

Assessment for confidence building

The background of the slide is a dark blue gradient. It features several stylized, glowing blue virus particles of varying sizes and orientations, scattered across the frame. The particles have a spherical core with numerous small, protruding spikes or filaments, resembling coronaviruses. The overall aesthetic is clean and professional, with a focus on the central text.

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 develons to answer difficult question

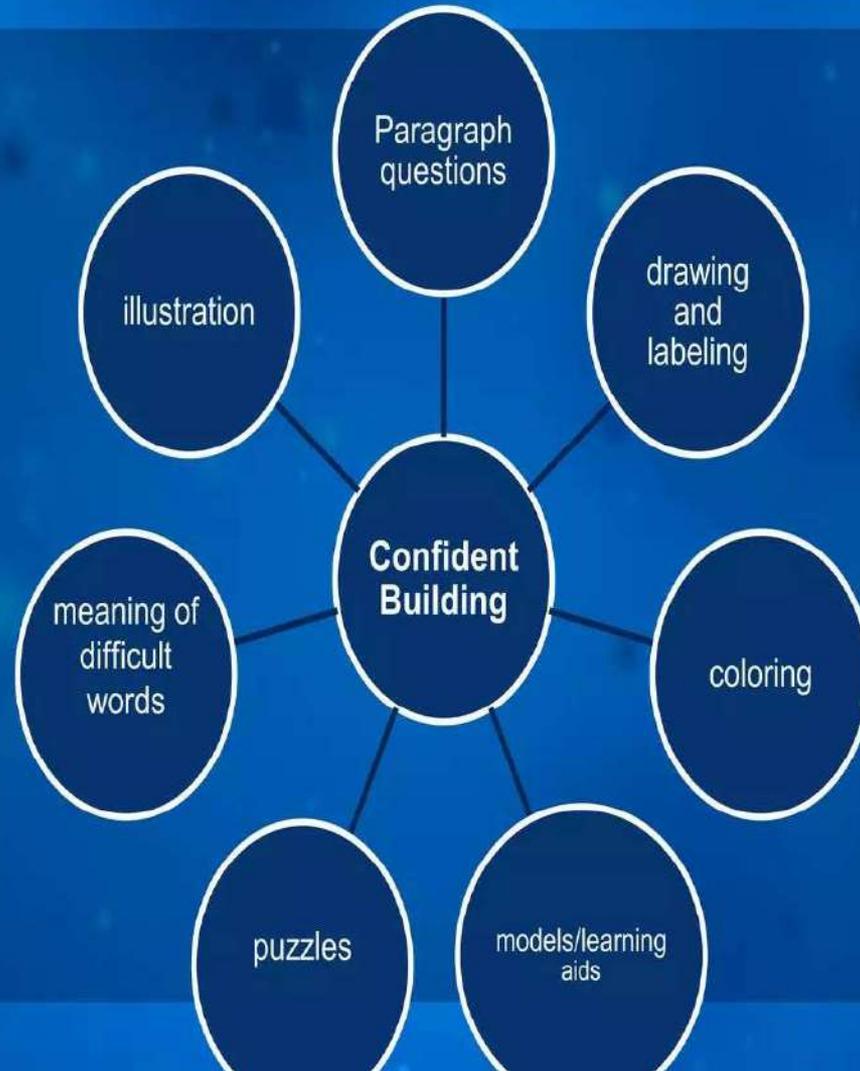
▶ Simple



▶ 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

Revealing the effort of students



Revealing the level of success achieved



Feedback



Guidance to increase the level of Success

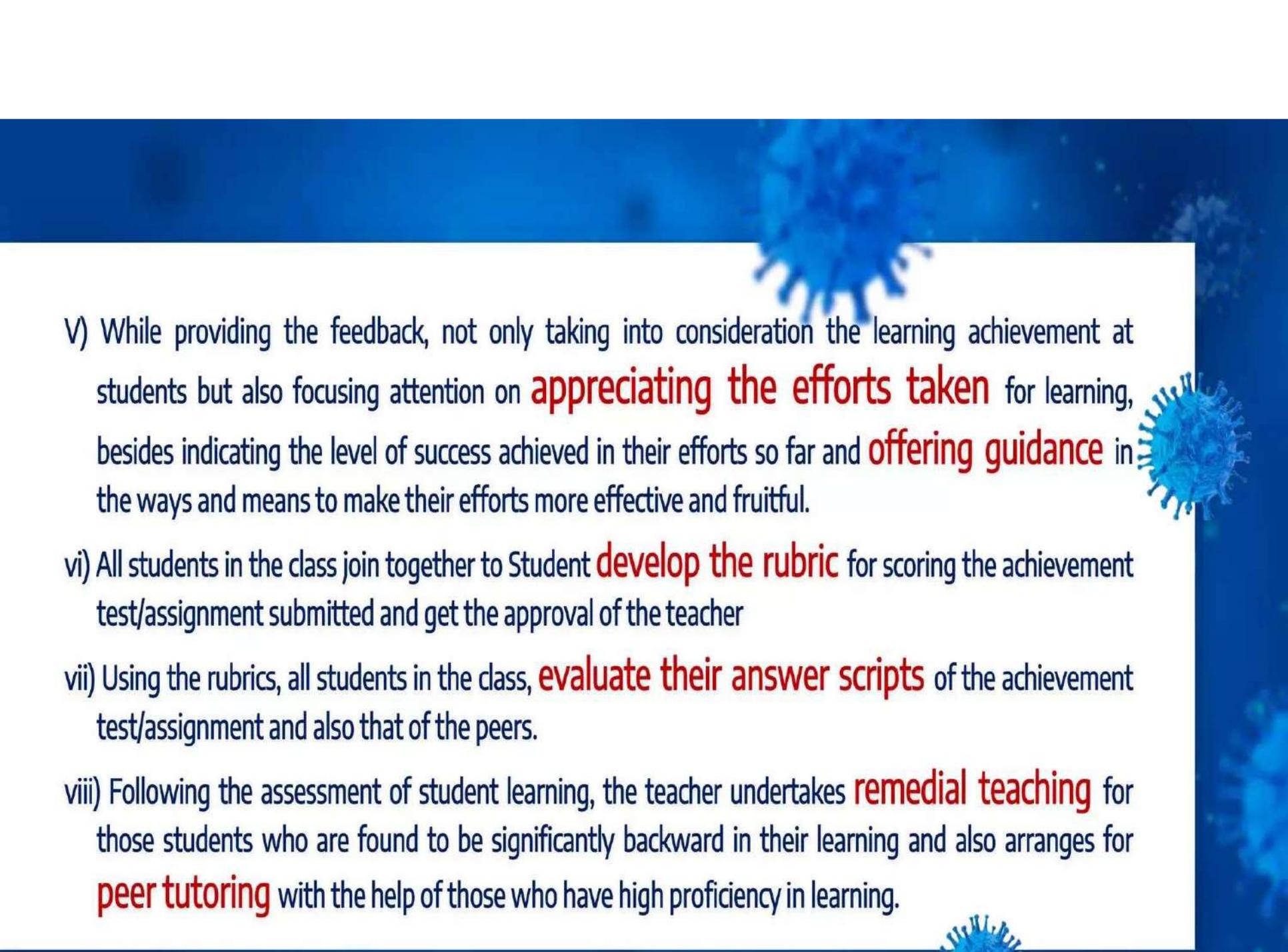


Self confidence



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.

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- 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 **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.

Assessment for creative students

The assessment of learning of creative students will consist of activities like the teacher providing for suitable contexts.

- creativity expressed
- Observe the behaviour
- Assessing group work activity
- Asking open ended questions
- Group discussion
- Analyze their responses
- Brain storming
- Quiz – exam based “cognitive skill”

Assessing students' activities In Creative Contexts

- Language subject class- the teacher can present a topic and ask students to compose a poem on it write a small essay on the given topic etc.
- Mathematics class-solve the given puzzles, solve the given problems. particularly in arithmetic
- Science- Conducting experiment in laboratory, conducting small test and preparing learning aids from waste material.

Assessing through Group Work

- Activities in group work like sharing one's ideas with others.
- Suggesting different possible solutions to a problem or an issue.
- Approaching problems in alternate routes etc.

Asking open-ended questions

Instead of asking the traditional question

- ❑ What are the advantages of friction?
- ❑ What would happen if there is no friction at all in this world?"
- ❑ What are the benefits of the Himalayas to India?"
- ❑ What would have happened to India, if there is no Himalayan range of mountains?

Topics such as the following can be given to students to express their creative ideas

- i) If I become the Indian Prime Minister
- ii) If I become a scientist
- iii) If I get an opportunity to go to a different planet

Providing a subject topic and asking students to talk on it at a short notice / conducting a quiz programme

To test the subject knowledge among students to Providing a subject topic and asking students to talk on it at a short notice and discuss the topic in front of the students and teacher

- Similarly, quiz programmes could be conducted using the subject content. in this, only students with creative ability reply quickly to the questions asked.

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- The teacher could observe and analyse the participation of creative students in different kinds of group work like 'group discussion', 'group project', 'debate' etc.
 - The teacher should prepare achievement tests, giving more importance for 'application' type test items rather than those which test students' ability to recall the facts from memory'.