UNIT 14 ALTERNATIVE ASSESSMENT

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14.1 INTRODUCTION

The term assessment usually refers to a full range of information gathered and synthesized by teachers about their students and their classrooms. Information can be gathered on students in informal ways such as through observation and verbal exchange. It can also be gathered through formal means such as homework, tests, and written reports. Since human behaviour is volatile and multidimensional, it is difficult to assess it precisely and accurately. It is not possible to assess all the abilities by a single test. Students always have a question, “will we be tested on this?” As they move from one class to another there is need to know how much they have learned or how much they have improved. Hence, there is a need on one hand to check the progress of the students (for teachers, students, parents, administrators) and on the other hand the multidimensional nature of human behaviour requiring various tools to measure.

A comprehensive assessment of the student is required by all concerned. The formal paper-pencil tests do not provide all information. Therefore we have to supplement these tests, with some other method of assessment i.e. with an alternative. Alternative assessment provides feedback to students, parents, and teachers about the work accomplished by students and eliminates more destructive aspects of current educational practices. It tries to sketch a complete picture of the students.
14.2 OBJECTIVES

After going through this unit, you should be able to:

- state the need for alternative assessment,
- choose appropriate tools for assessing specific behaviour,
- incorporate alternative assessment in assessing students,
- design exercises to facilitate performance assessment,
- introduce use of portfolio assessment.

14.3 WHAT IS ALTERNATIVE ASSESSMENT?

Tests of paper and pencil assessment type are customarily used to assess cognitive objectives. There are important instructional objectives that cannot be appropriately assessed by paper and pencil tests. These paper and pencil tests have failed to promote and measure higher level thinking and problem solving skills. The current educational practice relies heavily on paper and pencil tests as the sole criterion for measuring educational effectiveness. Assessment leads to decision making. Teaching is a process of attempting to promote growth in students. It involves setting up of instructional objectives, each requiring a different method of assessment. The information collected must be accurate, else the decisions taken are likely to be faulty. In order to make the assessment more reliable, it needs to be more comprehensive. The current practice of decision making in educational areas is dependent on testing students on some levels of cognitive domain. This gives only a partial picture of the individual and hence is not a very dependable method of decision making.

Educational objectives have been categorized into three domains. The cognitive being the most sought after domain. The other two domains, namely, affective and psychomotor remain comparatively less measured. Alternative assessment intends to throw more light on the assessment of these two domains, affective and psychomotor. Alternative assessment broadens the scope of assessment, from narrow and lower levels of cognitive domain to higher levels of cognitive domain, to affective and psychomotor domains. Alternative assessment is best viewed as 'process' for collecting information about what the student knows and can do. Some of the data collection strategies within alternative assessment system may include:

- observing a child over a specified period of time,
- asking a child to perform a specific activity and noting the level of performance,
- reviewing records that have been developed over a period of time.

Some forms of alternative assessment are given below:

- Performance based/authentic assessment
- Affective behaviour assessment
- Portfolio assessment
14.3.1 Process or Product

All testing is to some degree artificial because we seldom directly measure instructional goals. The problem is matching the assessment task to the instructional goal. There are important instructional objectives that cannot be appropriately assessed by paper-and-pencil test. It involves objectives associated with subject matter process or product. For example in music, dance, poetry writing, essay writing, collage making, laboratory work, recitation, acting, athletics, games, it is the product rather than the process by which it is produced, is the focus of assessment. For example, a teacher is usually more interested in the poem a student has written than the process of its composition. It is easier to evaluate a product than a process. With a product, there is a single object that can be compared with others. A process is made up of many parts, each of which must be weighed to obtain a summary evaluation in the process. However, sometimes the process and the product are not easily distinguishable, such as, for a speech or a dance. There are instances wherein the process is of more importance than the product. Attitudes, values, skills cannot be assessed by their product. Alternative assessment involves assessment of process and product.

Check Your Progress 1

Notes: a) Write your answers in the space given below.

b) Compare your answers with those given in the text.

1. Why is there a need for alternative assessment?

2. What are the behaviours assessed by the present assessment system in your school?

14.4 PERFORMANCE ASSESSMENT

14.4.1 What is Performance Assessment?

Performance assessment, also known as alternative or authentic assessment, is a form of testing that requires students to perform a task rather than select an answer from a ready made list. For example, a student may be asked to explain historical events, generate scientific hypotheses, solve mathematical problems, converse in a foreign language, or conduct research on an assigned topic. Experienced evaluators — either teachers or other trained staff — then judge the quality of the student’s work based on an agreed upon set of criteria. This new form of assessment is most widely used to directly assess writing ability.
based on text produced by students under test instructions. Performance based assessments 'represent a set of strategies for the..... application of knowledge, skills, and work habits through the performance of tasks that are meaningful and engaging to students' (Hibbard and others, 1996, p5). The assessment should reflect what is taught and how it is taught, to provide an indication of what a student knows and is able to do. You have to take into account time constraint, availability of resources in the classroom, and amount of data necessary to make an informed decision about the quality of student performance. Performance based assessment activities which can be implemented in the classroom may be formal and informal (Airasian, 1991; Popham, 1995; Stiggins, 1994). In formal performance based assessment the student knows that he is being assessed. In informal performance assessment the student does not know that he is being assessed.

Characteristics of performance based assessment are given below:

- Students and teachers know what is required from them. Students, therefore, work on those skills or areas in which they feel they are weak.
- Teachers judge the students’ performance within a specific time frame and setting.

14.4.2 Why Performance Assessment?

Performance assessment will require students to actively demonstrate what they know and hence may be a more valid indicator of their knowledge and ability. This type of assessment provides teachers with information about how a child understands and applies knowledge. It is a common practice to develop some sort of test to determine whether a previously taught concept has been learned before introducing something new. This will be probably a multiple choice test. For example, the results of an English test may indicate that a student knows that each story has a beginning and an end. These results do not guaranty that a student will write a story with a clear beginning and an end. There is a big difference between answering multiple choice questions on how to make an oral presentation and actually making an oral presentation.

14.4.3 How Performance Assessment Works?

Following are some of the methods that have been used successfully to assess performance:

- Open-ended or extended response exercises are questions or other prompts that require students to explore a topic orally or in writing. For example, students might be asked to describe their observations from a science experiment.
- Extended tasks are assignments that require sustained attention in a single work area and are carried out over several hours or longer. Such tasks could include drafting, reviewing a poem or even painting a car.
- Portfolios are selected collections of a variety of performance based work. A portfolio may include a student’s ‘best pieces’, ‘work in progress’, that illustrates the improvements the student has made over time.
These methods, like all types of performance assessment require that students actively develop their approaches to the task under defined conditions, knowing that their work will be evaluated according to agreed upon standards.

You must develop your own criteria for performance based assessment. When you do this you need to adhere to follow the following steps:

1. Identify the performance or task to be assessed.
2. List the important aspects of the performance or product.
3. Try to limit the number of performance criteria, so they can all be observed during a student's performance.
4. If possible have groups of teachers think through the important behaviour included in a task.
5. Express the performance criteria in terms of observable student behaviour or product characteristics.
6. Don't use ambiguous words that cloud the meaning of performance criteria.
7. Arrange the performance criteria in the order in which they are likely to be observed.

**Performance based assessment can be conducted on various settings as given below:**

<table>
<thead>
<tr>
<th>Various settings</th>
<th>Target behaviours to be observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>* prayer meetings/assembly</td>
<td>discipline, punctuality, presence of mind</td>
</tr>
<tr>
<td>* individual play</td>
<td>self-dependency, motor skills, following rules</td>
</tr>
<tr>
<td>* group play</td>
<td>leadership, cooperation, interpersonal skills following rules</td>
</tr>
<tr>
<td>* library period</td>
<td>reading skills, handling books, reading interest</td>
</tr>
<tr>
<td>* laboratory work</td>
<td>motor skills, handling apparatus, neatness, accuracy</td>
</tr>
<tr>
<td>* garden work</td>
<td>motor skills, handling of tools, caring of plants, interest</td>
</tr>
<tr>
<td>* dining room</td>
<td>neatness, discipline, self-control, punctuality</td>
</tr>
<tr>
<td>* art/craft work</td>
<td>hand-eye coordination, neatness, interest accuracy</td>
</tr>
<tr>
<td>* cultural programme</td>
<td>singing ability, dancing ability, acting, confidence, initiative, presence of mind</td>
</tr>
</tbody>
</table>
Student Performance: Interpretation

* group activity: leadership, cooperation, sincerity, sociability, aggressiveness
* T.V. room: listening skills, discipline, interpersonal skills, sociability, adaptability
* picnic/tour: adaptability, courage, sensitivity, cooperation, initiative, discipline
* individual room: neatness, self-dependency

Check Your Progress 2

Notes: a) Write your answers in the space given below.

b) Compare your answers with those given in the text.

1. How does performance assessment help in evaluation of students?

........................................................................................................................................

........................................................................................................................................

2. In what way will you conduct performance assessment?

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3. List any four settings suitable for performance assessment.

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........................................................................................................................................

4. List the target behaviour suitable for settings mentioned under Question 3.

........................................................................................................................................

........................................................................................................................................

14.5 TOOLS FOR PERFORMANCE ASSESSMENT

In performance assessment teacher tries to gather information based on the student’s performance. In order to do that he/she requires a tool for performance needs to be ‘observed’, recorded and scored. Each performance differs in its nature and hence needs a different tool. Whatever is observed needs to be recorded systematically and scored. For this an observation
schedule, a checklist, or a rating scale is used. Similarly to assess other alternatives, such tools are essential.

There are several different ways to record the results of performance-based assessment. These are given below:

1. Checklist approach – When you use this, you only have to indicate whether or not certain elements are present in the performance.
2. Narrative/Anecdotal approach – When you use this you will write narrative reports of what was done during each of the performances.
3. Rating scale approach – When you use this you will indicate to what degree the standards were met.

Below are given the 'tools' and the 'performance' being assessed.

<table>
<thead>
<tr>
<th>Performance</th>
<th>Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Handling apparatus</td>
<td>checklist, observation schedule, rubric.</td>
</tr>
<tr>
<td>2. Writing a poem</td>
<td>observation schedule, rubric, rating scale.</td>
</tr>
<tr>
<td>3. Reading aloud</td>
<td>observation schedule, rating scale, checklist.</td>
</tr>
<tr>
<td>4. Craft work</td>
<td>observation schedule, rating scale, checklist.</td>
</tr>
<tr>
<td>5. Games &amp; sports</td>
<td>observation schedule, rating scale, checklist.</td>
</tr>
<tr>
<td>6. Drama</td>
<td>observation schedule, rating scale, checklist.</td>
</tr>
<tr>
<td>7. Dance</td>
<td>observation schedule, rating scale, checklist.</td>
</tr>
<tr>
<td>8. Singing</td>
<td>observation schedule, rating scale, checklist.</td>
</tr>
</tbody>
</table>

You may extensively use tools like observation schedule, rating scale, checklist, rubrics, etc. Hence a brief description about these tools and their construction is given below.

14.5.1 Systematic Observation

Some instructional objectives require neither cognitive behaviour nor a product but instead focus on changes in personality traits and attitudes. Information about personality traits and attitudes can be obtained using systematic observations. We observe the people with whom we associate everyday, noticing what they do and reacting to their behaviour. Our impressions of people are continuously formed and modified, but our observations are casual, unsystematic and undirected. Observations must be organized, directed and systematic. What should be observed? When and for how long should observations be made? How should observation be organized? These questions can be dealt with in the following manner:

- **What should be observed?** If anything meaningful is to emerge from observation, the complex flow of behaviour through observations must have some focus. What aspect or aspects of behaviour should be observed? What behaviour will be acceptable indicator of that attribute?

- **When and for how long should observations be made?** People and situations change from day-to-day. It is generally preferable to have a
number of relatively brief periods of observations on different days than to have only one or two long periods of observations. Under these conditions, the sample of the person's behaviour will be more representative and the data we obtain will be more reliable. The observations should not be too brief a sample of behaviour or it may be too difficult to judge what a particular action signifies. Reliability of behavioural observations can be somewhat misleading. Reliability in such situation is often defined in terms of the agreement between two observers. When a behaviour occurs often it is likely that two observers will both record it and therefore will agree. It is desirable to plan to make observations in settings where the target behaviour is likely to occur. Observations of aggressive acts, for example, can be best made during a period devoted to free play than during one devoted to listening to stories or watching television.

- **How should the behaviour be organized?** It is of primary importance that the observation be recorded immediately after it occurs. One of the widely used recording method is the systematic code for behavioural categories of interest. For example, in recording aggressive behaviour, preliminary observations will have the defined range of aggressive acts that can be expected from children. Part of the code might be set up as follows: \( h = \text{'hits'}, p = \text{'pushes'}, u = \text{'uses fowl language'} \). A blank observation form or schedule can be prepared and divided to represent the time segments of the observations and code entries can be made quickly while the student is observed almost without interruption. Another way is the use of shorthand. Use of audiotape or videotape recordings of the observations would be another effective approach.

### 14.5.2 Checklists

Checklists are primary instruments used to assess the steps. The preferred method of evaluating whether a student has used the appropriate process is to use a checklist or rating scale. With a checklist, you are required to only observe the behaviour and to mark on the observation form whether the behaviour is present or absent. In contrast to a checklist when using a rating scale, the observer must make decisions about the quality of the behaviour and the number of occurrences. When constructing a checklist you are required to do the following:

- **Designate an appropriate performance or product:** The construction of a checklist should begin with the designation of what the end product will be. The purpose of this step is to provide a focus delineating the important behaviour and characteristics.

- **List the important behaviours and characteristics:** It is important to include all the important and relevant behaviours and characteristics necessary to achieve the final product or performance. The statements designating the behaviours should be worded in such a way that the need for interpretations by the observers is minimized. The list should be as inclusive as possible without being lengthy.

- **Include common errors that the individual being evaluated might make:** It is not sufficient to determine that a student is performing all the requisite
steps in a procedure; it is important to identify specific behaviours that are considered inappropriate as well.

- Put the list into an appropriate format.

Once the list of desired and undesired behaviours and characteristics has been formulated, it should be organized into the sequence that is most likely to be encountered by the observers. The observers can checkmark if the behaviour is present. Also, the time taken up for the behaviour and the number of occurrences of the behaviour can be recorded.

Sample of items of a checklist

* individual play
  - arranges necessary things
  - careful about fragile things
  - observes rules of the game
  - talks to oneself
  - overlooks errors
  - abandons play halfway

* laboratory work
  - knows about necessary apparatus
  - able to handle apparatus with care
  - able to use appropriate apparatus
  - maintains neatness
  - records accurately
  - meddles with lab equipments
  - disturbs others
  - replaces things in wrong place

* library work
  - visits library regularly
  - able to locate required books
  - able to read for long hours
  - maintains interest in reading
  - able to use catalog of names
  - disturbs others
  - idles away time

14.5.3 Rating Scales

Rating scales provide a number, or rating, for each behaviour to indicate either how often the behaviour occurs or to indicate its quality. The simplest rating scale would consist of a set of behaviour and characteristics, and instructions to the observer to respond to each with a number within a designated range to
Student Performance: interpretation

indicate some quality of the behaviour. Scales can take many forms, including approaches, given below:

uses proper safety procedure in the chemistry lab

<table>
<thead>
<tr>
<th></th>
<th>never</th>
<th>seldom</th>
<th>occasionally</th>
<th>often</th>
<th>always</th>
</tr>
</thead>
</table>

OR

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>always</td>
<td>never</td>
<td>is extremely careless in the chemistry lab</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

uses appropriate safety procedures in the chemistry lab

The following tips can be considered while constructing rating scales:

i) **Refinement in the format**

The usual rating instrument has two main components (i) a set of stimulus variables (ii) a pattern of response options.

This type of format seems to encourage most of the shortcomings. Hence the format has been refined in terms of the stimulus variables and the response pattern.

ii) **Refinement in presenting the stimulus variable**

Simple trait names themselves represent unsatisfactory stimuli for two reasons.

First, the words mean different things to different people. Second, trait names are abstract and far removed from the realm of observable behaviour. In order to maintain greater uniformity in the meaning of traits the ratings are based on more observable behaviour. For example,

- traits have been defined
  - e.g. social adjustment: interest in and skills in interacting with both children and adults in work and play situations, conformity to basic norms of behaviour.

- traits have been replaced by more limited and concrete descriptive phrases
  - e.g. social adjustment might be broken down into several components like,
    - works in groups with other children,
    - plays with other children,
    - interacts with teacher and adults.

- traits have been replaced by descriptions of the specific behaviours
  - e.g. descriptor 'working in groups with other children' may be given as - takes an active part in group enterprises, accepts majority decisions, help others with their work.
Replacing one general term with specific behaviours allows more uniformity in meaning from one rater to another.

iii) **Refinements in response categories**

Expressing judgements about a person being rated by selecting one of a set of numbers, letters, or adjectives is common practice. The categories are arbitrary and undefined. To achieve a more meaningful scale the following refinements are done:

- **graphic scales**

  In this the rater makes a checkmark at some appropriate point on a line instead of choosing a number, letter, or adjective. For example,

  **Responsibility for completing work**

  ![Graphic Scale]

  Very High Average Very low

  **behavioural statements**

  **Participation in school projects**

  ![Graphic Scale]

  Volunteers to bring in materials. Suggests ideas. Often works overtime. Works or brings materials as requested. Participates but takes no initiative. Does as little as possible. Resists attempts to get him or her to help.

  v) **Present or absent scales**

  When a large number of specific behavioural statements are used as the stimuli, the responses could just be checks to indicate which statements apply to the individual being rated. The simplest way to score each statement is +1, -1, or 0 depending on whether it is favourable, unfavourable, or neutral, respectively, in terms of a particular attribute (e.g., perseverance, integrity, or reliability) or a particular criterion (e.g., success in academic work, success in job). A person's score can then be the sum of the scores for the items checked.

  v) **Frequency of occurrence or degree of resemblance**

  In this approach rater is given choices such as ‘always’, ‘usually’, ‘sometimes’ or ‘never’. Another approach is to characterize/rate the person as ‘very much like’, ‘a good deal like’, ‘some what like’, or, not at all like’ in the statements.
A list of samples of characteristics useful in constructing rating scales is presented as under:

**Personal responsibility**

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Always appropriately dressed</th>
<th>Appropriately dressed most of the time</th>
<th>Dressed appropriately less than half the time</th>
</tr>
</thead>
<tbody>
<tr>
<td>On time</td>
<td>Usually on time</td>
<td>Usually on time</td>
<td>Rarely on time</td>
</tr>
<tr>
<td>Absences explained</td>
<td>Teacher must sometimes pursue explanation for absence</td>
<td>Most absences unexplained even if pursued by teacher</td>
<td></td>
</tr>
<tr>
<td>Volunteers to set up equipment</td>
<td>Usually volunteers to set up equipment</td>
<td>Rarely volunteers to set up equipment</td>
<td></td>
</tr>
<tr>
<td>Demonstrates proper care of equipment</td>
<td>Usually demonstrates proper care of equipment</td>
<td>Rarely demonstrates proper care of equipment</td>
<td></td>
</tr>
</tbody>
</table>

**Self-discipline**

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Always treats staff and peers with respect</th>
<th>Usually treats staff and peers with respect</th>
<th>Shows little respect for staff and students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaves and speaks politely</td>
<td>Usually behaves and speaks politely with others</td>
<td>Frequently demonstrates inappropriate behaviour or speech</td>
<td></td>
</tr>
<tr>
<td>Listens when others are speaking / presenting</td>
<td>Usually listens when others are speaking / presenting</td>
<td>Frequently interrupts or distracts while others are speaking / presenting</td>
<td></td>
</tr>
<tr>
<td>Considerate of others' feelings</td>
<td>Usually considerate of others' feelings</td>
<td>Is selective in the consideration of others' feelings</td>
<td></td>
</tr>
<tr>
<td>Displays positive body language</td>
<td>Usually demonstrates positive body language and verbal responses</td>
<td>Demonstrates discouraging communication skills</td>
<td></td>
</tr>
<tr>
<td>Encourages others</td>
<td>Usually encourages others verbally</td>
<td>Barely encourages others verbally</td>
<td></td>
</tr>
<tr>
<td>Able to understand the tasks to be done and completes them without being told</td>
<td>Demonstrates limited understanding of the tasks to be done and requires some supervision to complete them</td>
<td>Requires extended explanations and supervision in order to complete tasks</td>
<td></td>
</tr>
<tr>
<td>Always shows self-control during class (thinks before speaking or acting, refrains from participating in negative behaviour of peers)</td>
<td>Usually shows self-control during class (thinks before speaking or acting, usually refrains from participating in negative behaviour of peers)</td>
<td>Demonstrates lack of self-control during class (speaks or acts inappropriately or at inappropriate times, participates in negative behaviour of peers)</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Always able to predict expected behaviour for self and others</td>
<td>Usually able to predict expected behaviour for self and others</td>
<td>Unable or finds it difficult to predict expected behaviour for self and others</td>
<td></td>
</tr>
</tbody>
</table>

**Participation**

<table>
<thead>
<tr>
<th>Always enthusiastic</th>
<th>Usually enthusiastic although behaviour is sometimes misdirected</th>
<th>Willing to try a range of activities or tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always works hard at improving (that is, sustained effort)</td>
<td>Works at improving but cannot maintain a sustained effort</td>
<td>Needs a great deal of encouragement and monitoring to sustain effort</td>
</tr>
<tr>
<td>Always shows consideration for the safety and well being of others</td>
<td>Shows consideration for the safety and well being of others but occasionally</td>
<td>Shows lack of consideration for the safety and well being of others</td>
</tr>
<tr>
<td>Always willing to learn new methods of doing things</td>
<td>Usually willing to learn new methods of doing things</td>
<td>Requires a great deal of encouragement and monitoring to try new methods of doing things</td>
</tr>
<tr>
<td>Always willing to change and adjust to new assignment or tasks</td>
<td>Usually willing to change and adjust to new assignments or tasks</td>
<td>Often resists change, has difficulty to new assignments or tasks</td>
</tr>
<tr>
<td>Always willing to work with a wide range of peers, and others, not just with close friends</td>
<td>Usually willing to work with a wide range of peers, not just with close friends</td>
<td>Often selective about working with others than close friends</td>
</tr>
<tr>
<td>Always willing to share materials and ideas with others</td>
<td>Usually willing to share materials and ideas with others</td>
<td>Often resists sharing materials and ideas with others</td>
</tr>
</tbody>
</table>

**Alternative Assessment**
Check Your Progress 3

Notes: a) Write your answers in the space given below.

b) Compare your answers with those given in the text.

1. What would you consider in systematic observation?

...........................................................................
...........................................................................

2. What precautions would you take in the construction of a check-list?

...........................................................................
...........................................................................

3. List down the refinements in the construction of a rating scale.

...........................................................................
...........................................................................

4. Construct a rating scale to assess (a) singing, (b) poem writing, (c) dramatization and (d) interpersonal skills.

...........................................................................
...........................................................................

14.6 AFFECTIVE BEHAVIOUR ASSESSMENT

You have already read about cognitive, affective and psychomotor domains of learning objectives. Cognitive based learning objectives have always been a part of learning objectives of a course. All cognitive objectives are the ones directly related to achieving the knowledge and skill needed to solve problems. But what about affective domain. What are the affective learning objectives? Does affective behaviour get assessed? Affective domain deals with interests, attitudes, appreciations, values, biases, etc.
Current assessment practices

- Changes in affective and cognitive behaviours are not linked. Achieving the desired change in the cognitive domain does not ensure or guarantee desired changes in the affective domain. To accomplish affective objectives it is important to have specific learning experiences related to affective objectives, just as is done for cognitive objectives.

- Combining cognitive and affective assessment impairs the cognitive assessment of the work.

- There are no explicit statements concerning the type of behaviour the course is trying to encourage among the students.

14.6.1 Assessment of Affective Objectives

Affective objectives can range from very low level commitment (a willingness to receive information) to higher levels where students demonstrate value of the knowledge and skills that they are gaining. Desired affective behaviour is defined under the title self-regulation. Self-regulation is individual’s assuming personal responsibility and control, for their acquisition of knowledge and skill. Self-regulated learners approach aims at achieving educational task with confidence, diligence, resourcefulness. They are aware when they know a fact, possess a skill and when they do not. It involves proactive efforts to seek and profit from learning activities. If students are to achieve affective objectives, there must be learning experiences that permit this achievement.

Establishing affective objectives

1. Students will come to class in time.
2. Students will submit assignment on time.
3. Students will participate positively in class activities.
4. Students will correct technical errors in their work on their first attempt.

Most of these objectives can be demonstrated in the normal course of class operation.

14.6.2 Tools for Measuring Affective Objectives

Major tools for measuring affective objectives are described below:

Interest inventories

The interest inventory is a tool which confronts an individual with a set of questions so as to find out what he already humours about himself and what his interests are. The inventory is more convenient than an interview and presents more questions perhaps indirect ones. Most questions ask about degree of liking of commonplace activities, etc. with which respondents have had personal experience. Unlike nearly all other psychological measurements, interest inventories are intended primarily to inform the respondent and not to provide information, enabling someone to make decision. The interest inventory is best used as an aid to self-examination. The variety of scoring scales and interpretative materials draw the respondent’s attention to many vocations he or she might not have considered. The inventory thus becomes an instructional device, leading to exploration of career options. It leads to more
Student Performance: Interpretation

of a greater self-knowledge than a career choice. It takes many years to settle in a career; successive decisions are made along the path.

The Indian inventories, like, Occupational Preference Scale, by Dr. Achala Umapathy; Educational Aspirational Scale Form(P), by V.P. Sharma & Anuradha Gupta; Science Interest Test, by L. N. Dubey & Archana Dubey; Educational Interest Record, by S.P. Kulshreshtha, Vocational Interest Record, by S.P. Kulshreshtha can be used.

Attitude scales

The inquiry form that attempts to assess the attitude or belief of an individual is known as an attitude scale. In attitude measurement we are interested in obtaining a reliable information that can represent the intensity of an individual’s sentiment towards or against something. The construction of an attitude rating scale usually begins with a catalogue of statements covering possible views on the target concept. Selecting a broad range of statements that is representative of all the possible items are used to measure an attitude. These items should range from the most positive and favourable and most negative and unfavourable, covering all aspects of the attitude.

A list of suggestions for selecting statements for an attitude scale are listed below:

- Avoid statements that refer to the past than to the present.
- Avoid statements that are factual or capable of being interpreted as factual.
- Avoid statements that are irrelevant to the psychological object under consultation.
- Avoid statements that are likely to be endorsed by almost everyone or by almost no one.
- Keep the language of the statement simple, clear, precise and direct.
- Each statement should contain only one complete thought.
- Statements containing universals such as all, always, none, never, should be avoided.
- Words such as only, just, merely should be used with care in writing statements.
- Avoid use of double negatives.
- Select statements that are believed to cover the entire range of the affective scale of interest.

A sample of an attitude scale measuring attitude towards school is given below:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
<th>Unsure</th>
<th>Strongly</th>
<th>Strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>School is an enjoyable place.</td>
<td>SA</td>
<td>A</td>
<td>ID</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>Teachers are very loving people.</td>
<td>SA</td>
<td>A</td>
<td>ID</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>Children should go to school.</td>
<td>SA</td>
<td>A</td>
<td>ID</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>Homework doing is fun.</td>
<td>SA</td>
<td>A</td>
<td>ID</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>Students look good in uniform.</td>
<td>SA</td>
<td>A</td>
<td>ID</td>
<td>D</td>
<td>SD</td>
</tr>
</tbody>
</table>
Morning assembly is interesting.

Lot of time is wasted in school by students.

Students cannot express their interests to teachers.

Students have to do boring activities at school.

Except for teachers, school is an enjoyable place.

5. SA – strongly agree,
4. A – agree,
3. ID – indifferent,
2. D – disagree,
1. SD – strongly disagree.

From the pool of statements it is necessary to select a subset of items. It could be administered to a pilot group.

Interviews

In order to know what the person feels, how he reacts to a particular question related to him/her, or his/her opinion towards a phenomenon or an event, we need to conduct an interview. It gives direct access to the person. In case of assignments projects which involve gathering of information and compilation you can use interview technique. It can be conducted with the help of a list of questions of interest, which is prepared in advance keeping in mind the target group. A few important questions can also be asked.

Recording it on a cassette or video is also useful. It can be even taken in an informal manner though you may ask questions planned in advance.

Check Your Progress 4

Notes: a) Write your answers in the space given below.
        b) Compare your answers with those given in the text.

1. What is the need of using interest inventories?
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   ...........................................................................

2. Why should attitudes be considered in assessment?
   ...........................................................................
   ...........................................................................

3. List any two advantages of conducting interviews.
   ...........................................................................
   ...........................................................................
What is portfolio assessment?

Portfolio assessment is a systematic and organized collection of evidence used by the teacher and student to monitor growth of the student's knowledge, skills and attitudes in a specific subject area. It requires students to collect and reflect on examples of their work providing both instructional components to the curriculum and offering the opportunity for authentic assessment. Portfolios capitalize on student's natural tendency to save work and become an effective way to get them to take a second look and think about how they could improve future work. Portfolio is a collection of student's work representing a selection of performance. It often documents a student's best work. It may also include information such as drafts of his/her work, his/herself assessment of work and parents' assessment.

De Fina (1992) lists the following assumptions about portfolio assessment:

- "Portfolios are systematic, purposeful and meaningful collections of student's work in one or more subject areas.

- Students of any age or grade level can learn not only to select pieces to be placed into their portfolios but can also learn to establish criteria for their selection.

- Portfolio collections may include input by teachers, parents, peers, and school administrators.

- In all cases portfolios should reflect the actual day-to-day learning activities of students.

- Portfolios should be ongoing so that they show the students' efforts, progress, and achievements over a period of time.

- Portfolios may contain several compartments, or sub-folders.

- Selected works in portfolios may be in a variety of media and may be multidimensional."

Why portfolio assessment?

A student learns, creates, imagines, constructs every day in and out of classroom. It could be painting a wall, repairing a bicycle, writing a story, dramatizing, doing needle work, solving mathematics quiz, reading number of books. These activities are neither recorded nor complimented. They mould the personality over the years, day after day. The student unfolds his or her abilities and interests through these activities. When they are recorded and preserved year after year, a more reliable story evolves than what a few scores on paper-pencil tests can tell. Portfolios are useful as a support to the new instructional approaches that emphasise the student's role in constructing understanding and teacher's role in promoting understanding. They can also be used to support and create cooperative learning by offering an opportunity to students to share a comment on each other's work. Portfolios are valued as an
assessment tool because as representations of classroom based performance, they can be fully integrated into the curriculum. Unlike separate test they supplement rather than take away time from instruction. A portfolio culture supports an interactive community of learners who takes responsibility for demonstrating what they know and what they can do i.e. students learn to assess their own progress as learners.

Portfolios help teachers to access the students' individual learning styles and to communicate in a better way with parents of students about their learning. If properly maintained and implemented, focus of portfolio assessment can align towards important learning goals. Students get powerful opportunities to learn by participating under the guidance of the teacher in the processes of selecting, refining and evaluating their own work samples.

What portfolio can contain?

- Handwriting samples (beginning, middle and end of the term)
- Spellings (dictation samples of different semesters)
- Stories/essays/letters/poems written
- Art work/craft work/needle work
- Book reviews
- Travelogues
- Pictures of models, paintings, dissections
- Audiotapes of reading, singing, speech
- Photos/ videotapes of dance, drama, sports
- Assignments/projects

How portfolio can work?

Portfolios are used as instructional tools and assessment tools. Although there is no single correct way to develop portfolio programme in all of them, students are expected to collect, select and reflect. In building a portfolio of selected pieces and explaining the basis for their choices, students generate criteria for good work, with teacher and peer input. Students need specifics with clear guidelines and examples to get started on their work. So these discussions need to be well guided and structured. The content in portfolios is built from classroom assignments and as such corresponds to the local classroom curriculum. Teachers may develop portfolios focused on a single curriculum area such as writing, mathematics, literature or science or even across curriculum. The age or grade level of students may determine how portfolios are developed and used. Older students are more likely to be able to help in determining the criteria by which work is selected while younger students may need more directed help to decide on what work to include.

14.7.1. Assessing Portfolios and Groups

Assessing of portfolios and groups can be done with the help of rubrics, viva voce. The construction of rubrics is discussed later. In the assessing of portfolio you need to take into account a range of behaviour. This involves varying degrees of performances. As mentioned earlier it would include...
written reports, objects, photos, pictures, etc. You can arrange for a viva voce along with a rubric, to assess, and to justify all the dimensions involved. When you need to assess a group activity like, a project or assignment, you have many questions to assess. They cannot be assessed by a single tool, hence, you need more than one tool.

Rubrics

As opposed to most traditional forms of testing, performance based assessments don’t have clear cut right or wrong answers. Rather, there are degrees to which a person is successful or unsuccessful. Thus, you need to evaluate the performance in a way that will allow you to take those varying degrees into consideration. This can be accomplished by creating rubrics.

A rubric is a rating system by which teachers can determine at what level of proficiency a student is able to perform a task or display knowledge of a concept. With rubrics, you can define the different levels of proficiency for each criterion. Like the process of developing criteria, you can either utilize previously developed rubrics or create your own. When using any type of rubric, you need to be certain that the rubrics are fair and simple. Also the performance at each level must be clearly defined and accurately reflect its corresponding criterion (or subcategory).

When deciding how to communicate the varying levels of proficiency, you may wish to use impartial words instead of numerical or letter grades. For instance, you may want to use the following: word, sentence, page, chapter, book. However, words such as ‘novice’, ‘apprentice’, ‘proficient’ and ‘excellent’ are frequently used.

As with criteria development, allowing your students to assist in the creation of rubrics may be a good learning experience for them. You can engage students to assist in this process by showing them examples of the same task performed/project completed at different levels and discuss to what degree the different elements of the criteria were displayed. However, if your students do not help to create the different rubrics, you will probably want to share those rubrics with your students before they complete the task or project.

Example: Rubric for cooperation and collaboration.

A. Works toward the achievement of group goals

4 – Actively helps identify group goals and works hard to meet them.
3 – Communicates commitment to the group goals and effectively carries out assigned roles.
2 – Communicates a commitment to the group goals but does not carry out assigned roles.
1 – Does not work towards group goals or actively works against them.

B. Demonstrates effective interpersonal skills

4 – Actively promotes effective group interaction and expression of ideas and opinions in a way that is sensitive to the feelings and knowledge base of others.
3 – Participates in group interaction without prompting. Expresses ideas and opinions in a way that is sensitive to the feelings and knowledge base of others.

2 – Participates in group interaction with prompting or expresses ideas and opinions without considering feelings and knowledge base of others.

1 – Does not participate in group interaction, even with prompting, or expresses ideas and opinions that are insensitive to the knowledge base of others.

C. Contributes to group maintenance

4 – Actively helps the group identify changes or modifications necessary in the group process and works towards carrying out those changes.

3 – Helps identify changes or modifications necessary in the group process and works toward carrying out those changes.

2 – When prompted, helps identify changes or modifications necessary in the group process, or is only minimally involved in carrying out those changes.

1 – Does not attempt to identify changes or modifications necessary in the group process, even when prompted, or refuses to work toward carrying out those changes.

Check Your Progress 5

Notes: a) Write your answers in the space given below.

b) Compare your answers with those given in the text.

1. List five items on which you can build your student’s portfolio.

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2. Construct rubrics to assess (i) enthusiasm and (ii) project.

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3. How would rubrics be more advantageous for performance-based assessment?

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14.8 LET US SUM UP

We have discussed the methods of assessment of behaviour that are not included in paper-pencil tests. These are done by a host of tools over a period of time. They throw light over what the person feels, opines, believes. These
data about the individual help to paint a complete picture. Paper-pencil tests assess only that which is memorized or that which is of cognitive origin. Alternate assessment will help you to know more about your student and helps you to give suitable grade based on a wide range of behaviour rather than a few scores.

Alternative assessment takes into consideration not only the assessment of cognitive domain, but also the assessment of affective and psychomotor domains. It involves assessment of process and product.

Systematic observation, checklists, rating scales, interest inventories, and attitude scales are the tools which are used in performance or alternative assessment.

Portfolio assessment is based on portfolios, a collection of student's work representing a selection of performance. It could be a painting on a wall, repairing a bicycle, writing a story, dramatizing, doing needle work, solving a mathematical puzzle, reading a number of books, etc. Its assessment can not be done by a single tool, but using a collection of tools i.e. by creating rubric, a rating system by which teachers can determine at what level of proficiency a student is able to perform a task or display knowledge of a concept.

14.9 UNIT-END EXERCISES

1. Make a list of assignments/projects/homework to enrich portfolios.
2. Construct a rubric to assess assignment and projects.
3. List the benefits of alternative assessment.
4. What are the various means of alternative assessment?
5. What tools would you require for alternative assessment and specify their use?
6. How will you assess a group of students who have been for a field trip?

14.10 SUGGESTED READINGS