CORE COURSE 4 (CC4) – ASSESSMENT FOR LEARNING

UNIT I: CONCEPT OF ASSESSMENT
a) **Meaning, Nature and Functions of Assessment**

Meaning of Assessment

- Assessment involves the use of empirical data on student learning to refine programs and improve student learning. (Assessing Academic Programs in Higher Education by Allen 2004)

- Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning. (Learner-Centered Assessment on College Campuses: shifting the focus from teaching to learning by Huba and Freed 2000)

- Assessment is the systematic basis for making inferences about the learning and development of students. It is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase students' learning and development. (Assessing Student Learning and Development: A Guide to the Principles, Goals, and Methods of Determining College Outcomes by Erwin 1991)

- Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development. (Assessment Essentials: planning, implementing, and improving assessment in higher education by Palomba and Banta 1999)

Nature of assessment

Assessment is embedded in the learning process. It is tightly interconnected with curriculum and instruction. As teachers and students work towards the achievement of curriculum outcomes, assessment plays a constant role in informing instruction, guiding the student's next steps, and checking progress and achievement.

- Classroom assessment involves students and teachers in continuous monitoring of students' learning.
- It gives students a measure of their progress as learners.
- It provides opportunity for close observation of students in the process of learning.
- It helps in collection of frequent feedback on students' learning and how they respond to particular teaching approaches.
- Assessment has profound impact on the self-esteem of pupils, which is critical influence on learning.
- Uses variety of strategies
- Thus 'assessment' includes all those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.
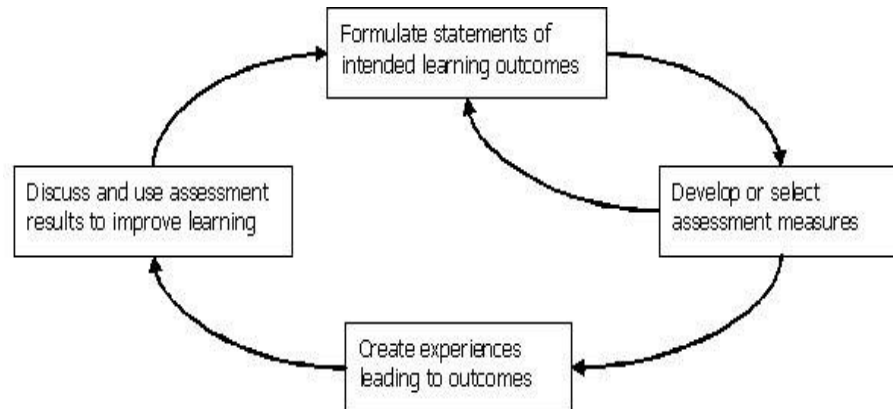
Four fundamental elements of learner-centered assessment

Functions of assessment-
Monitoring the progress
Decision making
Screening
Diagnostic process
Placement of students in remedial courses
Instructional planning
Evaluation of instructional program
Feedback
Motivation

- ➢ Assessment enhances learning in the instructional processes if the result provides feedbacks to both students and teachers.

- ➢ The information obtained from the assessment is used to evaluate the teaching methodologies and strategies of the teacher.

- ➢ It is also used to make teaching decisions.

- ➢ The result of assessment is used to diagnose the learning problems of the students.

- ➢ The Four Roles of Assessment used in Instructional Process

Beginning of Instruction this kind of assessment is concerned with the entry performance and typically focuses on the questions:
- • Does the Learner possess the knowledge and skills needed to begin the planned instruction?
- • To what extent has the learner already developed the understanding and skills t that are goals of planned objectives?
- • To what extent do the student's interest, work habits and personality indicate that one mode of instruction might be better than the other?

- ➢ Placement Assessment – The purpose of placement assessment is to determine the prerequisite skills, degree of mastery of the course the best mode of learning.
- ➢ During the instructional process the main concern of a classroom teacher is to monitor the learning progress of the students. • The teachers should assess whether the students achieved the intended learning outcomes set for a particular lesson. During Instruction

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➤ Formative Assessment It is a type of assessment used to monitor the learning progress of the students during instruction. The purpose of formative assessment is the following: Immediate feedback Identify learning errors Modifying instruction Improve both learning and instruction

➤ Diagnostic Assessment It is a type of assessment given at the beginning of the instruction. It aims to identify the strengths and weaknesses of the students regarding the topics to be discussed.

➤ Summative Assessment A type of assessment usually given at the end of a course unit. The purposes of summative assessment are to determine the following: Instructional objectives achieved Certify the student's mastery Provide information for judging Effectiveness of instruction End of Instruction

b) Perspectives of Assessment:
Assessment for learning,
Assessment of learning,
Assessment as learning.

Assessment for learning

Assessment *for* learning: where assessment helps teachers gain insight into what students understand in order to plan and guide instruction, and provide helpful feedback to students.

Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

- In classrooms where assessment for learning is practised, students are encouraged to be more active in their learning and associated assessment.
- The ultimate purpose of assessment for learning is to create self-regulated learners who can leave school able and confident to continue learning throughout their lives.
- Students are guided on what they are expected to learn and what quality work looks like.
- The teacher will work with the student to understand and identify any gaps or misconceptions
- Teachers are now afforded the chance to adjust classroom instruction based upon the needs of the students.
- Verbal or written feedback to the student is primarily descriptive and emphasizes strengths, identifies challenges, and points to next steps as teachers check on understanding they adjust their instruction to keep students on track
- no grades or scores are given - record-keeping is primarily anecdotal and descriptive, occurs throughout the learning process, from the outset of the course of study to the time of summative assessment

FUNCTIONS Assessment for learning

It helps **teacher** gather information to:
- plan and modify teaching and learning programmes for individual students, groups of students, and the class as a whole
- pinpoint students' strengths so that both teachers and students can build on them
- identify students' learning needs in a clear and constructive way so they can be addressed
- Involve parents, families in their children's learning.

It provides **students**:

- With information and guidance so they can plan and manage the next steps in their learning.
- Thus Assessment for learning uses information to lead from what has been learned to what needs to be learned next.

Assessment for learning should use a range of approaches.
These may include:

- day-to-day activities, such as learning conversations
- a simple mental note taken by the teacher during observation
- student self and peer assessments
- a detailed analysis of a student's work
- Assessment tools, which may be written items, structured interview questions, or items teachers, make up themselves. What matters most is not so much the form of the assessment, but how the information gathered is used to improve teaching and learning.

Principles of Assessment for Learning-

1. Assessment for learning should be part of effective planning of teaching and learning
2. Assessment for learning should focus on how students learn- Learners should become as aware of the 'how' of their learning as they are of the 'what'.
3. Assessment for learning should be recognised as central to classroom practice
4. Assessment for learning should be regarded as a key professional skill for teachers
5. Assessment for learning should be sensitive and constructive because any assessment has an emotional impact on a learner.
6. Assessment should take account of the importance of learner motivation
7. Assessment for learning should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed
8. Learners should receive constructive guidance about how to improve
9. Assessment for learning develops learners' capacity for self-assessment so that they can become reflective and self-managing
10. Assessment for learning should recognize the full range of achievements of all learners

Assessment of learning:

Assessment *of learning*: where assessment informs students, teachers and parents, as well as the broader educational community, of achievement at a certain point in time in order to celebrate success, plan interventions and support continued progress.

Assessment of learning is the use of a task or an activity to measure, record and report on a student's level of achievement in regards to specific learning expectations.

Assessment that is accompanied by a number or letter grade, compares one student's achievement with standards, results can be communicated to the student and parents, occurs at the end of the learning unit

Assessment as learning

Assessment *as* learning: where students develop an awareness of how they learn and use that awareness to adjust and advance their learning, taking an increased responsibility for their learning.

Assessment AS learning is the use of a task or an activity to allow students the opportunity to use assessment to further their own learning.

Self and peer assessments allow students to reflect on their own learning and identify areas of strength and need.

These tasks offer students the chance to set their own personal goals and advocate for their own learning

It begins as students become aware of the goals of instruction and the criteria for performance involves goal-setting, monitoring progress, and reflecting on results implies student ownership and responsibility for moving his or her thinking forward (metacognition) occurs throughout the learning process.

c) Types of Assessment: Meaning & Features

On the basis of how it is used and how the results are interpreted, assessment is classified into different types.
1. Placement Assessment
2. Formative Assessment
3. Diagnostic Assessment
4. Summative Assessment

Placement Assessment- Meaning and features

- In this type of assessment , learner's entry behaviour or capability is assessed to find out whether the student possess knowledge , skills and attitude needed to begin the course of instruction.
- It is used to find out to what extent student has already mastered the objectives of the planned instruction.
- assessment made to determine what a student does and does not know about a topic

- assessment made to determine a student's learning style or preferences
- used to determine how well a student can perform a certain set of skills related to a particular subject or group of subjects
- occurs at the beginning of a unit of study
- used to inform instruction: makes up the initial phase of assessment for learning
- Attempts to quantify what students already know about a topic.

Formative assessment- Meaning and features

It is an assessment used to monitor students' learning progress during instruction with the purpose of providing on-going feedback to students and teachers regarding success and failure of teaching and learning.

- Formative assessment is an integral part of teaching and learning.
- It does not contribute to the final mark given for the module; instead it contributes to learning through providing feedback.
- Focuses on modular analysis of the content and instruction
- Seeks to identify influential variables
- Design is quite flexible
- Monitors teaching learning strategy during instruction
- Aims at attainment of specific objectives from different domains of development.
- Feedback to the learner is immediate (or nearly so), to enable the learner to change his/her behaviour and understandings right away.
- Formative Assessment also enables the teacher to rethink instructional strategies, activities, and content based on student understanding and performance. His/her role here is comparable to that of a coach.
- Formative Assessment can be as informal as observing the learner's work or as formal as a written test.
- Formative Assessment is the most powerful type of assessment for improving student

understanding and performance.

Summative assessment-Meaning and features

Summative assessment demonstrates the extent of a learner's success in meeting the assessment criteria used to gauge the intended learning outcomes of a module or programme, and which contributes to the final mark given for the module.

It is normally, though not always, used at the end of a unit of teaching.

Summative assessment is used to quantify achievement, to reward achievement, to provide data for selection (to the next stage in education or to employment).

For all these reasons the validity and reliability of summative assessment are of the greatest importance.

Summative assessment can provide information that has formative/diagnostic value.

- Concerned with judgements about the merits of an already completed programme.
- Comes at the end of a course or term.
- Terminal assessment of the learners' performance.
- Determines the extent to which broad objectives are achieved.
- Feedback to the classroom teacher for the success or failure of the programme of instruction.

Diagnostic assessment-Meaning and features

Like formative assessment, diagnostic assessment is intended to improve the learner's experience and their level of achievement.

This type of assessment is concerned with finding out the reasons for students' persistent or recurring learning difficulties and plan to take remedial actions.

However, diagnostic assessment looks backwards rather than forwards.

- It assesses what the learner already knows and/or the nature of difficulties that the learner might have, which, if undiagnosed, might limit their engagement in new learning.
- It is often used before teaching or when a problem arises.

- Observational techniques or specially prepared diagnostic techniques can be used to diagnose problems.
- Feedback as diagnostic information is of great importance to students.
- The diagnostic feedback can help students in understanding what learning objectives have not been achieved and need additional work.
- Such types of feedback enable students to set specific learning goals and improve their learner autonomy.
- This feedback can help teachers better attain teaching objectives and make relevant instructional adjustments

UNIT 2: ESSENTIALS OF ASSESSMENT

a) Aims and objectives- Meaning , Relationship between aims and objectives and criteria for writing statements of objectives.
b) Learning outcomes- Meaning , Relationship between objectives and learning outcomes and criteria for writing statements of learning outcomes.
c) Assessment of Cognitive, Affective and Psychomotor domains of learning
- Cognitive domain -Anderson and Krathwohl (Revised Blooms Taxonomy)
- Affective domain -Krathwohl
- Psychomotor domain - Dr. R.H.Dave

a) Aims and objectives- Meaning, Relationship between aims and objectives.

AIMS	OBJECTIVES
➢ Aims are directions in education. Education cannot progress in desirable direction without aim.	➢ Objectives on other hand are a point showing possible achievement in that direction.
➢ The achievement of the aims is beyond the scope of school processes.	➢ It is objectives that can be achieved. Objectives can be achieved within school campus or school related activity
➢ Aims of education cannot be changed from subject to subject.	➢ Objectives may change from subject to subject
➢ Aims are very broad and wide, they do not help in selecting appropriate content of the subject.	➢ Objectives originate from aims. The attainment of each objective takes us one step forward in achievement of educational aim. ➢ Objectives do help in this regard. At not only that they also help a classroom teacher in day to day activities. (selection of content teaching aid , evaluation etc..)
➢ In day to day work aims being broad and wide and therefore there are not meaningful to classroom teachers.	➢ Objectives being narrow and specific. It became meaningful for class teachers.
➢ Social philosophy is source of aim.	➢ Psychology is source of objectives
➢ E.g. • To develop international brotherhood • To eradicate illiteracy. • To create good and intelligent citizens. • To establish spiritualism in education. • To develop all around personality.	➢ E.g: • He understands culture of neighboring countries. • He comprehends a given piece of literature. • He develops his skills in handling the science apparatus • He develops positive attitudes towards geographical and social ideas. • The pupil acquires knowledge of the location of the various countries in the world.

a2) Criteria for writing statements of objectives-

Criteria 1- Objectives are non-behavioral objectives.
As the term non- behavioural objective suggest the statement of objectives should contain non- action verb.
Eg-1   The pupil acquires knowledge of the names of the river in India.
Eg 2- The pupil develops his/ her skill in handling, mathematical apparatus.
Here verb to acquire, to develop are non-action verbs the statement should be in form of inner development.

Criteria 2-The statement of objective should indicate worthwhile objective.
E.g.-
Objective for primary student:
- To prepare scientist
- To prepare mathematician
In above e.g. looking at the age and physiological development of primary student the above objectives are not worthwhile.

Eg- 2 For Secondary students:
- To develops skills drawing line.
The above statement of objective does not match his mental age and physiological development of secondary student. The proper statement of objective can be to the pupil develops skills of drawing triangles.

Criteria 3-The statements of objective should be related to human ability which can be developed or achieved with the help of education.
Good E.g. - The pupil develops oral skills

Bad e.g. - To change the colour of pupil's skin.

Criteria 4- The statement should mention subject matter area (content) through which particular abilities is developed.
Bad eg-
- Pupil acquires knowledge
- Pupil develops skills in speaking.

Good e.g.-
- Pupil acquires knowledge of oceanic current.
- Pupil develops skills in speaking Urdu.

Criteria 5 -The statements of objective should be in form of student's achievement and not in form of teacher's intension.
Bad e.g.-
- To develop scientific attitude among students.
- To develop mathematical outlook among students.
Good e.g.-
- The pupil develop scientific attitude.
- The pupil develop mathematical outlook.

Criteria 6-The statement of objectives should be written in form of achievement of every single student and not in form of achievement of group of student (classroom)
Bad e.g. - Pupils develops their skills in handling scientific apparatus.
Good e.g.- The pupil develops their skills in handling scientific apparatus.

Criteria 7 - The statement of objective should contain only one ability to be developed or achieved or modified.
Bad eg- The pupil acquires his knowledge and applies his understanding of circulatory system in human.
Good eg-
1)Pupil acquires knowledge of circulatory system
2) Pupil applies his knowledge and understanding of circulatory system in new situation.(understanding concepts)

b)Learning outcomes – Meaning, Relationship between objectives and learning outcomes ,Criteria for learning statement of learning outcomes.

Learning Outcomes (SPECIFICATIONS)

A stated desirable outcome before the students undergoes a learning experience. It is stated in the form of an observable behavior. Thus it is also called behavioural objective. A behavioural objective specifies what the learner will be doing and contains a behavioural verb (action verb).They tend to be more specific than the non-behavioural ones and hence also known as **specific objectives, specification or learning outcomes.**
1. They specify an action by the student/learner that is *observable*
2. They specify an action by the student/learner that is *measurable*
3. They specify an action that is done by the *student/learner* (rather than the teachers)

Characteristics Of Learning Outcome

- The learning outcome should be learner focused
- The learning outcome should be precise
- The learning outcome must be observable
- The learning outcome should be measurable
- The learning outcome should be realistic
- The learning outcome must be flexible
- The learning outcome should be time-bound etc.

Effectively developed expected learning outcome statements should possess all of these characteristics.

Relationship/ Differences between objectives and learning outcomes.
Objectives
- Objectives describe the goals and intentions of the professor who teaches the course.
- Objectives, often termed the input in the course, state the purpose and goals of the course.
- Objectives focus on content and skills important within the classroom or program. Objectives may describe what the staff and faculty will do.
- Objectives can often be numerous, specific, and detailed. Assessing and reporting on each objective for each student may be impossible.

Outcomes
- Student Learning Outcomes catalog the overarching "products" of the course and are the evidence that the goals or objectives were achieved.
- Learning Outcomes are statements that describe or list measurable and essential mastered content-knowledge—reflecting skills, competencies, and knowledge that students have achieved and can demonstrate upon successfully completing a course.
- Outcomes express higher-level thinking skills that integrate course content and activities and can be observed as a behavior, skill, or discrete useable knowledge upon completing the course.

- Outcomes are exactly what assessments are intended to show -- specifically what the student will be able to do upon completing the course.
- An assessable outcome can be displayed or observed and evaluated against criteria.
- Outcomes are clear and measurable criteria for guiding the teaching, learning, and assessment process in the course

Criteria for writing learning outcomes are as follows:

Criteria-1 The statement of learning outcomes contain action verbs.
Eg-
1) The pupil solves the given examples of profit and loss.
2) The pupil uses new words in his own sentences.

Criteria-2 The statement of specification should contain two parts-
- **The modification part which includes pupil's expected behaviour.**
- **The content part (subject matter)**

Bad eg-
1)The pupil explains
2)The pupil point outs.

Good eg-
1) The pupil explains the water cycle.
2) Pupil point outs location Australia on world map.

Criteria-3 The statement of learning outcomes should be worthwhile learning outcomes.
Bad eg-For pupil studying in 5th std-
The pupil criticizes the policy of Lord Curzon.
For Secondary- The pupil identifies the verb.

Good eg-
The pupil describe the policy of Lord Curzon
God- The pupil explains transitive and intransitive verbs.

Criteria-4 The statement of learning outcomes should be of students achievement and not in form of teacher's intention.
Bad eg- To summarize the viewpoint given in a passage in Marathi.
Good eg- The pupil summarizes the viewpoints given in passage in Marathi.

Criteria-5 The statement of learning outcomes should be written in form of achievement of every single student and in form of achievement of group of student (classroom).
Bad eg- The pupils read the passage in English
Good eg- The pupil reads the passage in English

Criteria-6 The statement of learning outcomes should be contain only one behaviour to be developed or achieved or modified.
Bad eg- The pupil gives e.g. of parallel lines and differentiates between parallel lines and antiparallel lines.
Good eg-
The pupil gives e.g. Parallel lines.
    The pupil differentiates between parallel lines and antiparallel lines.

Examples of writing learning outcomes

REMEMBERING

The pupil recalls the parts of a flower.
The pupil recalls the concept of nouns.
The pupil recalls new words. (Lang)

UNDERSTANDING / COMPREHENSION (Lang)

i)   The pupil explains the laws of motion.
ii)   The pupil describes the principles of Buddhism.
iii)   The pupil lists the causes of revolutions
iv)   The pupil explains the central idea of the poem in his/her own words.(Lang)
v)   The pupil states the stages of letter-writing/composition. (Lang)
vi)   The pupil explains the theme of the poem / prose. (Lang)

APPLYING

i)   The pupil solves new sums on indices.
ii)   The pupil discusses the relevance of Gandhiji's philosophy in today's world.

SKILL

i)   The pupil performs the experiment on titration with precision and accuracy.
ii)   The pupil draws accurate diagrams.
iii)   The pupil constructs triangles accurately.
iv)   The pupil computes sums on indices speedily and accurately.

EXPRESSION (Lang)

The pupil writes an essay on the given topic.

APPRECIATION (Lang)

The pupil shares the emotions expressed in a passage.

c)Assessment of Cognitive, Affective and Psychomotor domains of learning

- **Cognitive domain -Anderson and Krathwohl (Revised Blooms Taxonomy)**
- **Affective domain -Krathwohl**
- **Psychomotor domain - Dr. R.H.Dave**

Taxonomy of Educational Objectives

The word taxonomy is derived from the Greek word 'taxa' (taxis'-plural), which means 'arrangement', 'division'. It is originally associated with biology where it refers to system of classifying animals and plants typically by division, class, order.

In education it means systematic organization. Taxonomy of educational objectives is a hierarchical classification of human growth in a given domain of development.

Dr.Benjamin S.Bloom's (1956) initial attention was focused on the 'Cognitive Domain' which was the first published part of Bloom's Taxonomy, featured in the publication: 'Taxonomy of Educational Objectives: Handbook 1, The cognitive Domain' (Bloom, Engelhart, Furst, Hill, Krathwohl, 1956). The 'Taxonomy of Educational Objectives: Handbook II, The Affective Domain' (Bloom, Masia, Krathwohl) as the title implies, deals with the detail of the second domain, the 'Affective Domain', and was published in 1964. Various people suggested detail for the third' Psychomotor Domain', which explains why this domain detail varies in different representations of the complete Bloom Taxonomy. The three most popularly references versions of the Psychomotor Domain seem to be those of R.H.Dave (1967/70), E.J. Simpson (1966/72), and A.J.Harrow(1972).

Bloom categorized the cognitive and the affective domain into specifiable and observable learning objectives. For purpose of convenience the taxonomy was divided into three domains: Cognitive domain, Affective domain and psychomotor domain.
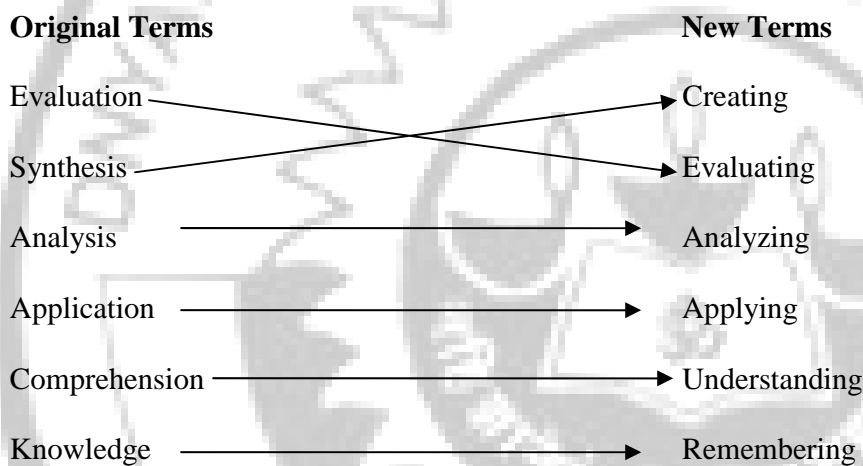
COGNITIVE DOMAIN
It was prepared in 1956 by Benjamin Bloom. In the 1990s Lorin Anderson and Krathwohl (former students of Bloom) revised the taxonomy. It emphasizes the development of the head.
It deals with:
- Knowing, thinking and problem solving.
- Means of expressing qualitatively different kinds of thinking.
- Adapted for classroom use as a planning tool.
- Continues to be one of the most universally applied models.
- Provides a way to organize thinking skills into six levels, from the most basic to the higher order levels of thinking on the basis of complexity of tasks.

Revised Bloom's Taxonomy

Original Terms	**New Terms**
Evaluation	Creating
Synthesis	Evaluating
Analysis	Analyzing
Application	Applying
Comprehension	Understanding
Knowledge	Remembering

1. **Remembering**
   It is the process of recalling information, specifics and universals that has been previously learnt, recalling methods and processes or the recall of a pattern of structure or setting.

   It also involves recognition. I represents the lowest level of learning outcomes in the cognitive domain. E.g. Recognising, listing,retrieving,naming,finding.

2. **Understanding**
   It is the ability to grasp the meaning of the material and explaining ideas or concepts.
   It involves getting to the crux of the matter.
   It goes beyond simple understanding of the material and involves-
   Translation (converting into another form or medium),
   Interpretation (the action of explaining the meaning of facts, principles and theories)
   Extrapolation (use a fact valid for one situation to make conclusions about a different or wider situation)
   E.g. Interpreting, summarizing, paraphrasing, classifying, explaining

3. **Applying**
   It is the ability to use learned information in new and concrete situations.
   Learning outcomes in this area require a higher level of understanding than those under comprehension.

E.g. Implementing, carrying out, using, executin

4. **Analysing**

It refers to the process of breaking down information into its component parts to explore understandings and relationships.

Learning outcomes represent a higher intellectual level than comprehension and application because they require an understanding of both the content and the organizational structure of the material.

E.g. Comparing, organizing, finding, deconstructing, interrogating.

5. **Evaluating**

It is the process of judging the value of a material (poem, statement, novel, research project) for a given purpose.

It involves justifying a decision or course of action.

Judgements are to be based on some criteria.

It is the weighing of the pros and cons and reaching a decision.

It means judging without bias and prejudice and arriving at a conclusion.

E.g. Checking, hypothesizing, critiquing, experimenting, judging.

6. **Creating**

It is the process of creating new patterns or structures, generating new ideas, products, or ways of viewing things.

It involves putting together parts to form a new meaningful whole.

It includes production of a unique community, of a plan or proposed set of operations and derivation of a set of abstract relations.

E.g. Designing, constructing, planning, producing, inventing.

EXAMPLE: When learning different concepts these levels of the cognitive domain are clearly seen. E.g. Pupil first remembers the elements of the triangle. Then he/she develops understanding of the relationship between the different elements of the triangle. The pupil is then able to apply his knowledge to construct new triangles. When learning theorems on triangles the pupil analyses and evaluates the information. Later the pupil develops the abilities to create designs using the properties of triangles. Similarly other concepts like plants, solar system, constitution, grammar, etc. are learnt.

AFFECTIVE DOMAIN

It was prepared in 1964 by Dr.Bloom, Krathwohl and Masia. It emphasizes the development of the heart. It deals with values, attitudes, interest, appreciation, social and emotional adjustment. If the objectives of the affective domain are attended to and achieved, the evaluator will be in a position to predict the behavior of an individual.

Affective taxonomy is divided into five major classes arranged in a hierarchical order on the basis of the level of involvement.

Characterization ↑

Organization

Valuating

Responding

Receiving

1. **Receiving**

Learner should be sensitized to the existence of certain phenomenon and stimuli in his environment. This includes awareness, willingness to receive and give controlled or selected attention. (Ability to discriminate

the stimuli)

2.   Responding (Interest objective)
This is with response that goes beyond merely attending to phenomena. A
person is actively involved in attending to them.
This involves responding, willingness to respond and satisfaction in response. The
person attaches emotional significance to the stimuli.

3.   Valuating
Stage of internalization-becomes part of the person.
This includes acceptance of a value, preference for a value and commitment to a goal,idea or belief or a
conviction in regard to a point of view.
Consistence in behavior, which can be predicted. Forms
principles of life and behavior is based on it.

4.   Organisation
For situations where more than one value is relevant the need arises for The
organization of the value into a system
The determination of the interrelationship among them and The
establishment of the dominant and pervasive value.

5.   Characterisation by a value or value complex
Organization becomes part of the personality and develops his personality-characterisation.
At this level the already existing values are organized into some kind of an internally consistent system
and control the behavior of an individual who attains an integration of his beliefs and attitudes into a
total philosophy.

EXAMPLE: This organization of values which control his behavior is called value complex. Values
like honesty, truthfulness, friendship develop through these levels of the affective domain. A child first
receives a variety of stimuli from his environment. He begins to respond to those which interest and
attract him. He always speaks the truth and is honest. He may like to interact with friends. He then
valuates these emotions, feelings and values based on his experiences and rewards and punishments
received. The values of truthfulness, honesty and friendship will be assigned some significance. The
values which are of importance to him will be placed higher up on the hierarchy and those which are of
less value go down, thus creating an organization of values. The individual will then behave in different
situations according to his / her value organization. So much so that gradually they become a part of his
personality and define his/her character.

PSYCHOMOTOR DOMAIN

It was prepared in 1967/70 by Dr.R.H.Dave. It emphasizes the development of the hand. It deals with
the proficiency in neuro-muscular development and coordination. It includes with development of
manipulative or motor skills.

Psychomotor domain is divided into five major classes arranged in a hierarchical order on the basis of
the level of proficiency.
Naturalization
Articulation
Precision
Manipulation
 Imitation

Imitation
Imitation of an action or performance, which are not observable. Initially crude and lacks coordination.

Manipulation of an act
Learner performs the act with instructions rather than just observation.
This includes differentiating among various movements, selecting the proper one and moving towards fixation.Actions require repetition for fixation.

Precision in reproducing a given act
This includes refinement, accuracy, proportion and exactness in performance. Learner can perform without instruction and can control the speed.

Articulation among different acts
Many actions occur simultaneously and with equal proficiency. This includes coordination, sequence and harmony among acts.

Naturalization
Pupil's skills attain its highest level of proficiency in performing an act with the least expenditure of psychic energy.
The act becomes so automatic that it is attended to unconsciously. It becomes a habit and nature of the person.

EXAMPLE: The different skills like dancing, cooking, dramatics, driving, writing, reading, computer, swimming, etc. are learnt through these stages. For instance when learning to write children initially simply imitate the adults in their surrounding and scribble on paper. Later they learn to hold the pencil straight, position the book properly and learn to write. Initially their writing may not be clear but gradually they learn to write clearly. They then develop precision in writing. As they grow they are able to listen and write or think and write on their own. Soon writing becomes naturally a part of them which does not require any extra effort.

For the development of personality, the development of all the three domains is important. When all the three domains interact, it is called the 'tripartite structure'. However in education very often we emphasize on the cognitive domain more than the affective and psychomotor domain. For a balanced personality, development of all the three domains must occur.

Uses of taxonomies in evaluation

- Analyze and classify objectives
- Achieve all round development
- Basis for comparison of syllabus
- Decide the levels of objectives for different classes.
- Reliable and valid evaluation procedures.
- Guidelines to report the progress of a child.

UNIT 3: TRENDS AND FEATURES OF ASSESSMENT

a) Continuous and Comprehensive Assessment (Meaning, Characteristics and Significance)

Meaning
- Continuous and Comprehensive Assessment refers to a system of school based assessment that covers all aspects of student's development.
- Continuity in assessment of broad based learning and behavioral outcomes.

Characteristics of CCA

➢ **The Continuous aspect**

- Assessment at the beginning of instruction (placement).

- Assessment during the instructional process (formative).

- Assessment of performance done at the end of a unit/term. (summative).

➢ The **'comprehensive' component** takes care of assessment of the all round development of child's personality. It includes assessment of Scholastic as well as Co-Scholastic aspects of the pupil's growth.

➢ Assessment is done informally and formally.

➢ Use of multiple techniques of assessment continually and periodically.

➢ Assessment is done using multiple techniques on the basis of identified criteria / indicators.

Significance of CCA

- CCA is thus a curricular initiative, attempting to *s*hift emphasis from memorizing to holistic learning.
- It helps develop cognitive, psychomotor and affective skills.
- It aims at creating citizens possessing sound values, appropriate skills and desirable qualities besides academic excellence.
- It is hoped that this will equip the learners to meet the challenges of life with confidence and success.
- Co-scholastic assessment will focus on holistic development that will lead to lifelong learning.
- It makes evaluation an integral part of teaching-learning process.
- It helps to use evaluation for improvement of students' achievement and teaching - learning strategies on the basis of regular diagnosis followed by remedial measures.
- It makes assessment a quality control devise to raise standards of performance.
- It helps to determine social utility, desirability or effectiveness of a programme and take appropriate decisions about the learner, the process of learning and the learning environment.
- To make the process of teaching and learning a learner-centered activity.

INTERNAL EXAMINATION
- Internal examination is often called Home examination, Class room test or Teacher made test.
- There are the assessments for which all the arrangement is made by the teachers of the same institution.
- Its main aim is to evaluate the progress of students in different classes at different levels.
- Teachers themselves frame the question papers, take the exam, examine the answer scripts/answer copies and decide about the Fail/Pass of the students.

Types of Internal Assessment:
- Daily Test
- Weekly Test
- Fortnightly Test
- Monthly Test
- Three monthly or Term end Test
- Annual exam or Annual Promotion Test
- Entrance Test or admission Test (occasionally used)

Significance/ Objectives/Uses of Internal Assessment:
- To evaluate the Mental Nourishment of students.
- To estimate the student's educational progress, speed of achieving and ability of learning.
- On passing the internal exam, promotion is given to next class.
- Internal assessment creates the competing environment, which make pleasant effects over the educational achievements.
- Students and teacher both know the status of each student, who is leading and who is lagging and how much.
- Teacher evaluates his progress and his teaching methods and tries to overcome his weakness.
- It evaluates the particular curriculum for a particular class.
- Parents of the students are informed about the progress of students so that they can care for their children.
- Teacher can group the students according to ability, hardwork, and intelligence on the basis of the result and make arrangements for weak students' betterment.
- Result of these test work as motive for further study and encourage or admonish the students accordingly.
- It fulfills the objective of learning and retaining it for long time.
- Teacher knows the hidden abilities, capabilities, desires and interests of the students, and became able to guide them accordingly on the basis of there.

Merits
- It is direct, flexible and can easily be tied with the unit of instruction.
- It is economical in terms of time and money and can be conducted frequently.
- There is little scope of mal-practices and the students get satisfaction (by receiving back their scripts) that they have been accurately graded.
- It permits the use of a variety of evaluation tools and the results can be used for the improvement of teaching learning processes and providing remedial teaching.
- The student accepts it as of a variety of evaluation tools and the results can before the improvement of teaching learning processes and providing remedial teaching.
- The student accepts it as part of teaching learning process and faces it without squirm or fear.
- It provides essential date for the cumulative record, for grouping students according to their ability, and for reporting to parents as well as for making decisions with regard to annual promotion.
- It has content validity and scares are sufficiently reliable.

Problems related internal assessment

- Every teacher is not competent to construct and use these techniques of evaluation. (Assessment)
- Internal assessment tends to lead to indiscreet comparison of students.
- It is difficult to plan internal examination on thousands of students/candidates. (Planning/conduction)
- Teacher can yield to local pressures. (Assessment)
- Grades will vary from school and will not have uniform significance. (Assessment)
- Pupils and their parents have less faith in internal evaluation. (Assessment)
- Teachers having freedom of evaluating their own students may tend to be lax in covering the prescribed syllabus. (Planning/conduction assessment)

EXTERNAL ASSESSMENT

- External Assessment is organized and conducted through standardized test, observation, and other techniques by an external agency (State or central board), other than the school.
- External examination are designed, selected, and controlled by another person or group--commercial publishers, district administrators, or state policymakers.
- Typical examples of external assessments include standardized and commercial reading tests.
- External assessments occur less frequently than internal assessments, but they usually have greater importance, more authority, and higher stakes attached to them.
- External assessments have been used as indicators of both the educational achievement of students and the quality of instruction in schools.

Process of External Assessment Conduct

- Selection of paper setters and reviewers.
- Setting and moderation of question papers.
- Printing and packing of question papers confidential nature of printing work.
- Selection of examination centres
- Appointment of superintendents and invigilators and staff for the fair conduct of examination at centres.
- Supply of stationary to centres.
- Distribution of question papers to examinees under the supervision of the centre superintendent.
- Posting of police personnel at the centres.
- Packing of answer scripts and sending them to Board's office or examining body's office.
- Deployment of special squads for checking unfair means.
- Assignment of fake of fictitious or secret roll numbers to answer books at the Board's office.
- On the spot evaluation at some specified centres where head examiner and examiners mark the scripts.

Significance/Importance/Uses/Objectives of External Assessment:

- A standard to make distinguish comparisons between abilities of different candidates.
- To evaluate the progress of Institution or popularity/standard of educational institution
- Selection for Higher education
- To get employment
- For selection of intelligent students.
- Competition.
- Evaluation of teacher's performance
- Evaluation of objectives and curriculum.
- Creation of good habits in students
- Satisfaction and happiness of parents

Problems of External Assessment

- Use of unfair means in the examination hall. (Conduction)
- Just pass the exam to get degree (Planning & conduction)
- Partial curriculum is covered (Planning)
- In complete evaluation of personality.(Assessment)
- Unreliable results. (Assessment)
- Corruption (conduction)
- Exams without specific objectives. (planning)
- It is time consuming.(planning)
- Marking is not up to the standard.(assessment)
- Use of helping books & guess papers.
- Chance/Luck
- Negative effect/Impact on the students.
- No attention over research.

Suggestions for Improvement

- Comprehensive Evaluation
- Employees of examining bodies to be controlled.
- Secrecy sections should be fool proof.
- Appointment of Examiners
- Change in examination point of view, It should not be objective, It should be mean to achieve objectives.
- Reform in question papers.
- Marking of Answer Scripts.
- Ban on helping books and guess papers.
- Amalgamation of Internal and External exam.
- Oral test should be taken.
- Amalgamation of subjective and objective type test.
- Record of students.
- Question paper should be based on curriculum rather than text book.

Conclusion

In-spite of these flaws both are necessary for the betterment of education system. Internal assessment prepares the students for external Assessment. Therefore we can't avoid any one. But we have to replace/remove the negative points from these to make more effective to these systems.

c) Psycho-social concerns of Assessment (Implications)

No detention policy (RTE act, 2009)

What is No Detention Policy?
- Under RTE Act 2009 there is 'No Detention Policy' up to Class VIII to achieve the goal of Universalization of Elementary Education (UEE) and to increase retention of children in schools by way of 'no pass – fail' system.
- According to this policy, no child will be detained from Classes I to VIII and promotion to next class will be given on the basis of their performance in various examinations and tests for formative and summative assessment provided, the child's attendance in the school is more than 75%.
- Under this policy, the students up to class VIII are automatically promoted to the next class without being held back even if they do not get a passing grade.

- The policy was implemented as part of the **Continuous and Comprehensive Evaluation (CCE) under the RTE Act** to ensure all-round development of students.
- The concept of CCE which was imported from the West lays emphasis on evaluating a child through the year, and not just based on performance in one or two term exams.
- The basic objective behind the no-detention policy was **to prevent dropouts**.
- The no detention policy in the RTE does not mean the abolition of assessment rather it calls for a replacement of the traditional system of evaluation with a **continuous and comprehensive assessment** that is not threatening.
- The policy also intends to **free the students from the pressure and fear of examination** and give them a stress-free academic environment and childhood.
- The HRD Ministry has decided to remove the no-detention policy for students.
- The government's decision comes after it had received several complaints regarding the deterioration of the quality of basic education in the country.
- In addition, the States have been asking for the withdrawal of the no-detention policy from the Right to Education Act 2009.
- As per the critics, the policy has resulted in remarkable improvement in enrolments but has brought down the academic standards.

Views of committees
- The **TSR Subramanian committee** on Education had observed that the no detention policy in schools should be applicable till Class V and exams be held from Class VI onwards.
- Prior to this, the **Vasudev Devnani committee** had also recommended for the revocation of No-Detention Policy.

Why is scrapping 'no-detention policy' a bad decision?
- The no-detention policy to promote students automatically to higher classes every year till Class VIII was instituted to check the high number of dropouts
- The socially and economically disadvantaged sections were getting the benefits of this policy
- According to many experts, the NDP was wrongly interpreted to create an environment in which the significance of evaluating a student's learning outcomes was undermined

Implications of no detention policy on assessment
- Continuous Comprehensive Evaluation (CCE) system was introduced as assessment process. Reluctance of teachers to implement CCE in true spirit is because of lots of other non-teaching and administrative work.
- Repeated assessment for the sake of passing the students with no regard for truly helping the students to improve their learning.
- Students have developed a lackadaisical attitude – why study when there is no fear of failing.
- Students have no regard for attendance and hence formative assessment is missed by students.
- Learning achievements of children have dropped drastically and hence the quality of assessments also has to be lowered in order to promote the child.
- Students had no interest in studies in the school and hence formative assessment is affected
- Teacher's enthusiasm to teach with devotion and energy has been affected due to the bottom line of passing the students irrespective of their performance.
- Children with weak foundation reach in Class IX unable to continue in higher classes
- Not detaining a student even if she performs badly deteriorates her learning levels and makes her ill-equipped to cope with the widening syllabi as she is promoted to higher grades.

Competitive ranking of schools
- Ranking of schools based on Higher Academic results at tenth grade examinations.
- Ranking at times is also provided on the basis of co-curricular and curricular environment provided by school.
- Rankings in form of certification & accreditation
- **Certification** – the provision by an independent body of written assurance (a certificate) that the product, service or system in question meets specific requirements.
- **Accreditation** – the formal recognition by an independent body, generally known as an accreditation body, that a certification body operates according to international standards.

Implications of competitive ranking of schools on assessment
- PURPOSEFUL failing of students at standard IXth level.
- Encouraging these students to appear through private X[th]
- Encouraging students to take up private tuitions and extra coaching
- Assessment is only scoring of marks
- Assessment of affective and psychomotor domain is completely neglected.
- Pressure on students, parents and school to SHOW the performance.
- True spirit of assessment is lost.
- Assessment – involves check on memorization rather than understanding and application
- Competition within Boards for better performance, hence new policy such as 'best of five'.
- Such half-baked policy related to assessment does not provide correct picture to the students and parents who are not able to cope up with further higher studies.
- Assessment does not help the pupil form a realistic image of his/her learning and development
- Assessment no longer provides true picture of a learner's achievement and levels of performance.

Profiteering by private agencies

Profiteering by private agencies means education is looked upon as an means to have commercial profit.Educational institutions can make profit (up to a certain extent), which has to be ploughed back to the institution for its development.

Implications of profiteering by private agencies on assessment
- Assessment is done to ensure that the students end up scoring well.
- Malpractices in the process of assessment.
- Assessment is restricted only to scoring marks irrespective of the teaching or learning.
- Outcome of assessment is only judged in terms of scores not in terms of learning levels of students.

UNIT 3: CHARACTERISTICS OF GOOD MEASURING INSTRUMENTS

a) Validity - different methods of finding validity

b) Reliability - different methods of finding reliability

c) Objectivity

d) Interdependence of validity, reliability and objectivity

a) Validity – Different methods of finding validity

Meaning and Importance of Validity
- **1. Validity** is defined as the degree to which the instrument measures what it's supposed to measure.
- **2. Validity** refers to the degree in which test or other measuring device is truly measuring what we intended it to measure.

Different methods of finding validity
- Four types of validities can be checked to establish validity of the assessment instrument. They are
- content validity,
- concurrent validity,
- predictive validity and
- construct validity.
- Content Validity: Content validity is concerned with a test's ability to include or represent all of the content of a particular construct.
- There is no easy way to determine content validity aside from expert opinion.
- Content validity is also known as Relevance, Intrinsic Validity, Representativeness.
- Concurrent Validity: Concurrent Validity refers to a measurement device's ability to vary directly with a measure of the same construct or indirectly with a measure of an opposite construct.
- It allows you to show that your test is valid by comparing it with an already valid test.
- Predictive Validity: In order for a test to be a valid screening device for some future behavior, it must have predictive validity.
- Construct Validity: Construct validity refers to how well test seems to measure a hypothesised trait.

b) Reliability – Different methods of finding Reliability
- Reliability refers to whether an assessment instrument gives the same results each time it is used in the same setting with the same type of subjects.
- Reliability essentially means consistent or dependable results.
- Reliability is a part of the assessment of validity.
- There are four *general classes of reliability estimates*, each of which estimates reliability in a different way. They are:
- Test-Retest Reliability
- Parallel-Forms Reliability
- Split-half Method
- Method of Rational Equivalence
- Test-Retest Reliability: Test-Retest reliability refers to the test's consistency among different administrations. To determine the coefficient for this type of reliability, the same test is given to a group of subjects on at least two separate occasions.
- If the test is reliable, the scores that each student receives on the first administration should be similar to the scores on the second. We would expect the relationship between he first and second administration to be a high positive correlation.
- One major concern with test-retest reliability is what has been termed the memory effect.
- Parallel Forms Reliability: One way to assure that memory effects do not occur is to use a different pre- and post-test. In order for these two tests to be used in this manner, however, they must be

parallel or equal in what they measure. To determine parallel forms reliability, a reliability coefficient is calculated on the scores of the two measures taken by the same group of subjects. Once again, we would expect a high and positive correlation is we are to say the two forms are parallel.

- Split Half Method: Here all the items of a test are divided into two equal parts and these two parts are administered at one time on a group simultaneously.
- Rational Equivalence Method: The chief tenet of this method is that the test should be such that it will measure only one quality. In this method the correlation of various items in the test and the correlation of the items and the whole test is found.

c) Objectivity

- Objectivity is a noun that means a lack of bias, judgment, or prejudice.
- Here, judgment is based on observable phenomena (verifiable data) and uninfluenced by emotions or personal prejudices
- An objective test measures a variable independent of the people conducting the test and the circumstances of the test. In other words, the test has to be fair.

d) Interdependence of validity, reliability and objectivity

- **Objectivity** is the broadest and thus is the outermost ring on the target. A test that is objective measures without reference to outside influences.
- Irrelevant, unrelated factors do not influence the test results if a test is objective.

- The middle ring is **reliability**. Before reliability can be considered, a test or assessment must first be objective. Objectivity is essential but not sufficient to ensure reliability. There are different types of reliability, but at its simplest, reliability is repeatability. A reliable measure is one that returns the same result each and every time.

- **Validity** is at the center of our target. A test must be both objective and reliable before its validity can be considered. Validity is the extent to which the test measures what it claims to measure. Unless items (questions) on a test are shown to be related to what is being assessed, the test cannot be valid. Validity also requires that a test fully assesses every aspect of a domain (or topic) it claims to assess.

Few other characteristics of good measuring instrument.

Practicality (usability)
Practicality depends upon many factors -
1) Instruction to the Pupil should be simple clear and precise.
2) Test should be as such that students are able to read test items properly record their answer properly after understanding the test items.
3) Mechanical factors of test such as paper size, length of line, font size should be as such to facilitate administration of test.
4) Test should be subjected to accurate scoring even by person who is not well versed by the content.
5) Raw scores of the test should be easily converted into meaningful scores.
6) Test should be economically according to the time and process of Administration of test.

Utility-
The test should be as such that it satisfies the definite need in the situation in which it is used.
The utility of teacher made test depends largely upon the insight of the teacher, in short the test and result should serve the need of local classroom.

Comparability -
A test possesses comparability when scores resulting from its use can be interpreted in terms of common base that has natural or accepted meaning.

Discriminating power -
The basic function of educational measurements is to place individual in definite scale in accordance with difference in their achievement.
A good measuring instrument should detect or measure differences among student and discriminate between high achiever, average achiever and low achiever.

Adequacy-
A measuring instrument should be adequate that it is balanced and fair.
The test should include items which measures objective and contents.
Care should be taken to ensure that one objective and content is not tested at cost of other objective or area therefore blueprint is very useful.
Teacher bias affects testing during both construction and scoring stages
Teacher make constantly use of language or general concepts in test items which is familiar for one group of students and quite an familiar other group of students. Example- teacher sets question paper according to the students who are coming for tuition at his or her home

b) **Tools and techniques of Assessment (Meaning, guidelines of development and uses)**
   Checklist
   Rating scale
   Rubrics
Anecdotal records

CHECKLIST -
Meaning:
- Checklist consists of steps or activities or behavoiur which observer records when an incident occurs.
- It is similar in appearance and used to rating scale. It is also called as type of rating scale by

some.
- Enables observer to note only whether or not the characteristic is present.
- It does not permit observer to rate quality of particular behaviour or frequency of particular behaviour.

Guidelines to develop checklist -
- Make checklist when you just want to know whether a particular characteristic is present or absent.
- Clearly specify characters to be observed.
- Observe one child at a time.
- Observe one characteristic at a time.
- It is better to have separate checklist for each child.
- Observer must be trained how to observe.

Uses of checklist:
- They are adaptable to most subject matter areas.
- They are useful in evaluating those learning activities that involve a product, process and some aspects of personal, social adjustment etc.
- They are most useful for evaluating those processes that can be subdivided into series of clear, distinct, and separate actions.
- They allow inter individual comparison to be made on the basis of characteristics observed.
- They provide simple method to record observations.
- There is objective evaluation of the characteristics.

RATING SCALE -
Meaning:
- Rating scale resembles checklist but are used whenever discrimination is required.
- List enables to indicate the degree to which characteristic is present
- Rating scale provides systematic procedure for obtaining, recording and reporting observed judgement.
- It can be filled during observation or immediately after observation

Guidelines to develop rating scale:
- Rating scale tend to be less reliable ,valid and efficient then then teacher made test, they should not be there for used to evaluate outcomes that can be more easily and validly assessed through other procedure.
- Again they are likely to reflect teacher bias concerning a student then students actual behaviour. Therefore they should be used with care and caution.
- Clearly specify characteristics to be observed.
- Observe one child at one time.
- Observe one characteristic at one time.
- One may have separate rating scale for individual child.

Uses:
- Measures specified outcomes or objectives of education deemed to be significant or important to teachers.
- The evaluate procedures such as lab work, Product such as typed letter, speech, poem, artwork etc. Personal social development send in group dance ,singing team ,sports ,etc
- They help teacher rate their student periodically on various attributes like punctuality, enthusiasm, consideration for others, Cooperativeness, etc.
- They can be used by people to rate himself that is self-assessment

- They can be used to assess attitude of learner towards specific subject.
- They can be used by Pupil in higher classes as rating scale requires power of judgement.

RUBRIC

Meaning

A rubric is a great tool for teachers because it is a simple way to set up grading criteria for assignments. Not only is this tool useful for teachers, it is helpful for students as well. A rubric defines in writing what is expected of the student to get a particular grade on an assignment.

Heidi Goodrich Andrade, a rubrics expert, defines a rubric as "a scoring tool that lists the criteria for a piece of work or 'what counts.' "For example, a rubric for an essay might tell students that their work will be judged on purpose, organization, details, voice, and mechanics.

A good rubric also describes levels of quality for each of the criteria. These levels of performance may be written as different ratings (e.g., Excellent, Good, Needs Improvement) or as numerical scores (e.g., 4, 3, 2, 1) Under mechanics, for example, the rubric might define the lowest level of performance as "7-10 misspellings, grammar, and punctuation errors," and the highest level as "all words are spelled correctly; your work shows that you understand subject-verb agreement, when to make words possessive, and how to use commas, semicolons and periods."

Guidelines to create a good rubric

Sometimes it's not possible to find an appropriate existing rubric to use or modify. To create your own rubric, follow these steps.

1. List the criteria that will be used in assessing performance in the first column.

The criteria you use should be related to the learning outcome(s) that you are assessing. For example, a musical performance might be rated for intonation, rhythmic accuracy, and tone quality and an oral presentation might be rated for content, organization, delivery and language. Be sure that your criteria are explicit. "Neatness" would not be a good criterion because the term "neat" is not explicit enough. What is neatness? You may want to look at some actual examples of student work to see if you have omitted any important criteria.

2. Determine your performance ratings / levels in the first row.

Examples of performance ratings may be:

Descriptors (In Progress, Basic, Proficient, Advanced) or (Excellent, Very good, good, fair, need improvement)

Numbers (1, 2, 3, 4)

3. Write a description for each performance level.

Describe the different levels of performance that match each criterion. You may want to start with the best and worst levels of quality, and then fill in the middle levels based on your knowledge of common problems. It may be helpful to sort examples of actual student work into three piles: the very best, the

poorest and those in between. Try to articulate what makes the good assignments good and the poor assignments poor.

Use of rubrics

Rubrics help students and teachers define "quality."

When students use rubrics regularly to judge their own work, they begin to accept more responsibility for the end product. It cuts down on the "am I done yet?" questions.

Rubrics reduce the time a teacher spend grading student work and makes it easier for teachers to explain to students why they got the grade they did and what they can do to improve.

Parents usually like the rubrics concept once they understand it, and they find rubrics useful when helping with homework. As one teacher says: "They know exactly what their child needs to do to be successful."

Involve your students

Understanding a Rubric: Arrange the students into groups of four or more and give them the rubric you will be using for a particular task. Tell the students to discuss the task you have given them and create quick samples of papers which would receive marks in each of the categories. The groups will then present their results to the whole class.

Creating a Rubric: It is a good idea to involve your students in creating their own rubrics for classroom assignments. A student who can write the rubric for a math problem knows the whole process inside and out, and he/she can apply the knowledge and skills learned from the process to future assignments.er use, evaluate and revise rubric as needed.

ANECDOTAL RECORDS -
Meaning:
- This is record of specific incidents, factual description of important and meaningful events or behaviour of students or informal occasion.
- Event or behaviour is described shortly after it occurs.
- They should contain factual description of what happened, when it happened and under what circumstances it happened and why it happened.
- The interpretation and recommendations should be noted separately from the description.
- Each anecdotal should content record of single incident. Record should be kept with counselor.
- Anecdotal record should be considered significant to students' growth and development

Guidelines for developing anecdotal record -
- Restrict observation to those aspects of behaviour which cannot be evaluated by other means.
- Concentrate only on one or two behaviour.
- Observation should be selective.
- Preparation of blueprint or plan should be made in advance.
- Record should be complete.
- Should be kept by all teachers and not only class teachers.
- Record the incident or action as soon as possible it has happened.
- It should be compiled and filed properly.

- Could have interpretative value that is some interpretation should come out of it.
- They should be emphasized as educational resource.

Uses:
- They provide factual record of narration of single significant incident in students' behaviour.
- They record behaviour in natural setting
- They provide teacher objective description.
- They direct teacher's attention to pupil.
- The good for young children who are unable to use pencil paper test.
- They provide near to complete record for growth and development.
- They can be used by counsellor as a source of information for giving guidance.
- They can be used as supplement to quantitative data which helps in better understanding of pupil.

c) Acheivement test

a) Performance Tests: Oral & Practical assessment (merits, limitations, suggestions for improvement, criteria for evaluation)

b) Written Test- Essay & Objective type (merits, limitations, suggestions for improvement, criteria for evaluation)

c) Open Book Examination (Merits & demerits) andOnline Examination (Merits & demerits)

ORAL ASSESSMENT

Meaning of Oral Assessment
- It is a face-to-face question-answer activity between the teacher and the learner.
- examiner asks questions & examinee attempts to answer them.
- Finally, he / she judge the quality of the answer and grades / mark the examinee accordingly.

Objectives of an Oral Assessment
- To analyse pupil's presence of mind as exposed through oral questioning.
- To inculcate regular study habits.
- To shift the emphasis of mere transmission of knowledge to use and apply it.
- To remove fear and develop positive attitude towards evaluation procedures.

Merits of an Oral Assessment
- Helps the teacher to know the level of knowledge of the pupils.
- Good for young Children.
- Economical
- Helps in assessment of
    - oral expressions
    - pronunciation
    - recitation etc.

Limitations of an Oral Assessment
- Shy students are adversely affected.
- Low reliability
- Subjective – personal bias, favouritism etc.
- No record like written test.
- Time consuming.
- The questions put to different students may have a different difficult value.

Suggestions for improvement of an Oral Assessment
- Decide the objectives and the content to be evaluated.
- Evaluate only those objectives that cannot be evaluated by written test.
- Plan questions judiciously i.e., plan for the questions to be used and also for acceptable answers.
- Questions of almost equal difficulty value should be asked.

Criteria for evaluation – Oral Assessment
- Pronunciation
- Grammatical correctness
- Vocabulary and usage
- Delivery – to speak fluently.
- Manners and gestures
- Effect – to speak effectively.

PRACTICAL ASSESSMENT

Meaning of Practical Assessment
It is used for those subjects in which pupils are taught to follow specific procedure and / or create some products.

Need of Practical Assessment
1. Supplements the written examinations to provide comprehensive evidence of pupil's development.
2. Practical application of theory brings in realism.
3. Provides an opportunity for developing the fundamental skills related to vocations of a practical nature.
4. Develops manipulative skills.
5. Develop skills in observation and recording of data.

Merits of Practical Assessment
- Facilitates Learning by Doing
- Enhances psychomotor skills
- Better retention
- Builds up concentration power
- Emphasis on application of skills

Limitations of Practical Assessment
- Time consuming
- Not feasible for large groups
- Scope of manipulation
- Lack of skilled and trained teachers
- Requires practice

Suggestions for Practical Test
- Small groups (may be 5 to 7 students)
- Efficient and trained teachers
- Proper guidelines
- Neatness and cleanliness
- Constant supervision
- Ability to perform the given task
- Patience

- Feedback (how and why aspect)

ESSAY TYPE TEST
Meaning of Essay Type Test
The essay test refers to any written test that requires an examinee to write a sentence, a paragraph or longer passages and that demands a subjective judgement about its quality and completeness when it is scored.
"An Essay test presents one or more questions or other tasks that require extended written responses from the persons being tested." – Ebel and Frisbie

Characteristics of Essay Type Test
- No single is answer can be considered throughout correct.
- Freedom of response.
- Variation in answer.
- Lengthy.
- Widely used.
- Subjective judgement.

Types of Essay Questions
EXTENDED RESPONSE (OPEN) type of essay question permits a student to demonstrate his ability to
- Recall factual knowledge
- Evaluate his factual knowledge
- Organize his ideas
- Present his ideas in a logical, coherent fashion.

RESTRICTED RESPONSE (CLOSE) here the student is more restricted in the form and scope of his answer because he is told specifically the context in which his answer is to be made.
This type of question is of greatest value for measuring learning outcomes
- Comprehension.
- Application.
- Analysis level.

Merits – Essay Type Test
- Measure complex learning outcomes.
- Easily constructed and less time consuming.
- Develop good study habits.
- Applicable to all the school subjects
- Eliminates guessing factor
- Requires less time for typing, duplication
- Easy to administer.

Limitations – Essay Type Test
- Limited Content Sampling – low validity
- Subjectivity in answering – low reliability
- Credit for other factors – low objectivity (Handwriting, Spelling etc.)
- Halo effect (biased judgement based on previous impressions)
- Mood of the Examiner
- Horn Effect (Improper comparisons of answers of different pupils' results in improper grading)
- Variation in assessment process from one examiner to the other examiner

> ➢ Encouraging the guess-making tendency (while studying).

Suggestions for improvement – Essay Type Test
1.   Construction (while framing questions)
- Adequate time and thought to prepare essay questions
- Questions should be written in such a way so as to elicit desired response
- Questions should be written in such a way that the task is clearly defined for each examinee
- Establish a framework within which pupils operate (Scope and Length)
- Clear directions
- Provide necessary training to the pupils in responding to essay questions

2.   Assessment (While scoring questions)
- Model answer to be given (Marking Scheme).
- Decide the objectives to be measured.
- One who sets the paper should possibly assess.
- Once assessment begins standard should be not be changed.
- Grade same question for all the papers at a time because it minimizes horn effect and brings consistency in scoring.
- Grade the paper anonymously because it reduces halo effect.
- Only a reasonable number of papers should be assessed at a time.
- Try to score all responses to a particular question without interruption because this will increase reliability.

OBJECTIVE TYPE TEST
Meaning of objective type test
It refers to any written test that requires the examinee to select the correct answer from among one or more of several alternatives or supply a word or two and that demand an objective judgement when it is scored.
"An objective test is one that can be provided with a simple predetermined test of correct answers so that objective opinion or judgement in the scoring procedure is eliminated". - Ebel and Frisbie

Merits of Objective Type Test
- Scoring is objective
- More extensive and representative sampling
- Less time to answer
- Eliminates extraneous factors (Speed of writing, fluency of expressions, Good handwriting, Neatness etc.)
- More Reliable – same results can be secured irrespective of the examiners.
- Discourages cramming and encourage thinking, observation and scrutiny.
- Minimizes horn effect.
- Minimizes halo effect.

Limitations of Objective Type Test
- Objectives like ability to organize matter, ability to present matter logically, appreciation & criticism, power of judgement and expression, mastery of the content etc. cannot be evaluated.
- Examinees are not permitted to express their views.

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- All the teachers are not capable to construct objective type items in their teaching subjects.
- Objective type test is very expensive.
- Guessing is possible (Marking Answer).
- Construction of objective type test items is difficult as it requires special abilities and is time consuming.
- Printing cost is considerably greater than that of an essay type test.

Guidelines for Constructing Objective Type Test Items
- Test important facts and knowledge for trivial details.
- Construct the items (questions) according to the age and maturity levels of the pupils.
- Avoid ambiguous statements
- Avoid tricky items
- Avoid inter-dependent items.

OPEN BOOK EXAM – MERITS AND LIMITATIONS

Open book exams allow you to take notes, texts or resource materials into an exam situation. They test your ability to find and apply information and knowledge, so are often used in subjects requiring direct reference to written materials, like law statutes, statistics or acts of parliament.

Open book exams usually come in two forms:

1. Traditional sit-down / limited-time exams, with varying degrees of access to resources and references.
2. Take home exams–open book exams you do at home. Question(s) are handed out, answers are attempted without help from others, and the exam is returned within a specified period of time (often the next day).

Open Book Exams don't test your memory. They test your ability to find and use information for problem solving, and to deliver well-structured and well-presented arguments and solutions.

Open Book exam questions usually require you to apply knowledge, and they may be essay-style questions or involve problem solving or delivering solutions. The style of question depends on the faculty or school setting the exam. For example in Law, the questions may set up a hypothetical fact situation that you will need to discuss.

Merits of Open-book Examination
1. Availability of reference material allows more freedom and flexibility in constructing exam questions
2. Emphasizes higher order skills, de-emphasizes "cramming" or rote memorization
3. Broader in scope – students can call upon more information than they could have ever been expected to memorize questions can be longer and more involved and require students to integrate information from multiple sources or types.
4. Exams can address a greater variety of subjects and learning objectives
5. Permits more realistic exam questions that mimic professional work where information is available and the skill is in determining the appropriate application
6. Easier to include multi-step problems
7. Can continue or extend work done in homework or other assessments
8. Encourages students to develop new learning strategies to ensure their success
9. Enhances information retrieval skills
10. Places greater focus on knowing how to use information

Limitations of Open-book Examination

1.Difficult to ensure that all students are equally equipped regarding the books they bring into the exam with them, because the stocks of library books may be limited and also some books may be expensive to students

2.More desk space is needed for students during the examination because students often need lots of desk space for their textbooks, notes and other reference materials

3.Sometimes students may spend too much time on finding out which parts of the books to look for answers instead of applying the knowledge, practical skills and reasoning ability

4.A lot of students are unfamiliar with open-book examinations. They must be provided with clear procedures and rules.

5.The students would stop studying and simply copy from the open book provided at the examination hall.

6. It would be really tough to control the secret discussions between students thus leading to increase in noise levels during the exam.

7. Students who pass out the exam of 12th board through open book would demand similar type of arrangement in higher studies and later on even in jobs .Simply imagine a surgeon who turns the pages of the book while performing surgery on his patients.

8. Board examinations would lose their importance and no one would like to assess the ability and competence of an individual on the basis of marks or grades.

ONLINE EXAM – MERITS AND LIMITATIONS

Online examination is conducting a test online to measure the knowledge of the participants on a given topic. In the olden days everybody had to gather in a classroom at the same time to take an exam. With online examination students can do the exam online, in their own time and with their own device, regardless where they life. You online need a browser and internet connection.

How online examination system works

The teacher or course builder creates an account with an exam builder. In such an exam system you can create questions and add them to the exam. You can choose between multiple choice questions or free text questions. The students are provided with a link to the online exam, they sign up and can take the exam. They see the results immediately afterwards.

Merits of Online Examination

Time management: Online examination systems make use of computers that helps in saving time. The lengthy formalities and processes involved in creating question papers, registering candidates for exams, answer sheet evaluation and declaration of results are completely eradicated with the online exam system. Each student is timed precisely and all results are generated instantaneously. In some cases, a candidate may even be able to get an assessment on failed questions.

Efficiency: Online exam software controls the whole exam process and also simplifies every step from conducting exams to the evaluation process. It brings efficiency in the exam process and makes it more competitive. The probability of errors in the evaluation and results is very less.

Comfort: Online exam creator helps in creating multiple set question papers for every subject with very less effort and time. These online tests make students more comfortable and boost their confidence this typically helps them in performing well.

Cost Saving: No need to buy any paper. Sending an email is free. It saves money on the logistics. Students don't have to assemble in classroom to take the exam. They can do it within a given time frame from their own device. No need to rent a classroom. No need to hire someone to check the students taking the exam or for evaluation. Cost of paper, coping and distribution is eliminated.

It saves the student money: Students don't have to travel to a specific location to conduct the exam. So even for students from remote area's it's possible to take the exam.

It's more secure: Examiner can make a big question bank with a lot of questions. Every student gets a random selection from that question bank. Also there is less risk of question paper leak.

Accessibility and Flexibility: Exams can be conducted anywhere. All a student needs is a personal computer with internet connection. A student does not need a long commute to exam venue as long as these requirements are met. This also means that thousands of students can take the same exams over a wide spread of locations. Offers access to students with disabilities.
Examiners do not have to bother with the laborious task of marking exams as this is well taken care of by the system. The system actually marks each exam and presents the result to the student at the end of the exam. Examiners are also afforded the opportunity to create exam online through an online examination system that can present examinations in multiple languages. Multiple exams on multiple subjects for multiple courses can also be set. Exams can also be configured for 24/7 availability. This allows candidates to take exams at their own convenience.

Result Analysis: Analysis of average marks, maximum scores, ranking, topic- wise performance, pass/ fail statistics, region -wise performance etc.

Makes use of media- use of video, audio or pictures is possible.

Limitations of online examination

You have to keep in mind that your students will take the exam on their own device in their own time with nobody to check up on them, so you have to alter your questions to provide for this situation. You have to ask questions which are not easily to be retrieved from books or the internet. Or you can add a timer to each question so there is no time to search for the answer.

Open text questions are possible, but they don't auto-grade, so you have to check them yourself.

An online exam system is a little bit more susceptible for fraud. So you have to keep that in mind if you setup your exam. Do you want to share the results immediatly after the result? In that case you can setup a question bank to solve the issue of fraud. Handing out all questions & Answers of a question bank to students is ok. Because they have to learn all the questions & answers by heart. And when they're done they master the material

The chances of cheating during an online test are tough to eliminate! In fact, unless an instructor is physically watching someone take the test, it is almost impossible to remedy.

Connectivity can be a serious disadvantage of online testing. A student's internet connection either in a school lab or at home can drop at any time for various reasons. In some cases this could cause the student to lose work or inadvertently submit tests that are incomplete.

Unlike collaborative, project-based online assessments, multiple choice or essay tests online can feel even more impersonal than they do in the classroom

Everyone is not having computer knowledge.

Server Problems - Online examination is conducting test through the internet. It is also known as e-examination. Student can do online test in their own time, in their own device. The main requirement of this type of exam is browser & internet connection.
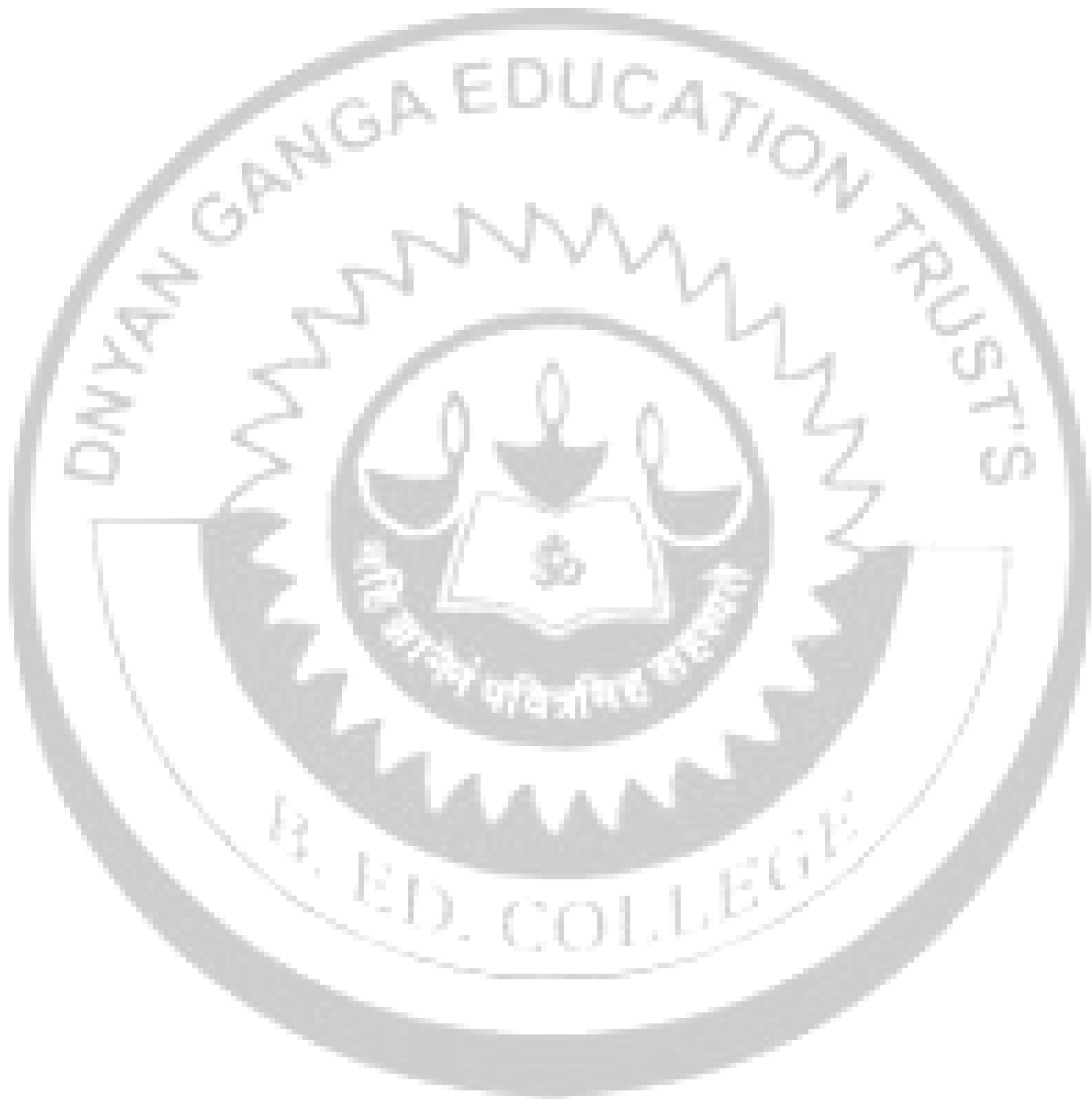
UNIT 5: DIFFERENTIATED ASSESSMENT STRATEGIES

a) Meaning and purpose of Teacher assessment, Self assessment and Peer assessment

b) Criterion Referenced Tests and Norm Referenced tests (Meaning, Characteristics)

c) Meaning, purpose & guidelines of development:

i. Rubrics

ii. Portfolios

iii. Reflective Journal

Differentiated Assessment Strategies

Meaning of Differentiated Assessment Strategies

Differentiated assessment is an ongoing process of evaluation where the teacher gathers information and data before, during and after instruction to better facilitate the learning.
- Pre-assessment (Before instruction)
- Formative assessment (During instruction)
- Summative assessment (After instruction)

Purpose of differentiated assessment

- This process ensures success for all students in the differentiated class with data provided from a variety of sources assisting in giving an overall view of student achievement.

Purpose of Pre- Assessment (Before instruction)

- ✓ To determine what a student does and does not know about a topic
- ✓ To determine a student's learning style or preferences
- ✓ To determine how well a student can perform a certain set of skills related to a particular subject or group of subjects
- ✓ To determine a student's knowledge and skills, including learning gaps as they progress through a unit of study
- ✓ To inform instruction and guide learning
- ✓ To make up the subsequent phase of assessment for learning
- ✓ To determine the level of understanding the student has achieved
- ✓ To mark or grade student's performance against an expected standard.

Tools and Techniques of differentiated assessment strategies

Tools	Techniques
✓ Questions	1. Examination
✓ Observation	2. Assignments
✓ Tests and inventories	3. Quizzes and competitions
✓ Checklist	4. Projects
✓ Rating scale	5. Debates
✓ Anecdotal records	6. Elocution
✓ Document analysis	7. Group discussions
✓ Portfolio	8. Club activities
✓ Experiments	
✓ Research	
✓ Rubrics.	

a) Meaning and purpose of
- **Teacher assessment,**
- **Self-assessment and**
- **Peer assessment**

Teacher Assessment

- ✓ Teacher assessment is the process undertaken by the teacher of systematic **collection, review, and use of information** about educational programs for the purpose of improving student learning and development.

- ✓ A process undertaken by the teacher on systematic basis for **making inferences about the learning and development of students**. It is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase students' learning and development.

Purpose of Teacher Assessment

- • To define, select, design, collect, analyze, interpret, and use information to increase students' learning and development.

Self Assessment

- ✓ **Self-assessment** is a process whereby student grade assignments or tests based on a teacher's benchmarks.
- ✓ Students assess their own contribution/performance as well as their peers using an established set of criteria.

Peer Assessment

- ✓ **Peer assessment** is a process whereby **peers** grade assignments or tests based on a teacher's benchmark.
- ✓ Students individually assess **each other's contribution/performance** using a predetermined list of criteria. Grading is based on a   predetermined process.

Purpose of Self and Peer Assessment

- ✓ To increase student **responsibility and autonomy**
- ✓ To strive for a more **advanced and deeper understanding** of the subject matter, skills and processes
- ✓ To lift the role and status of the student from passive learner to active leaner and assessor
- ✓ To involve students in critical reflection
- ✓ To develop in students a better understanding of their own subjectivity and judgement.

b) Meaning & Characteristics of Criterion Referenced Tests and Norm Referenced tests

Criterion Referenced Tests

- • A **criterion-referenced test** is one that provides for translating test scores into a statement about the behaviour to be expected of a person with that score or their relationship to a specified subject matter.

- • Most tests and quizzes that are written by school teachers can be considered criterion-referenced tests.

Norm Referenced tests

- **A norm-referenced test** (NRT) is a type of test which yields **an estimate of the position of the tested individual in a predefined population**, with respect to the trait being measured.

- This type of test identifies whether the **test taker performed better or worse than other test takers**.

Criterion Referenced
Purpose
- To determine whether each student has achieved specific skills or concepts based on standards.

Contt
- Measures specific skills which make up a designated curriculum. These skills are identified by teachers and curriculum experts.

Item Characteristics
- Each skill is tested by at least four items in order to obtain an adequate sample of student performance.

Score Interpretation
- A student's score is usually expressed as a percentage.

Norm Referenced tests

Purpose

- To rank each student with respect to the achievement of others in order to discriminate between high and low achievers.

Content
- Measures broad skill areas sampled from a variety of textbooks, syllabi, and the judgments of curriculum experts.

Item Characteristics
- Each skill is usually tested by less than four items. Items vary in difficulty. Items are selected that discriminate between high and low achievers.

Score Interpretation

- Each individual is compared with other examinees and assigned a score--usually expressed as a percentile.

c)Meaning, purpose & guidelines of development:

- **i. Rubrics**
- **ii. Portfolios**
- **iii. Reflective Journal**

CUMULATIVE RECORD

Meaning -
A Cumulative Record Card is that which contains the results of different assessment and judgments held from time to time during the course of study of a student or pupil. Generally it covers three consecutive years. It contains information regarding all aspects of life of the child or educed-physical, mental, social, moral and psychological. It seeks to give as comprehensive picture as possible of the personality of a child. "The significant information gathered periodically on student through the use of various techniques – tests,

inventories, questionnaire, observation, interview, case study etc."

Basically a Cumulative Record Card is a document in which it is recorded cumulatively useful and reliable information about a particular pupil or student at one place. Hence presenting a complete and growing picture of the individual concerned for the purpose of helping him during his long stay at school. And at the time of leaving it helps in the solution of his manifold problems of educational, vocational and personal-social nature and thus assisting him in his best development.

According to Jones, a Cumulative Record is, "A permanent record of a student which is kept up-to-date by the school; it is his educational history with information about his school achievement, attendance, health, test scores and similar pertinent data," If the Cumulative Record is kept together in a folder it is called Cumulative Record Folder (CRF). If the Cumulative Record is kept in an envelop it is called a Cumulative Record Envelop (CRE). If the cumulative Record is kept in a card it is called a Cumulative Record Card (CRC).

The Cumulative Record is characterized in the following grounds:

(i) The Cumulative Record is a permanent record about the pupil or student.

(ii) It is maintained up-to-date. Whenever any new information is obtained about the pupil it is entered in the card.

(iii) It presents a complete picture about the educational progress of the pupil, his past achievements and present standing.

(iv) It is comprehensive in the sense that it contains all information about the pupil's attendance, test scores, health etc.

(v) It contains only those information's which are authentic, reliable, pertinent, objective and useful.

(vi) It is continuous in the sense that it contains information about the pupil from the time he enters for pre-school education or kindergarten system till he leaves the school.

(vii) Whenever any information is desired by any-body concerned with the welfare of the child he should be given the information but not the card itself.

(viii) Confidential information about the pupil is not entered in the CRC but kept in a separate file.

Guidelines for preparing cumulative record

Data contained in the cumulative record card (CRC) should be:

1. Accurate
2. Complete
3. Comprehensive
4. Objective
5. Usable
6. Valid

(i) Keeping of record is a continuous process and should cover the hole history from pre-school or kindergarten to the college and this should follow the child from school. The Card will furnish valuable information's about the growth of a child and the new school can place him and deal with him to a greater advantage.

(ii) All the teachers and the guidance workers should have access to these records. Matters too confidential may be kept at a separate place. The child concerned may have an opportunity to study his own Cumulative Record in consultation with the counseller.

(iii) The essential data should be kept in a simple, concise and readable form so that it may be convenient to find out the main points of life of the child at a glance.

(iv) Records should be based on an objective data. They should be as reliable as possible.

(v) The record system should provide for a minimum of repetition of items.

(vi) It should contain reliable, accurate and objective information.

(vii) A manual should be prepared and directions for the guidance of persons, feeling out of using the records given in it.

(viii) The record should be maintained by the counsellor and should not be circulated throughout the

faculty for making entries on it by other members of the staff. These entries should made by them on

The uses of cumulative record card are as follows:
(i) The CRC is useful for guidance worker and counsellor as it provides a comprehensive, objective picture about the student including his strength and weaknesses.
(ii) The CRC is useful for guidance counsellor to help pupil in educational achievement, vocational choice and personal progress so far adjustment is concerned.
(iii) The CRC is useful for headmaster/principal to ascertain the pupil's performances in different subjects and his limitations.
(iv) The CRC is useful for parents to provide special privileges to make up the deficiencies what lie in case of his child.
(v) The CRC is useful for teachers to know the students and his progress and weaknesses at a glance.
(vi) The CRC does not give chance for overlapping of data collected by different teachers about the students.
(vii) The CRC is useful in making case study about the students.
(viii) The CRC is useful for the students for the vocational purposes. other forms and the entry in this card should be made very carefully by counsellor.

STUDENT PORTFOLIO
Meaning
- Purposeful collection of student work that has been selected and organized to show student learning progress (developmental portfolio) or to show samples of students best work (showcase portfolio)
- Student Portfolio is the cumulative assessment or collection of students work, samples, progress and achievement in one or more area.
- Portfolio assessment can be used in addition to other assessments or the sole source of assessment.
- Some schools even use portfolio assessment as a basis for high school graduation.

Characteristics of Student Portfolio:

- Focused
- Samples of student's work
- Selective
- Reflective

Contains of Portfolio
- Samples of independent work (initial work compared to more current work)
- Evaluations by teacher, peer, self
- Reflections on the growth over a period of time (e.g., "I used to be unsure about punctuation, e.g., where does the comma really go?
- But now, I feel comfortable in making decisions about punctuation, and I am right most of the time!")
- May be used for instructional purposes and may include various stages of products, various drafts, etc.
- Samples organized according to some system (e.g., creative writing, scientific writing)
- Usually used to provide a summative   evaluation and is standard format.

Guidelines for portfolio
 Give students the-
- Purpose of the portfolio

- Time period that it should span
- Name people who will have access to it
- Description/list of types of work to include
- If applicable, what criteria will be used to evaluate portfolio
- Ensure that you allow for flexibility (however, for summative/showcase portfolios, you might have to include strict guidelines for organization)
- Ensure that students have access to resources to construct portfolios (e.g., technology, materials)
- Ground rules for working independently or collaboratively
- Guidance on physical structure of portfolios
- How portfolios fit into their grades
- Helping students develop a thorough understanding of the context, rationale, goals, and the overall components of portfolios.
- Helping students to develop an increasing level of student responsibility and independence.
- Ensuring that students understand the tasks by providing instruction on portfolio requirements as needed
- Helping students identify and work through their problems to solutions
- Fostering time management skills
- Fostering organizational skills
- Providing students regular feedback on their work and their portfolio process
- Serving as a resource of ideas for students

Purpose of portfolios
- To give students the opportunity to reflect on their growth over a period of time
- To use as a basis for assigning grades (based on effort)
- To use as a basis for communication with parents
- As placement/entrance requirements
- All content in a portfolio must be linked to the learning objectives/outcomes. In addition to learning objectives, there are many general purposes of portfolios.
- To enhance student learning (little emphasis on content, more emphasis on student reflection)
- For Assigning a grade (give clear guidelines to ensure that the portfolio consists of standard items)
- For Displaying current achievement (pick the best complete work)
- For Demonstrating progress (show changes over time, include various drafts)
- For Showcasing student work (only best work)
- For Documentation (showing work at variety of levels)
- To Show finished work
- To Show works in progress
- Its Focus is on development of self-evaluation skills.
- Teacher and students must meet to discuss evaluations (teachers can get a good window into students' understanding of their progress).
- In addition to improving instruction, the goal is to help student internalize criteria for excellence.
- It Can be used for student-directed conferences with parents
- Focus is on evaluation of student work in its entirety and certifying accomplishment.
- Teacher should provide student with clear guidelines about content of portfolio and scoring criteria.
- If used to assess program goals, the content and organization of portfolios must be highly standardized.

Significance of Student Portfolio
- examine a broad range of their student's work collected over time
- analyze and assess their student's progress
- plan and manage student's time to complete the work
- integrate diverse experiences in and out of the classroom
- make decisions about future goals based on evidence and criteria
- Student Portfolio offers visual demonstration of Student's Achievement, Capabilities, Strengths, Weaknesses, Knowledge and Specific skills

Examples of portfolios for different subjects
Science
- Charts, graphs created
- Projects, examples, posters
- Lab reports
- Research reports
- Tests
- Student reflections (either weekly, monthly, or bi-monthly)

Math
- Samples of problem solving
- Written explanations of how to solve problems
- Charts, graphs
- Computer analyses conducted
- Student reflections (either weekly, monthly, or bi-monthly)

English/Language Arts
- Reading log
- Different types of writing –Poems, Essays, Letters
- Vocabulary achievements
- Tests
- Book summaries/reports
- Dramatizations, creative endings to stories
- Student reflections (either weekly, monthly, or bi-monthly

LEARNER PROFILE
Meaning

Form of a formal document or process that includes:
- Information about a student's skills, strengths, interests;
- Its potential barriers to learning ;
- Make recommendations about what is needed to support learning.
- A learner profile describes the ways in which a student learns best.
- A comprehensive learner profile includes information on student interests, learning preferences and styles, and differences related to gender, culture and personality.
- It also might include information on student learning strengths, needs and types of supports that have been successful in the past.
- A learner profile needs to be dynamic, as individual learners are constantly growing and changing.

Steps to develop a learner profile

Step: 1 - Determine who the learner is
The learner profile identifies smart goals, Hobbies and interests, Strength and struggles, learning styles, reflection and preferences from each learner.

Step 2: - **Determines what the learner does:**
How the learner navigates their education?
It should be designed to allow for learners choice.
It is customized for each learner and offers them independence as they need making learning more purposeful.

Learner profiles can be created by the student or collaboratively with parents

Depending on the purpose, a profile can include:
• Things they're good at;
• Likes and interests;
• Hopes and dreams;
• Dislikes and things they avoid;
• Important people in their lives;
• Pets;
• Life experiences (activities, places, kinds of people they like);
How they like to learn and what helps;
• Things that make it difficult for them to learn;
• What they do when they need help;
• How they describe and experience school;
• What makes them excited, grumpy or frustrated and how they express this?
• About their support team;
• Examples of supports that have worked in the past.

Uses
- Help school staff build relationships with students and understand things from their perspective.
- It can inform planning, classroom layout, timetabling
- Enable students to participate and contribute in all classroom learning.
- It will inform the discussion, questions and information provided by learners and their families.
- It's useful to develop a profile of all of your students and to use this as the basis of a class profile.
- students in letting their teachers and others get to know and understand their interests and strengths
- families in conveying important information about their child or young person that may affect learning and inclusion
- teachers in knowing about students and building effective relationships with them
- teachers in understanding what works for students and what tools, technologies, differentiations or adaptations might be needed
- Teachers in developing inclusive classroom learning programme.

REFLECTIVE JOURNAL

Meaning

Reflective journals are notebooks or pieces of paper that students use when writing about and reflecting on their own thoughts

A reflective journal is a way of thinking in a critical and analytical way about your work in progress. It shows how different aspects of your work interconnect.

The journal can record:
- where your inspiration comes from
- how you make use of ideas to develop your work
- your awareness of the cultural context (setting) in which you work

This context includes: other artists' work and their ideas; the ideas of critics and theorists; social, political, aesthetic and ideological contexts.

The journal could include:
- research notes
- personal comments on your own work
- notes/images from gallery visits
- quotes
- extracts from lectures, tutorials, books, journals
- photos/sketches

What is reflective writing?

Reflective writing is evidence of looking back at an event, idea, object, experience, process, etc

It involves:
- analyzing and commenting on the object, process, etc. from different points of view using contemporary ideas and theories
- exploring and explaining the importance or relevance of the object, process, etc.
- considering things that went wrong as well as successes
- saying what the object, process, etc. means to you
- saying how your learning will influence the way you work

Guidelines of development of Reflective Journal

DESCRIBE — 1. Describe: choose one part of the learning experience and write about what happened

ANALYSE — 2. Analyse: Explain what the learning experience means

EVALUATE — 3. Evaluate: Show how successful the learning experience was

YOU

This leads to self-knowledge

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1   Description (don't make this too long)
- What is it? What happened? Why am I talking about it?

2   Interpretation
- What is important, relevant, interesting, useful?
- How is it similar to or different from others?
- How can it be explored, explained using contemporary theories?

3   Outcome
- What have I learned from this?
- How will it influence my future work?

Language to use in reflective writing

Interpretation

For me, the	significant important relevant useful		aspect(s) element(s) experience(s) issue(s)	was were
Previously At the time, At first Initially Subsequently Later	I		thought felt knew noticed questioned realised	
This	could be is probably		because of due to explained by related to	
This	reveals demonstrates is different from is similar to			

Outcome

Having read experienced applied analysed compared	[*something*] I now	feel think realise wonder know
I have significantly developed/improved my		skills in knowledge of ability to

Purpose
- To facilitate thinking deeply and writing about a learning experience. This involves writing about:
- What happened (positive and negative).
- Why it happened, what it means, how successful it was.
- What you (personally) learned from the experience.

Examples

- Understanding learners' psychology
- Understanding the factors affecting discipline in class
- Teacher's ways to handle student s' responses
- Understanding the role of teacher as facilitator
- Understanding the role of the towards all the stakeholders

UNIT 6: FEEDBACK MECHANISM & REPORTING

    a) Concept & Criteria of Constructive feedback.

Concept Constructive feedback.

- Constructive feedback is communication that brings to an individual's attention an area in which their performance could improve, in a manner that helps the individual understand and internalize the information.

- Constructive feedback does not focus on fault or blame; it is specific and is directed towards the action, not the person.

- Constructive Feedback is: Useful, Meaningful, Impactful, Easy to understand

- Constructive Feedback is not: Critical, Accusatory ,Vague.

Criteria of Constructive feedback

Content

- What do you say?
- Be specific
- Relevant to the
- task
- Outcome
- student

Manner

- How do you say?
- Correcting by example

Timing

- When do you?
- Correcting immediately,
- Before student moves onto next task

Frequency

- How frequently do you say?

b)Reporting (Meaning and types of Reporting)

Meaning of Reporting

- Reporting is the process of communicating information about student achievement and progress gained from the assessment process.

- The purpose of reporting is to support learning and teaching by providing feedback to students.

- Students' learning achievements and progress is reported to parents.

- Information about students' achievements is also be valuable for teacher for systematic planning of further learning activities

Focus of Reporting

- What Students are Able to Do
- Areas That Require Further Attention or Development
- Ways to Support Students' Learning

Types of Reporting

- Individual Parent/ Teacher Meeting
- An Individual Written Report Sent Home
- Parent Group Meetings
- Parent Newsletter Articles

1) Individual Parent Teacher Meeting

- Parent/teacher meetings provide a good opportunity for teachers to explain assessment results to parents.
- Teachers can communicate the results of each individual student as well as the performance of the school as a whole.
- Teachers also can explain initiatives that have been undertaken to improve student learning.
- Parents can ask teachers questions about assessment and classroom activities.

2) An Individual Written Report Sent Home
A written report does not provide the face-to-face interaction of a parent/teacher meeting, but it can be an effective method for distributing assessment information.

- Educators must be sure that the report carefully describes the assessment process and clearly explains how to interpret the results.
- The report also should include a phone number that parents can call if they have any questions

3)Parent Teacher Group Meetings

- An effective method for distributing assessment information in general of the entire class.
- Parent/teacher meetings provide a good opportunity for teachers to explain assessment results to parents.
- Teachers also can explain initiatives that have been undertaken to improve student learning.
- Parents can ask teachers questions about assessment and classroom activities.

4) Parent Newsletter Articles

- A parent newsletter is another means of distributing assessment information.
- Articles in such a newsletter can describe
- ➢ the assessment process,
- ➢ the scoring procedures,

- ➢ the school's placement on an overall level, and
- ➢ any initiatives that are being undertaken to improve future learning.
- • Some articles can be written in the form of frequently asked questions, along with answers.
- • The newsletter should convey that the real purpose of assessment is to improve teaching and learning

Reflective practices to improvise assessments towards raising the standards of quality of instructions.

Reflective practice is an inquiry-oriented process during which a teacher engages in a cycle of thought and subsequent action on professional experience.

- ▪ Donald Schon's reflection in action and reflection action.
- ▪ **Reflection in action** is to reflect on behavior as it happens,
- ▪ **Reflection on action** reflecting after the event, to review, analyze, and evaluate the situation.

Reflection in action	Aspects	What questions	Raising the standards of quality of Instructions
	Diagnostic	Where are the students having learning difficulties?	Plan and implement corrective measures i.e Remediation
	Feedback to teacher	What has the student achieved , understood or demonstrates? Who are the students who have few or no learning errors?	▪ Helps in ensuring learning has taken place ▪ Helps teacher make subtle changes in the learning process and reflect on planning ▪ Those students should receive enrichment activities to help broaden and expand their learning. ▪ Identify

			Materials designed for gifted and talented students provide an excellent resource for such activities.
	Feed back	Which questions did students do particularly well on? In what respects? Which questions did they struggle with? In what respects?	▪ Identify strengths of his/her teaching in those areas which can be repeated ▪ Teachers must present those concepts in new ways and engage students in different and more appropriate learning experiences.
	Feed back	What kind of tasks was their a variety of responses to? What did they teach well and what they need to work on? How many students failed to meet a specific criterion or item?	▪ Identify the creative ones and Work on enhancing creativity in students ▪ Identify their own strengths and weaknesses as a teacher ▪ Teachers need to identify their teaching problems i.e teaching strategy, examples, teaching aids

d) Statistical Application for interpretation and reporting : Mean, Median, Standard Deviation and Percentile Rank (Calculation and interpretation)

Calculation & Interpretation of Mean, Median

Calculation of the Mean
Interpretation : Mean represents the average of the given distribution. Since the mean of the given distribution is for eg. 66.4, therefore, most of the scores lie around or concentrate around 66.4.

Calculation of Median
Interpretation : Median represents the midpoint of the given distribution. Since the median of the given distribution is for eg. 65.4, therefore, 50% of the scores lie above and 50% scores lie below 65.4 i.e for eg if N=40, 20 cases lie above and 20 cases lie below 65.4 and if N=45, 22 cases lie above and 23 cases lie below 65.4 OR 23 cases lie above and 22 cases lie below 65.4

Interpretation of Standard deviation wrt to Normal probability curve:
1. Calculation of Range ($M\pm1\sigma$) of the given distribution
2. Find the Number of cases that lie between ($M\pm1\sigma$)
3. Find the % of cases that lie between ($M\pm1\sigma$)

Interpretation: In NPC, 68.26% cases lie between ($M\pm1\sigma$). In *the given distribution for eg 74% cases lie between* ($M\pm1\sigma$), therefore the given distribution is not normal.

Interpretation of Percentile Rank
Interpretation:
PR of Ravi's score is 60
PR of Rita's score is 70
i.e 60% students have scored below Ravi's score and 70% students have scored below Rita's score
Comparison:
40% of the students have scored above Ravi's score and 30% students have scored above Rita's score. This means lesser number of students have scored above Rita's score than Ravi. Therefore Rita's performance is better than Ravi's performance in the given test.