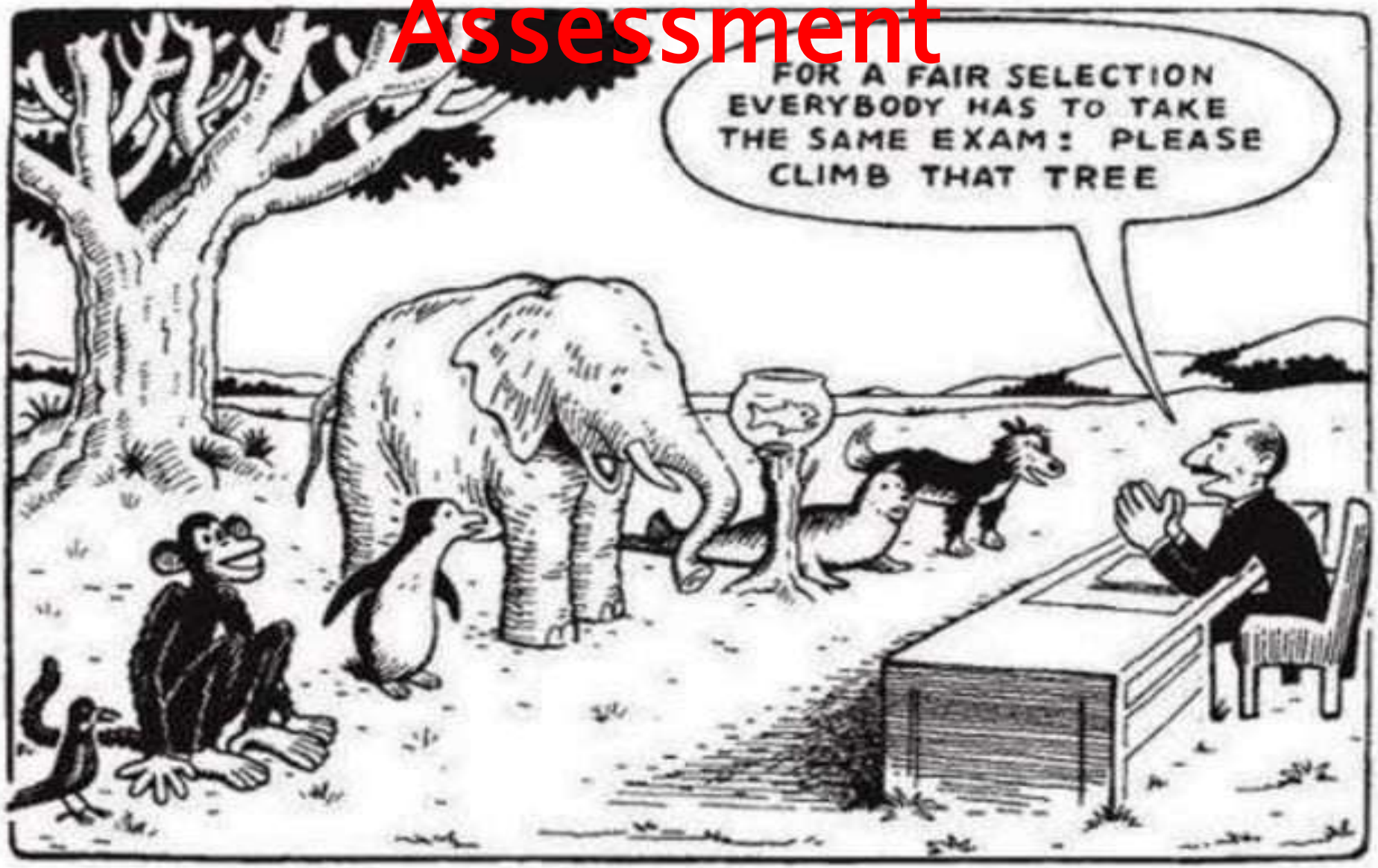
UNIT IV

ASSESSMENT PRACTICES IN INCLUSIVE SCHOOL

Differentiated Assessment



Differentiation: A Definition

Differentiation: The philosophy and process of developing and providing various strategies, options, and opportunities for students to learn and ***express learning***. Differentiation considers differing student needs, backgrounds, prior learning, strengths, weaknesses, higher order thinking, creativity, and expectations.

– *definition Russell L. Claxton*

What Is Differentiated Assessment?

Differentiated assessment is an ongoing process through which teachers gather data before, during, and after instruction from ***multiple sources*** to identify learners' needs and strengths. Students are differentiated in their knowledge and skills. They differ in the ways and speeds at which they process new learning and connect it to prior knowledge and understanding. They also differ in the ways they most effectively ***demonstrate their progress***.

Differentiated Assessment Is *Not Just*

It is not just *Modification*

Changes in content, standards, or instructional level (Common in special ed)

It is not just *Accommodation*

Changes in time, amount of work, or process that do not lower standards (read aloud tests, extra time, reduced number of items)

Differentiation is *more than . . .*

The Traditional Instructional Cycle

- Lecture
- Modeling on the board
- Practice with "paper" problems
- Paper-and-pencil assessment
- Letter-grade feedback

Not wrong.
Just incomplete.

Suggestions: Beware Zeros

The case against Zeros – What do they assess?

Suggestions: Assessment Activities

- essay
- speech
- song
- poem
- poster
- skit
- craft project
- commercial
- video

- newscast
- step-by-step instructions
- PowerPoint
- teach lesson
- multiple-choice*
- fill in the blank*
- creation of test or problems
- application to real life situations

Suggestions: More Assessment Activities

- create a game
- write a newspaper or magazine article
- portfolios
- collage
- web page
- blog
- model
- story board
- invention
- notebook
- photos
- map
- letter
- experiment
- cartoon

CULTURALLY RESPONSIVE ASSESSMENT

"An approach to evaluation that takes into account the cultural background, learning styles, values, and experiences of students in order to provide fair and valid assessments."

Key Features of CRA

- ❖Acknowledges cultural diversity
- ❖Focuses on equity and inclusivity
- ❖Connects assessment to students' lived experiences
- ❖Reduces cultural bias
- ❖Encourages multiple forms of evidence

Why CRA is Important

- Students come from diverse linguistic, ethnic, and cultural backgrounds
- Traditional assessments can disadvantage minority students
- CRA improves **validity**, **reliability**, and **student engagement**
- Supports **social justice** in education

Principles of CRA

- **Cultural Sensitivity** – Know the learner's cultural context
- **Equity** – Provide fair opportunities for all students
- **Flexibility** – Use multiple and diverse assessment methods
- **Student Voice** – Involve students in the

Techniques and Tools

- **Portfolios** – Showcase student learning over time
- **Performance Tasks** – Real-world applications
- **Self and Peer Assessments** – Encourage reflection and mutual respect
- **Observations** – Contextualized understanding of behavior
- **Interviews and Oral Presentations** – Valuing verbal and cultural expression

Teacher's Role

- Be culturally aware and responsive
- Develop cultural competence
- Engage with students' families and

Challenges in Implementation

- ❖Lack of training in multicultural assessment
- ❖Time and resource constraints
- ❖Institutional resistance
- ❖Implicit biases in educators
- ❖Standardized testing limitations

CRA and Inclusive Education

- ❖CRA is essential for inclusive classrooms
- ❖Encourages respect for all cultures
- ❖Reduces dropout rates among marginalized students
- ❖Enhances academic outcomes and

Tests for Learner Appraisal

TEST FOR LEARNING APPRAISAL

- The concept of 'appraisal for learning' emphasizes that appraisal is an opportunity for teachers to learn about their effectiveness.
- Teaching and learning helps teachers understand their own practice and as a result ,improve the quality of student learning.

PURPOSE

- The main purpose of appraisal is to give the students the opportunity to reflect on their work and learning needs in order to improve their performance.
- This can be achieved through discussing their development and feedback on their performance in a way that is constructive and motivational.

RESULTS

- Result is an effective personal development plan.
- Lesson one is not to spend 95%of the time available purely reviewing past performance and lesson two is to involve the student fully in the discussion so that they can get the maximum benefits form it.

APPRAISAL

- A piece of ‘two-way’ rather than ‘one-way’ communication.
- A process rather than an event.
- A tool for development as well as for assessing performance.

LEARNING APPRAISAL

- Appraisal for learning sits alongside other school processes, including those used to identity the strengths, needs, and interests of students.
- It is seamlessly integrated into teachers professional learning as they inquire into their effectiveness and build their professional knowledge.

CHALLENGES

- It challenges teachers by requiring them to be responsible accountable for their students learning, but is also supports them to identify and address issues at the heart of their instructional practice.

PLANNING REVIEW

- The individual teacher appraisal must be linked to collective planning and review throughout the school.
- school leaders use information from appraisal, along with their understandings about student needs and targets, to plan for professional learning and to monitor its impact.

STUDENT OUTCOMES

- Data is used to test and challenge assumptions and to ensure that the focus remains firmly on student outcomes.
- Outcomes for each student depend on the combined efforts of all staff as students move through the school.

Achievement Test

What is Achievement test ?

- Achievement means **accomplishment** or **proficiency of performance** in a given skill or body of knowledge.
- It is a test of **knowledge** or **proficiency** based on something learned or taught.
- It measures student's present proficiency, mastery and understanding of general and specific areas of knowledge.
- It attempts to measure **what** and **how** individual has learnt.

- Scores of achievement test indicates the academic status of the individual learner in different subjects as a whole or individually.

Some Definitions

Waters- "Achievement test act as useful aids in diagnosing the student's specific learning needs for identifying his relative strengths and weaknesses".

Super- "An achievement test or proficiency test is used to ascertain what and how much has been learnt or how well a task can performed".

Free Man - "Achievement test is a test designed to measure knowledge, understanding and skills in a specified subject or a group of subjects".

N.M. Downien - "Any test that measures the attainments or accomplishments of an individual after period of training or learning is called achievement test.

Characteristics of Achievement Tests

- The content of these tests is as per the students' level, abilities, interests and aptitudes.
- The test items in these tests are objective, so there is no question of awarding partial marks.
- These tests are discriminating besides being reliable and valid.
- These tests are very economical from the standpoint of money, time and energy.

Significance of Achievement Test

- For selection and admission of students .
- For class promotions.
- For identifying backward students
- For diagnostic and remedial teaching.
- Facilitates measurement of minimum abilities of an individual.
- Widely used for different types of classifications and for appointments.
- Helpful in providing educational and vocational guidance.
- Evaluates a teacher's proficiencies and effectiveness.
- Helpful in the modification and revision of curriculum.
- Evaluate the effectiveness of different methods implied for teaching.
- Acquaint us with the all-round mental ability of a student

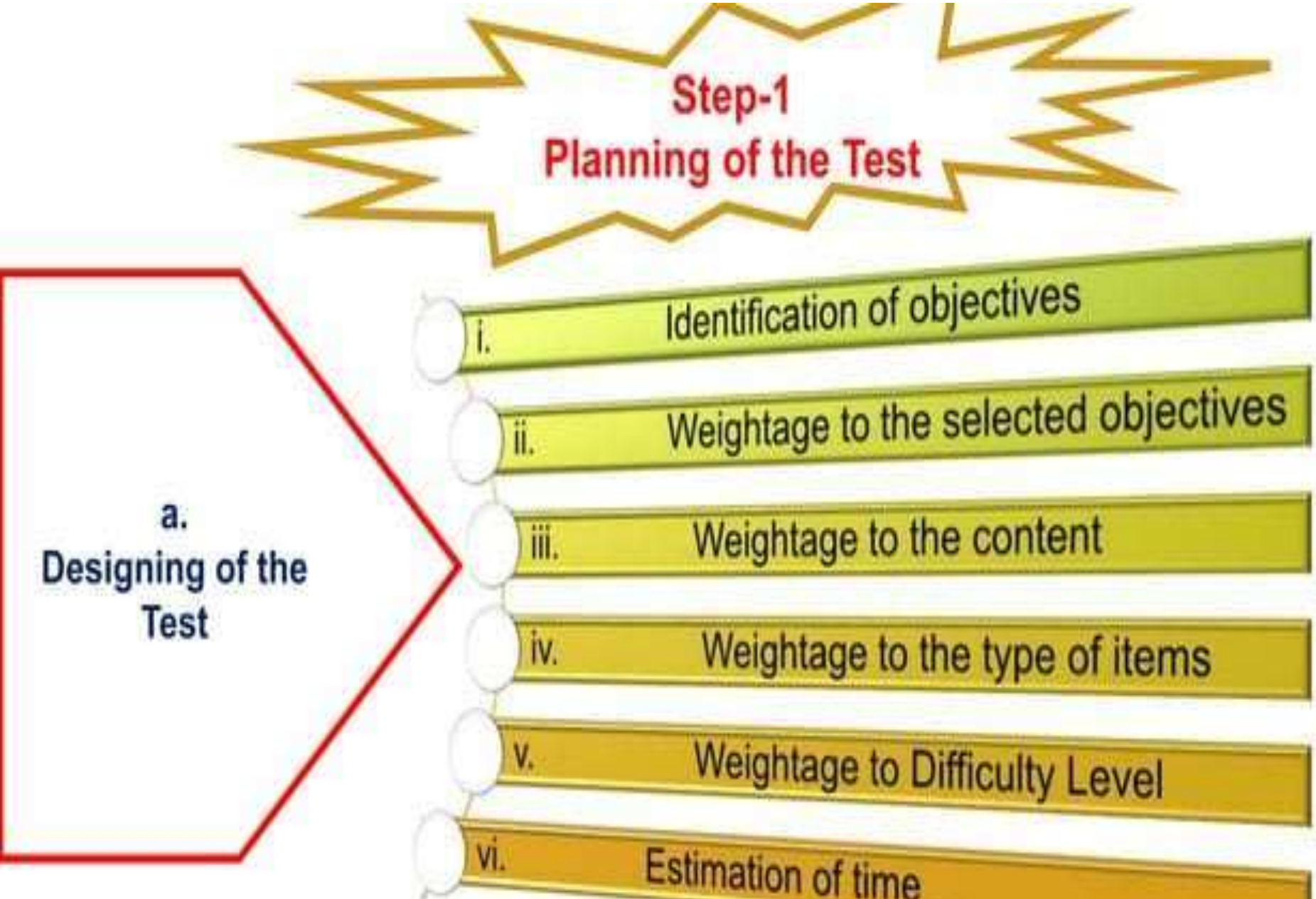
Measuring Educational Achievement
Book By
Ebel

General precautions in test construction

- ✓ It should be decided when the test has to be conducted in the context of time and frequency.
- ✓ Number of questions to be included in the test.
- ✓ Types of questions to be used in the test.
- ✓ Determining the topics in relation to teaching objectives from which questions have to be constructed.
- ✓ The level of difficulty of questions to be included in the test.
- ✓ The format and type of printing should be decided in advance.
- ✓ Determining the passing score.
- ✓ A rule book should be prepared before the evaluation of the scripts.


Steps for
Construction


Planning of the test
a. Designing the test
b. Preparation of blue print
Step-1
Preparing Preliminary draft
a. Item writing
b. Item editing
c. Pre try out
Step-2
Try out
Step-3
Item analysis
a . Difficulty Level
b. Discrimination Value
Step-4
Preparing the final draft
Step-5
Establishment of
a. Reliability


Step-1
Planning of the Test
a.
Designing of the
Test
i. Identification of objectives
ii. Weightage to the selected objectives
iii. Weightage to the content
iv. Weightage to the type of items
v. Weightage to Difficulty Level
vi. Estimation of time

(i) Identification of TOs

S.No.	Teaching Objectives (Domain &Level)		Selected TO
1	Knowledge	Cognitive Domain	Knowledge
2	Understanding		Understanding
3	Application		Application
4	Analysis		Analysis
5	Synthesis		Synthesis
6	Evaluation		Evalation
7	Affective Domain		-
8	Psychomotor Domain (Skills)		-

(ii) Weightage to the Selected TOs

S.No.	Selected TOs	Marks	Percentage
1	Knowledge	3	12
2	Understanding	2	8
3	Application	6	24
4	Analysis	8	32
5	Synthesis	4	16
6	Evaluation	2	8
		25	100

(iii) Weightage to the Content

S.No.	Content	Marks	Percentage
1	Topic-1	15	60
2	Topic-2	10	40
	Total	25	100

(iv) Weightage to the type of Test Item

S.No.	Forms of Questions	No. Of Questions	Marks	Percentage
1	Objective Type	14	7	28
2	Short Answer Type	7	14	56
3	Essay Type	1	4	16
	Total	22	25	100

(v) Weightage to Difficulty Level

S.No.	Difficulty Level	Marks	Percentage
1	Easy	5	20
2	Average	15	60
3	Difficult	5	20
	Total	25	100

(vi) Estimation of Time

S.No.	Forms of Questions	No. Of Questions	Time in Minutes
1	Objective Type	14	15
2	Short Answer Type	7	25
3	Essay Type	1	20
	Total	22	60 mins

Step-1 b
Preparation of the Blueprint

Note: O – Objective Type, SA – Short Answer Type, E – Essay Type
No. outside the bracket - marks & inside – No. of questions.

Objectives / Form of Quest. / Content	Knowledge			Understanding			Application			Analysis			Synthesis			Evaluation			Grand Total
	O	SA	E	O	SA	E	O	SE	E	O	SA	E	O	SA	E	O	SA	E	
Sub Topic- 1	2 (4)			1 (2)			2 (4)	2 (1)				4 (1)		2 (1)			2 (1)		15
Sub Topic – 2	1 (2)			1 (2)				2 (1)			4 (2)			2 (1)					10
Total Marks	3	0	0	2	0	0	2	4	0	0	4	4	0	4	0	0	2	0	25
Grand Total	3			2			6			8			4			2			

Step-2
Preliminary Draft

a. Item writing:

- It is important step in preliminary draft and here blue print is used as a guide writing this draft.
- Test conductor should have following points in mind when he writes items for preliminary draft.

i. Each item contains single idea.
ii. Questions should be clear.
iii. Simple and easy to understand.
iv. Double barrelled question should be avoided.
v. Arrangement of items should be from simple to complex.
vi. Subjective question should also be avoided.

Step-2
Preliminary Draft

b. Item editing

- Items are edited and reviewed by language teacher and also by experts of measurement.
- Language teacher will check the errors in language and defect in words.
- By removing defects it is submitting to experts.

Step-2
Preliminary Draft

c. Pre-try out:

- Test is administered on a small representative group individually.
- Language related errors & doubts.
- Some items are removed or modified on the basis of the difficulties & ambiguities pointed out by students.
- Sometimes suggestions on the test are invited by the experts.

Step-3
Try out

- Test is administered on a large representative group.
- The test sheets along with answer sheets are collected and answer sheets are used for scoring with the help of scoring keys.
- Points to keep in mind while testing :

i. Proper sitting arrangements.
ii. Time of administrating the test.
iii. Total time required for test.
iv. Proper motivation with the pupil.
v. Directions about the test.

Step-4
Item analysis

- It is the process of analysing psychometric characteristics of the test-items in a numeric way.
- Items are selected or rejected or modified on the basis of IA.
- Difficulty Index & Discrimination Index.
- **Item** difficulty level is usually measured in terms of the percentage of examinees who answer the item correctly. This percentage is referred to as the item difficulty index, or "p".
- **Item discrimination** refers to the degree to which items differentiate among examinees in terms of the characteristic being measured (e.g., between high and low scorers).

Item Analysis Procedure

Item analysis procedure gives special emphasis on item difficulty level and item discriminating power.

The item analysis procedure follows the following steps:

1. The test papers should be ranked from highest to lowest.
2. Select 27% test papers from highest and 27% from lowest end.

For example if the test is administered on 60 students then select 16 test papers from highest end and 16 test papers from lowest end.

3. Keep aside the other test papers as they are not required in the item analysis.
4. Tabulate the number of pupils in the upper and lower group who selected each alternative for each test item.

Calculate item difficulty for each item by using formula:

$$\text{Item difficulty} = \frac{R}{T} \times 100$$

Where R= Total number of students got the item correct.

T = Total number of students tried the item.

Example: out of 32 students from both the groups 20 students have answered the item correctly and 30 students have tried the item.

The item difficulty is as following:

$$\text{Item difficulty} = \frac{R}{T} \times 100$$

$$= \frac{20}{30} \times 100 = 66.67$$

It implies that the item has a proper difficulty level. Because it is customary to follow 25% to 75% rule to consider the item difficulty. It means if an item has a item difficulty more than 75% then is a too easy item if it is less than 25% then item is a too difficult item.

- **Calculate item discriminating power by using the following formula:**

$$\text{Item discriminating power} = \frac{Ru - R\ell}{T/2}$$

Where R_U= Students from upper group who got the answer correct.

R_L= Students from lower group who got the answer correct.

T/2 = half of the total number of pupils included in the item analysis.

Example:

Out of 32 students 15 students from upper group responded the item correctly and 5 from lower group responded the item correctly.

$$\text{Item discriminating power} = \frac{Ru - Rl}{T/2}$$

$$= \frac{15 - 5}{32/2} = 0.63$$

A high positive ratio indicates the high discriminating power. Here 0.63 indicates an average discriminating power.

- If all the 16 students from lower group and 16 students from upper group answers the item correctly then the discriminating power will be 0.00. It indicates that the item has no discriminating power.
- If all the 16 students from upper group answer the item correctly and all the students from lower group answer the item in correctly then the item discriminating power will be 1.00 it indicates an item with maximum positive discriminating power.

Step-5
Final Draft

- In the final draft questions should be arranged in the order viz. Easy, Average & Difficult.
- By doing this student at least go through whole test because he knows that some of remaining questions are easy.
- The test will provide useful information about the students' knowledge in relation to the learning objectives.


Step-6
Establishment of
Reliability and Validity

Reliability

- Reliability of a test refers to its consistency or stability.
- Reliability is the extent to which the measurements resulting from a test are the result of characteristics of those being measured.
- The degree to which test scores for a group of test takers are consistent over repeated applications of a measurement procedure and hence are inferred to be dependable and repeatable for an individual test taker" (Berkowitz, Wolkowitz, Fitch, and Kopriva, 2000).

Test-retest Reliability

- Simplest way of testing the stability and consistency of a tool.
- It requires two administrations of the same test with the same group of individuals.
- A test-retest reliability coefficient is obtained by administering the same test twice and correlating the scores.
- The amount of time allowed between measures is critical.

  Shorter the time gap- higher the correlation

  Longer the time gap- lower the correlation

Alternate-form reliability

Two parallel forms are created .

- One way to accomplish this is to create a large set of questions that address the same construct and then randomly divide the questions into two sets.
- Both equivalent forms are administered on the same sample of people.
- The correlation between the two parallel forms is the estimate of reliability.
- These alternate forms are typically matched in terms of content and difficulty.
- The correlation of scores on pairs of alternate forms for the same examinees provides another measure of consistency or reliability.

Split-half Reliability

- The consistency of items within a test.
- There are two types of item coherence: which assesses the consistency of items in one-half of a scale to the other half.
- It is a coefficient obtained by dividing a test into halves we randomly divide all items that purport to measure the same construct into two sets.
- We administer the entire instrument to a sample of people and calculate the total score for each randomly divided half. by correlating the scores on each half, and then correcting for length
- The split can be based on odd versus even numbered items, randomly selecting items, or manually balancing content and difficulty.
- This approach has an advantage in that it only requires a single test administration.

Internal consistency Reliability

- It estimates the consistency among all items in the instrument.
- It focuses on the degree to which the individual items are correlated with each other and is thus often called homogeneity. Several statistics fall within this category.
- The best known are Cronbach's alpha, the Kuder-Richardson Formula 20 (KR-20) and the Kuder-Richardson Formula 21 (KR-21).
- The **Kuder-Richardson Formula 20** (KR-20) first published in 1937 is a measure of internal consistency reliability for measures with dichotomous choices.
- It is analogous to Cronbach's α, except Cronbach's α is also used for non-dichotomous (continuous) measures. A high KR-20 coefficient (e.g., >0.90) indicates a homogeneous test.

Validity

- Validity is the quality of a test which measures what it is supposed to measure. For Eg,-a math test measures students' math ability, not their reading ability.
- It measures the concept that it purports to measure. It only applies to a specific purpose with a specific group of people.
- A test is valid when it
  - produces consistent scores over time.
  - correlates well with a parallel form.
  - measures what it purports to measure.
  - can be objectively scored.
  - has representative norms.

Content validity

- Content validity of a test refers to the adequacy of sampling of the content across construct or trait being measured.
- Given the published literature or particular trait, are all aspects of that concept represented by items on the test.
- It establishes that the instrument includes items that comprise the relevant content domain.
- A test has content validity if it measures knowledge of the content domain of which it was designed to measure knowledge.

Face Validity

- It is the simplest type of validity
- A subjective judgment about whether or not on the "face of it" the tool seems to be measuring what you want it to measure.
- Face validity can refer to a single item or to all of the items on a test and it indicates how well the item reveals the purpose or meaning of the test item or the test itself.

Predictive Validity

- Comparison of scores on some instrument with some future behavior or future scores on another instrument.
- The instrument scores are used for predicting the future performance.
- In Predictive validation, the predictor scores are collected first and criterion data are collected at some later/future point.
- This is appropriate for tests designed to assess a person's future status on a criterion

Relationship between
Reliability and Validity

- If a test is unreliable, it cannot be valid.
- For a test to be valid, it must reliable.
- If a test is reliable it does not mean that it will be valid.
- Reliability is a necessary but not sufficient condition for validity!

Nutshell

Achievement test is the tool which helps in measures the capacities and capabilities of an individual

6 Steps for Constructing Achievement Test- **Planning the test, Preparing Preliminary draft ,The try-out, Item analysis, Preparing the final draft and Establishment of** Reliability & Validity

Diagnostic tests

❖ Meaning

- There are tests which have been devised to provide information about the **specific nature of pupil's difficulties in given subject areas**. These tests are called diagnostic tests.

- The word diagnosis is used more or less in the **same sense** in education.

- In educational diagnosis, it is the **failure of the process of education or learning** that is located and attended **to be remedied**.

- Educational diagnosis is **"the determination of the nature of learning difficulties and deficiencies".**

- The corrective diagnosis can be done at the following levels.

- Classification
- Finding the nature of difficulties
- Finding the causes of difficulties
- Providing remedial measures
- Preventing the difficulties from occurring

Uses of Diagnostic tests

- Point out inadequacies in specific skills
- Locate areas in which individual instruction is required
- Furnish continuous information in order that learning activities may be most productive of desirable outcomes.
- Serve as a basis for improving instructional method, instructional materials and learning procedures

Construction of Scoring key
Marking Scheme and Question wise Analysis

Preparing the scoring key

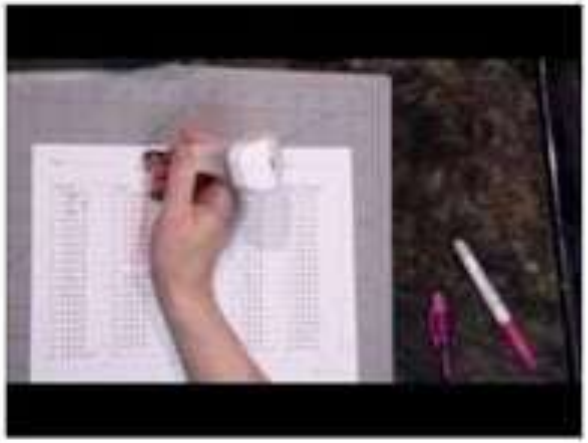
- Directions must be given whether the scoring will be made by a scoring key(when the answer is recorded on the test paper) or by a scoring stencil and how marks will be awarded to the test items.
- A scoring key helps to obtain a consistent data about the peoples performance. So the test maker should prepare a comprehensive scoring procedure along with the test items.

Point Method

Rating Method

Scoring the test:

Once the test is administered and the answer scripts are obtained the next step is to score the answer scripts. A scoring key may be provided for scoring when the answer is on the test paper itself Scoring key is a sample answer script on which the correct answers are recorded.



Scoring stencil

- In the case of objective type items where the answers are in the form of some letters or other symbol a scoring key is prepared,

Q.No	Answer	Marks
1	A	½
2	C	½
3	A	½
4	D	½
5	B	½

- essay type questions, the marking scheme is prepared.
- In preparing marking scheme the examiner has to list out the value points to be credited and fix up the mark to be given to each value point.
- MARKING SCHEME

Q.No	value points	marks	Total marks
1	Value point-1 Value point-2 Value point-3 Value point-4	½ ½ ½ ½	2
2	Value point-1 Value point-2 Value point-3 Value point-4	½ ½ ½ ½	2

Question Wise Analysis

- It helps to know the strengths and weakness of the test, to tally the question paper and the blueprint, and to determine the content validity of the test.

Q.No	Content	Objectives	Form of questions	Difficulty level	Marks	External time (in Mts)
1	sub topic-1	Knowledge	Objective type	Easy	½	1
2	Sub topic-2	Understanding	Objective type	Average	½	1
3	Sub topic-2	Application	Objective type	Easy	½	1
4	Sub topic-1	Knowledge	Objective type	Easy	½	1
5	Sub topic-2	Understanding	Objective type	Average	½	1
6	Sub topic-1	Synthesis	Short answer	Difficult	2	3
7	Sub topic-2	Application	Short answer	Easy	2	3
8	Sub topic-1	Analysis	essay	average	4	10

Quality of a Good Test

Criteria for a good test

The following seven points are taken as criteria of a good test.

- A good test must possess a very high validity.
- It must have a high reliability.
- It must be very objective in nature .
- It must be very comprehensive
- It must pick out the good students from the poor i.e it must possess high discriminating power .
- It must be easy to use .its administration and scoring must be easy and there must be economy of item and effort.
- Norms established on the basis of its results must be satisfactory .

VALIDITY

A test should measure what it intends to measure and not what we do not want it intends to measure and not what we do not want to measure for example a test on general scientific knowledge should only measure scientific knowledge and not linguistic or arithmetical ability of the child.

RELIABILITY

A test is reliable when it functions consistently it must function similarly with similar groups it should rate the same candidates at the same score even if it is examined by the same or different examines at the same or different times the difference in score should be negligible.

OBJECTIVITY

It should yield the same or nearly the same score irrespective of the person who scores it the scorers personal judgement like and dislikes should not influence the scoring

PRACTICABILITY

Students should finish the test in the time allotted for it it should neither be too long nor too short it should keep the students busy all the time from disciplinary and administrative point of view some provision should be made for individual differences and some questions may be set for brighter students it should be manageable within the funds provided

SCORABILITY

It should be constructed in such a way that the boredom caused by the routine of scoring is cut down to the minimum it should allow the use of key in marking so that the test sheet is checked more or less automatically and without subjectivity it saves a great deal of time and simplifies the work of the teacher with the help of scoring key

clarity

The directions given should be brief and definite so that pupils are not handicapped with wrong performance due to misunderstanding of directions the language of the questions should be simple understandable definite and unambiguous

COMPREHENSIVE

It should cover the whole syllabus due importance should be given to each topic while setting the paper care should be taken that minimum choice is given .

STANDARDISATION

The process of standardization includes:

1. The scaling of test items in term of difficulty and
2. the establishment of norms.

GRADED

It should be according to the age and intelligence of the students.

Fairness in Assessment

Fairness means treating all students equitably, without bias or discrimination, and ensuring that assessment truly reflects a student's learning.

Why is it important?

- Builds student confidence and trust
- Ensures valid and reliable results
- Supports learning and motivation

Strategies to Ensure Fairness

- Use multiple assessment methods (tests, projects, portfolios)
- Provide clear rubrics and marking schemes
- Anonymous marking wherever possible
- Use formative assessment for feedback
- Accommodate learners with special needs (e.g., extra time, assistive technology)
- Culturally responsive assessment practices

Role of Teachers in Ensuring Fairness

- Be aware of implicit bias
- Provide equal opportunities for participation
- Use feedback constructively to guide learning
- Be flexible with students' learning needs
- Reflect regularly on assessment practices

Ensuring Fairness for Diverse Learners

- For disabled students: Use alternative modes (oral, visual, digital)
- For language learners: Simplify language or allow bilingual response
- For economically disadvantaged: Avoid tech-heavy tasks
- For first-generation learners: Offer additional support and scaffolding

Assessment for confidence building

Confidence Building

Those who have high self-confidence believe that they can learn and do anything and everything and function accordingly.

" Self Confidence is the foundation of great success and achievement"

Essence of self-Confidence

However good the classroom teaching may be, it may not yield fruitful results in students who lack self-confidence and the level of learning achievement of such students may not be high.

Therefore, the most important professional duty of the teacher is to develop self-confidence in his / her students.

Formative assessment for confident building

For this, assessment of learning, particularly the formative assessment helps to a great extent.

Formative assessment that is employed during the teaching of every unit in the subject, aims at improving student learning.

Motivation

While introducing a topic at the beginning of the class, if the teacher asks simple questions connected to the topic, by relating them to the practical life, almost all students could answer them.

This way of a teacher putting simple questions to students and eliciting correct answers from them,

Probing Questions Confidence building

Every day at the end of classroom teaching, teacher may ask questions to the students , that may be simple to complex, that's creates self confidence

Some time, Enable the students can starts to answering least some questions, that's develops to answer difficult question

- Simple

- Complex

When different kinds of questions are

As the learning style of each student differs, the teacher should try to provide different kinds of questions, testing 'various learning skills

Feedback for Confident Building

Following the assessment, the teacher while providing feedback to each student should also point out the strengths and talents revealed in his / her learning achievement.

This enables them to develop self-confidence. Students thus helped to gain self-confidence, will be motivated to take efforts in removing the deficiencies in their learning, this promotes better learning in students.

Steps to Developing Confidence building

Features of assessment that helps in developing students' self-confidence

i) Assessment of student learning should be so arranged in such a way that they proceed from **simple to difficult** ones.

ii) Items are chosen for the test that assesses students' learning achievement should be such that, all students can answer **at least some of the questions** in the test.

iii) Employing **assessment tools** to **suit the learning style** of each student.

iv) Following the assessment, providing **suitable feedback** to each student.

V) While providing the feedback, not only taking into consideration the learning achievement at students but also focusing attention on appreciating the efforts taken for learning, besides indicating the level of success achieved in their efforts so far and offering guidance in the ways and means to make their efforts more effective and fruitful.

vi) All students in the class join together to Student develop the rubric for scoring the achievement test/assignment submitted and get the approval of the teacher

vii) Using the rubrics, all students in the class, evaluate their answer scripts of the achievement test/assignment and also that of the peers.

viii) Following the assessment of student learning, the teacher undertakes remedial teaching for those students who are found to be significantly backward in their learning and also arranges for peer tutoring with the help of those who have high proficiency in learning.

Assessing the Disabled

- Assessment of disabled learners is essential to ensure **inclusive education**.
- It involves understanding the **diverse needs** of learners with physical, sensory, intellectual, emotional, and learning disabilities.
- The goal is not only to assess what students know but to **support their learning** and **celebrate their potential**.

Guiding Principles

- **Equity and Access** – Equal opportunity for all learners.
- **Reasonable Accommodation** – Modify assessments to meet individual needs.
- **Universal Design for Learning (UDL)** – Multiple means of representation, engagement, and expression.
- **Respect and Dignity** – Avoid stigmatization or labeling.

Challenges in Assessing Disabled Learners

- Inaccessible formats (e.g., print-only tests for blind students)
- Rigid time limits
- Lack of trained personnel
- Bias in standardized testing
- Over-reliance on written modes of expression

Types of Assessments for Disabled Learners

- Performance-based assessments
- Portfolios to showcase individual progress
- Observation checklists
- Self-assessment and peer feedback
- Oral exams or interviews
- Digital and multimedia submissions

Best Practices in Inclusive Assessment

- Plan assessments in advance with inclusivity in mind
- Engage families and caregivers in the assessment process
- Use checklists and rubrics tailored to individual needs
- Celebrate strengths and effort, not just outcomes
- Promote self-reflection and confidence building

Common Challenges

- Standardized assessments may not suit all
- Inaccessible content and formats
- Time constraints and pressure
- Teacher bias or lack of training
- Limited accommodations in schools

Performance Outcomes of Diverse Learners

- Classrooms today are composed of **diverse learners** with varied backgrounds, needs, and abilities.
- **Performance outcomes** refer to the **observable achievements and learning progress** of students.
- These outcomes must be assessed **equitably and meaningfully** to support **inclusive education.**

Diverse Learners

- Students with **disabilities**
- **Culturally and linguistically** different learners
- **Economically disadvantaged** learners
- Learners with **different learning styles and paces**
- **Gender and sexual minorities**

Why Assess Performance Outcomes?

- To track learning progress
- To identify learning needs and gaps
- To design individualized support
- To promote educational equity
- To help learners understand their strengths and areas for improvement

Factors Affecting Performance Outcomes

- Home environment and parental support
- Teaching methods and classroom environment
- Language of instruction
- Nutrition and health
- Access to resources and technology
- Peer interactions and motivation

Tools to Measure Performance Outcomes

- ✓**Portfolios** – Collection of student work over time
- ✓**Rubrics** – Criteria-based scoring guides
- ✓**Performance tasks** – Projects, presentations, practicals
- ✓**Observations** – Systematic teacher recording
- ✓**Checklists and rating scales**
- ✓**Self and peer assessments**

Role of Teachers

- ✓Know students' backgrounds and challenges
- ✓Be non-judgmental and encouraging
- ✓Design tasks that allow multiple entry points
- ✓Be flexible and inclusive in grading
- ✓Support reflective practices among learners

Challenges in Assessing Diverse Learners

- ✓Language barriers and unfamiliar test formats
- ✓Inflexible standardized tests
- ✓Bias in teacher expectations
- ✓Pressure for uniform outcomes
- ✓Lack of training in inclusive assessment

Assessment and Feedback

Assessment is the process of collecting, interpreting, and using information about students' learning. It helps in:

- Measuring achievement
- Identifying learning gaps
- Planning instruction
- Supporting student growth

Feedback is information given to learners about their performance to help them improve and grow. It should be:

Timely

Clear and constructive

Actionable

Focused on improvement

Role of Feedback in Assessment

- Connects assessment to learning
- Encourages self-reflection
- Supports formative assessment practices
- Promotes a growth mindset
- Helps teachers modify instruction

The Feedback Loop

- Assessment is conducted (test, activity, performance)
- Performance is analyzed using criteria or rubrics
- Feedback is provided to learner
- Learner reflects and acts on the feedback
- Improvement and reassessment follow

Effective Feedback – Key Features

- **Focused** – Targets learning goals
- **Constructive** – Encourages improvement
- **Balanced** – Includes positives and suggestions
- **Clear** – Easy to understand
- **Timely** – Given soon after assessment
- **Specific** – Avoids vague comments like "Good job“

Modes of Giving Feedback

- **Written comments** (on assignments or rubrics)
- **Verbal conferences** (one-to-one feedback)
- **Digital feedback** (emails, LMS platforms)
- **Audio/video messages** (personalized response)
- **Rubric-based scoring** with comments

Stages in the Feedback Process

- **Preparation**
  - Set clear learning goals
  - Inform students of expectations
- **Observation and Evidence Collection**
  - Assess using tools (rubrics, checklists)
- **Feedback Generation**
  - Write/say meaningful comments
- **Feedback Delivery**
  - Share feedback in supportive environment
- **Learner Response and Follow-up**

Feedback for Diverse Learners

- **Students with learning disabilities**: Use simplified, clear instructions
- **Language learners**: Offer bilingual or visual feedback
- **Slow learners**: Give step-by-step suggestions
- **Gifted learners**: Offer enrichment-based feedback
- **Emotionally sensitive learners**: Give praise before suggestions

Peer and Self-Assessment as Feedback

- Helps build **reflection and responsibility**
- Enables **collaborative learning**
- Encourages **active involvement** in the learning process
- Example: "Two Stars and a Wish" (2 positives + 1 suggestion)

Feedback in Formative Assessment

- **Ongoing feedback** throughout instruction
- Used for **adjusting teaching strategies**
- Promotes **continuous improvement**