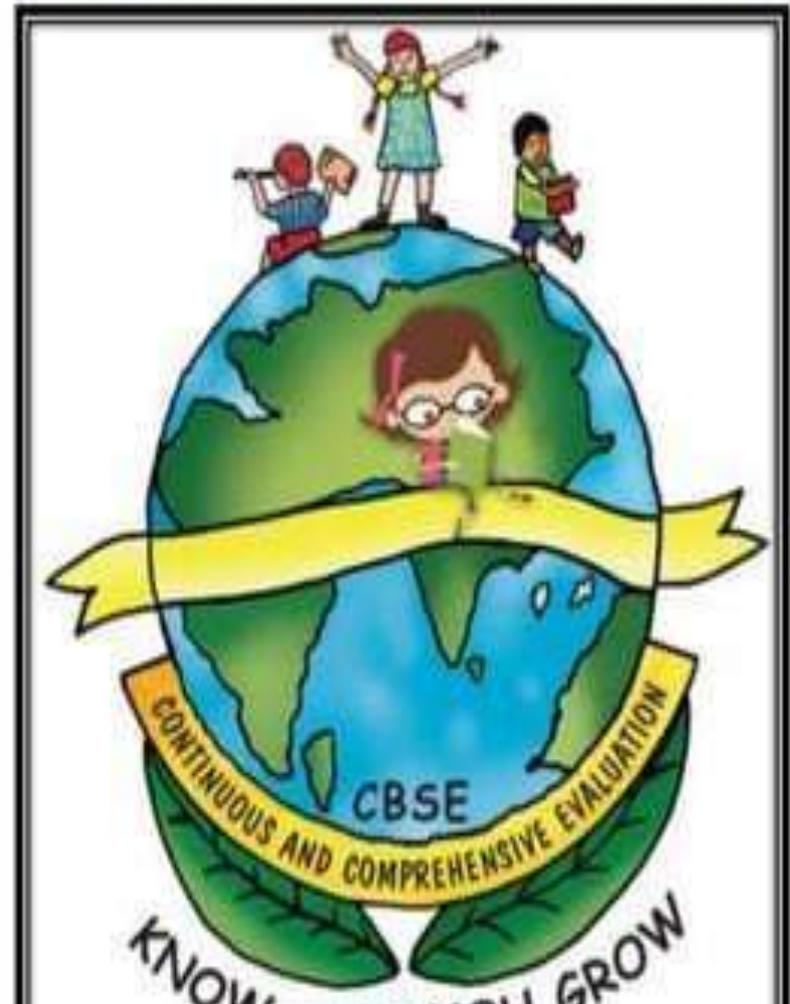
Continuous and Comprehensive Evaluation

- Day-to-day observation
- Oral work (Question answer, loud reading, dialogues/conversation, role-play, interview, group discussion, etc.)
- Practical/Experiments
- Activity (Individual, Group, Self-Study)
- Projects
- Tests (Informal small duration written tests, open book tests, etc.)
- Homework/Class work (Informative, descriptive, essay, report, story, letter, dialogue, expressing imagination, etc)
- Others (Questionnaire, self-evaluation, peer-evaluation, group work & other similar tools)



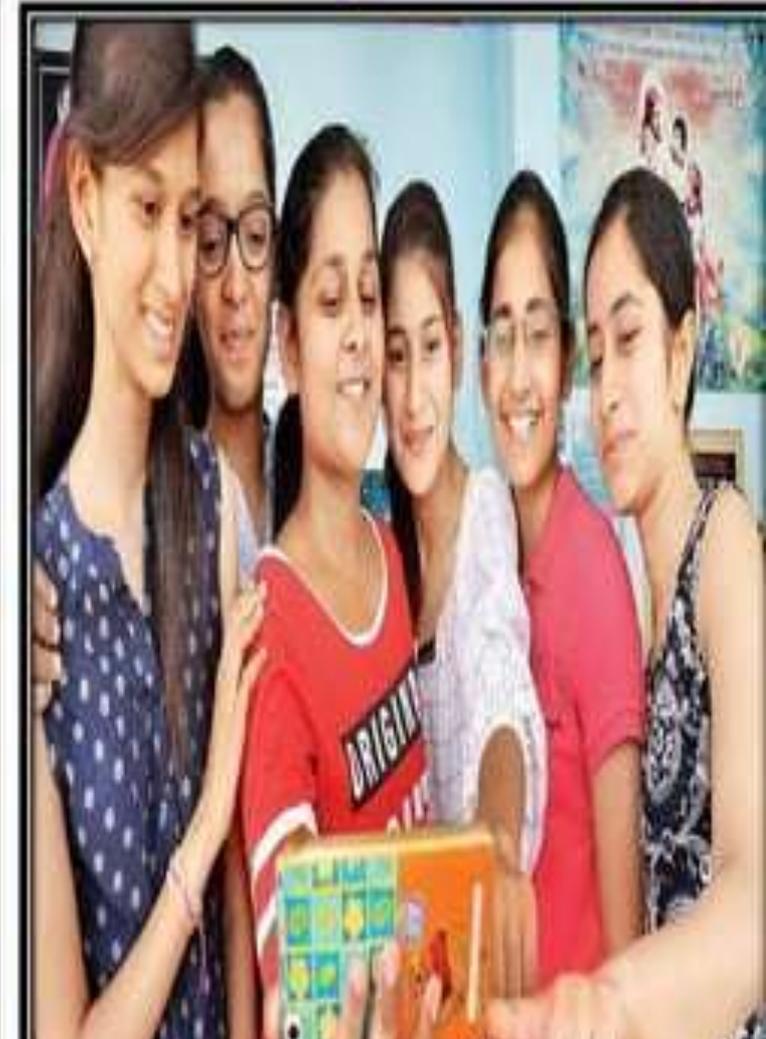
- CCE helps in **reducing stress of students** by :-
- Identifying learning progress of students at regular time intervals on small portions of content.
- **Employing a variety of remedial measures of teaching based on learning needs and potential of different students.**
- Desisting from using negative comments on the learner's **performance.**
- Encouraging learning through employment of a variety of teaching aids and techniques.
- Involving learners actively in the learning process.
- Recognizing and encouraging specific abilities of students, who do not excel in academics but perform well in other or curricular areas.

BENEFITS OF CCE



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- Elimination of chance & subjectivity
- De-emphasis of memorization
- Encouragement of comprehensive evaluation covering scholastic and co-scholastic aspects
- Continuous evaluation spread over the total span of the instructional time
- Functional & meaningful declaration of results for effective use by all
- Wider use of test results for improvement through diagnosis & remedial/enrichment programme
- Improvement in the mechanics of conducting examination
- Introduction of desired changes in instructional material & methodology
- Use of grade in place of marks in determining the level of



TYPE OF ASSESSMENT



Assessment plays an important role in teaching learning process. Some of the important types of assessment are

- Practice based assessment
- Evidence based assessment
- Performance based assessment
- Examination based assessment

PRACTICE BASED ASSESSMENT

Although assessment currently used for many purposes in the educational.

The aim of assessment should be "to educate and improve student performance, not merely to audit it".

To this end, people should gain important and useful information from every assessment situation.





In education, as other professions, good decision making depends on access to relevant, accurate, and timely information.

Furthermore, the information gained should be put to good use by informing decisions about curriculum and instruction and ultimately improving student learning.

PRACTICE BASED ASSESSMENT STRATEGIES



The reader is encouraged to investigate what is involved in the practice-based assessment of students and consider how it might be improved.

The author suggests that students should be assessment on their performance during episodes of care rather than by continuous assessment.

EVIDENCE BASED ASSESSMENT



Evidence is obtained through various forms of assessment which may include teacher observation, tests, peer assessment and practical performance and constitutes the information and data that is used to judge the education attainment and progress of individual groups and cohorts.



This evidence can be used to determine acquisition of learning outcomes, or to make inferences about learning.

Assessment must be purposely designed to improve student performance, rather than just to survey it.

A deliberate systematic method for **gathering**, **analyzing**, and **interpreting evidence** will aid in relating learning to expectations.



Importance of evidence based assessment

Gathering dependable information about the status of a student's (or group of students) learning.

Accurately aggregate and present information in order for it to be easily understood.

Interpret and evaluate information for individual and groups of students in order to decide on what to do next to support learning.



Present ad share information to build partnership for learning (with parents, colleagues, boards)

Set challenging but achievable targets for improved student achievement.



Performance based assessment

Performance based assessment measures student's ability to apply the skills and knowledge learned from a unit or units of study.

Typically, the task challenges student's to use their higher-order thinking skills to create a product or complete a process.

In the 1990's performance based assessments became a valid alternative to traditional multiple choice tests. Now more school and colleges are seeking authentic measures of student learning and performance based assessments have become increasingly relevant.

The most genuine assessments require students to complete a task that closely mirrors the responsibilities of a professional.



Essential components of a performance based assessments.

First and foremost the assessment accurately measures one or more specific course standards. additionally it is course standards
Additionally it is

1. Complex
2. Authentic
3. process / product oriented open ended
4. time bound

Normally, students are presented with an Open ended question. that may produce several different correct answers. In the higher level tasks, there is a sense of urgency for the product to be developed or the process to be determined as in most real world situations.



Teachers create performance based assessments



Identify goals of the performance based assessments.

The teacher wanted to challenge her students to use critical thinking and problem solving skills. She also wanted them to exhibit less codependence and more individuality while completing the assessment. The teacher did not want students to rely on her direction about how to complete each step of the assessment. Identify the goals of the assessment.

Select the appropriate course material

Assessment should measure students understanding of a topic (course material).

Review assessments and Identity learning gaps.

Student's were completing unit. The teacher looked at What was missing and noted that there was very little relevant real-world application .



Design the scenario

After brain storming few different questions, we settled on a situation where the student would decide to act.

Gather end create material

For this particular assessment, we wanted students to do a assignment from the course material.

Develop a learning plan

We wanted to be careful not to “teach to the test in preparing students for the performance based assessment. We needed to strike a balance between teaching the content and preparing students for the task.

Examination based assessment



- An examination is a test to show the knowledge and ability of a student.
- An examination may be a written test, an onscreen test or a practical test.
- It is an assessment intended to measure a test takers knowledge, skill, aptitude etc.
- Ancient china was the first country in the world that implemented nationwide examination called the imperial Examination.
- The main purpose of this examination was to select able candidates for specific government positions.



High school student appear examination at the end Tenth year to assess their proficiency in specific subjects such as English. Regional Language, Hindi, mathematic, science and social science.

Grades scores are awarded after assessment, according to the scores or Grade, they may join in their higher studies or Join any other skill oriented course.

Guide lines to improve examinations



Assessments should reflect curriculum and since not everything in a curriculum can be assessed in an examination, the areas that are assessed should be ones that are considered important.

Modes of assessment should reflect the goals of curricula. Examination items should not be limited to the measurement of recall or recognition of information but should attempt to measure higher order outcomes (application, synthesis evaluation.)

Examinations should assess students ability to apply their knowledge not just in scholastic contexts but also in situations outside school.

The content and form of examination items should be free of gender, ethnic and location biases.

Practices of Assessment

Dialogue

It is an effective informal formative strategy

It is the verbal encounter between two or more people

Dialogue can be used to assess knowledge, practice, its an evidence of reflection

Interactive in nature

Helps to achieve desired learning goals

Enable to recognize students conceptions, language use and communication skills

Eg: Critical discussion, Reflective dialogues

Supportive tool of social participation and social cognition

Open ended questions are used to assess the types of knowledge such as declarative(what), procedural(how) and schematic(why)

Feedback through marking

- Feedback is one of the means of achieving reinforcement of desired responses.
- Providing feedback refers to making available the knowledge of results of ones own actions immediately.

Principles of good feedback practices

Feedback provided should make students know what good performance is.

Feedback provided should help students to self correct their responses.

Opportunity is to be provided for students to resubmit their answers after improving them with the help of the feedback received.

After returning the scored answer script, the teacher should arrange for discussion with students regarding means of improving their learning achievement.

Enough time should be given for students to reflect on their learning achievement

During the discussion in the feedback session, the teacher should make the students know the criteria for the appropriate answers expected by examiners.

Feedback provider should encourage positive motivational beliefs and self esteem of students that leads to improvement in learning

Peer Assessment

- Students provide feedback to their peers on a product or a performance based on the criteria of excellence for that product or event .
- Students will get an opportunity to reflect on the learning process of their peers
- Peer assessment involves in both formative review to provide feedback and summative grading

Advantages

It helps to develop the ability to make judgements.

It encourages student autonomy and higher order thinking skills.

Encouraging students to take responsibility of their own learning.

Helps to clarify assessment criteria.

Encourage students to critically analyse work done by others, rather than simply seeing a mark.

Reduces the marking load on the teacher.

Students learn collaborative skills by working with one another.

It helps to develop interpersonal skills.

Disadvantages

Students may lack the ability to evaluate each other

Students may not take it seriously, allowing friendship to influence their marking

Students will have a tendency to award everyone the same mark.

Students may not like peer marking because of the possibility of being discriminated against, being misunderstood, etc.

Without lecturer intervention, students may mis inform each other.6. Additional briefing time can increase teacher work load.

Self assessment

The learner makes judgment on their own learning

The child assess his own progress of knowledge, skill, process etc.

Student apply their known criteria and expectation to their work and reflect on results to determine their progress

Advantage

Increase students motivation, involvement, responsibility

Develop self directed learning

Focuses on students judgment skill, their autonomy

Reflection on their own performance thereby can set goal

Disadvantages

Time consuming

Difficult to apply in lower level and for inclusive people

Formative use of summative assessment

- It means using information derived from summative assessment to improve future student performance
- Effective feedback encourages students to undertake more challenging work
- Scores reflect progress in the course and also in instructional program
- Helps teachers to modify instructional strategies
- Opportunity for further learning and future achievement
- To select goal
- Increases self-esteem and helps to motivate students