

## **COURSE 9: ASSESSMENT AND LEARNING**

### **Course objectives:**

At the end of the course, the students-teachers will be able to:

1. Describe the meaning and role of assessment in learning.
2. Know the principles of assessment practices
3. Understand the assessment practices in various approaches of teaching.
4. Differentiate different types of assessment.
5. Identify tools and techniques for classroom assessment.
6. Develop necessary skills for preparation of achievement test and diagnostic tests.
7. Point out key issues in classroom assessment.
8. Understand how assessment can be possible in inclusive settings.
9. Master various statistical techniques for reporting quantitative data.

### **UNIT I Basics of assessment**

Meaning and definition – measurement, assessment and evaluation of assessment in learning – as learning, for learning, of learning – formative and summative assessment – purpose of Assessment – Principles of assessment practices – principles related to selection of methods for assessment, collection of assessment information, judging and scoring of student performance, summarization and interpretation of results, reporting of assessment findings.

#### **Suggested instructional approaches\methods:**

Identify the formative and summative assessment in a course.

Organize a debate on the purpose of assessment.

Conduct a brainstorming session on principles of assessment.

### **UNIT II Assessment for learning in classroom**

Students evaluation in transmission \_ reception (behaviorist) model of education – drawbacks – changing assessment practices – assessment in constructivist approach continuous and comprehensive evaluation \_ projects, seminars, assignments, portfolios; grading – types of assessment practice based, evidence based, performance based, examination based – practices of assessment – dialogues, feedback thorough marking, peer and self – assessment, formative use of summative test.

#### **Suggested instructional approaches\methods:**

Discuss the criteria for student's evaluation

Conduct seminar on changing assessment practices

Prepare power point on types of assessment

Group discussion on practices of assessment

### **UNIT III Tools and techniques for classroom assessment**

Tools and techniques for classroom assessment – observation, self-reporting, anecdotal records, check lists, rating scale, types of tests – rubrics – meaning, importance – assessment tools for affective domain – attitude scales, motivation scales – interest inventory – types of test items – principles for constructing test items

#### **Suggested instructional approaches\methods:**

Conduct a workshop on tools and techniques for classroom assessment.

Discussion on rubrics of assessment

Workshop on types of test items

### **UNIT IV Issues in classroom assessment**

Major issues – commercialization of assessment, poor test quality, domain dependency, measurement issues, system issues – reforms in assessment – open book and on line – examination reform reports.

#### **Suggested instructional approaches\methods:**

Debate major issues on commercialization of assessment

Seminar on reforms in assessment

### **UNIT V Assessment in inclusive practices**

Differentiated assessments – culturally responsive assessment – use of test for learner appraisal – achievement test, diagnostic test construction scoring key – marking scheme – question wise analysis – quality of a good test- ensuring fairness in assessment – assessment for enhancing confidence in learning – relationship of assessment with self-confidence, self-esteem, motivation.

#### **Suggested instructional approaches\methods**

Prepare an achievement test and present in the classroom

Discussion on quality of a good test.

Debate on fairness in assessment

### **UNIT VI Assessment for inclusive school**

Assessing the disabled and performance outcomes of diverse learners – assessment and feedback – process of feedback

#### **Suggested instructional approaches\methods**

Visit an inclusive school and prepare a report on mechanisms available for assessment

Discussion on role of feedback on learning

## **UNIT VII Philosophical and educational under pinning of assessment**

No competitive exams and non-detention policies – RTE act and its relationship with curriculum, pedagogy and teacher – psycho social and political dimensions of assessment

### **Suggested instructional approaches\methods**

Discuss the merits and demerits of competitive exams

Organize the debate on non-detention policy whether it promotes learning society or not

Organize a talk on RTE act 2009 by an expert

## **UNIT VIII Participatory assessment**

Processes of participatory assessment – community monitoring of assessment – teachers' autonomy in assessment.

### **Suggested instructional approaches\methods**

Brain storming session on ways and measures for participatory assessment

How can community monitor assessment – discuss

Do teachers have autonomy in assessment – debate

## **UNIT IX Prevalent practices of assessment**

Drawbacks of present assessment system – assessment for better thinking – assessment for confident building – assessment for creative thinkers

### **Suggested instructional approaches\methods**

Buzz session on demerits of present assessment system

Workshop on devising mechanism of assessment for confident and creative learning

## **UNIT X Reporting quantitative assessment of data**

Reflective journal – student portfolio – statistical techniques for finding and reporting quantitative data – measures of central tendency scores of dispersions – correlation – graphs and diagrams

### **Suggested instructional approaches\methods**

Workout examples for central tendency, dispersion and correlation

Present different graphs and diagrams used for various data

### **Tasks and assignment**

1. Find out the measures of central tendency and measures of dispersion of for the students' scores.

Or

Find out the correlation of the scores secured by the pupil in a subject

### Reference

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