UNIT 14 TYPES OF ASSESSMENT AND EVALUATION

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14.1 INTRODUCTION

In the previous unit, we tried to brief you the concepts of measurement and evaluation. Teachers conduct different types of assessment activities to assess their students. But most of the assessment is done only on the basis of pen-paper test. Even there are different techniques of assessment, teachers are

using same type of assessment for all the subjects at all levels. Through this unit, we are trying to familiarize you with some assessment techniques based on nature of data, purpose, domain, and measuring standard, etc. The unit also focuses on assessment techniques to assess different abilities and tools for assessment.

14.2 OBJECTIVES

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

- explain different types of assessment on different basis;
- identify different assessment techniques to assess different abilities;
- define continuous and comprehensive evaluation;
- discuss and identify different assessment tools to assess various areas of learning; and
- describe the concept of grading.

14. 3 TYPES OF ASSESSMENT

During school life, many decisions are made by teachers, principals and other concerned people about the students. The decisions are made on the basis of valid information collected on each student that helps the personnel to group the students on the basis of their excellence in different areas. Decisions can be drawn based on most relevant data which will increase the accuracy and unbiased decision.

In general, we can say that assessment is a process of gaining information about learning of a student and making value judgments on their learning progress. In order to collect details about the performances of students, we use different methods like observation, pen-paper test, projects, assignments, etc. Assessment includes qualitative and quantitative description about the learning process of students. The process of assessment determines nature and extent of student learning and development.

14.3.1 Based on Purpose

Periodic assessment of child's progress is an integral part of the teaching-learning process. Outcomes of learning should be assessed holistically. In order to maintain an honest, motivating, unique and distinct profile of a child, both scholastic and co-scholastic aspects should be given equal weightage. The assessment process can be classified according to the variety of procedures included in it. Depending on the purpose, the assessment is classified as follows:

i. Formative Assessment

ii. Summative Assessment

iii. Diagnostic Assessment

i. Formative Assessment

The purpose of Formative Assessment is to know the progress of students and teachers during the instructional process. It helps teachers and students monitor their progress in teaching- learning process. Any type of strategies and techniques like asking questions, unit test, class test, observations, filling work-sheet, etc. can be used for formative assessment by a teacher. Continuous feedback on students' performance will help them encourage or strengthen their learning process and remove or correct their misconceptions. It is equally important in their success and failure. Based on the assessment a teacher can modify or change their instructional strategy that enhances the performance of the students. Since formative assessments are for improving the teaching- learning process, the results usually are not included in the final grade.

From the above discussion, it is clear that formative assessment is helpful to:

- diagnose and give appropriate remedy;
- provide scope for effective feedback;
- assure the active involvement of students in their learning;
- improve their teaching on the basis of the assessment results; and
- experiment various teaching-learning styles to determine what and how to teach.

ii. Summative Assessment

Summative assessment is used for assigning grade or certifying student's achievement at the end of the course or a unit. It is designed on the basis of pre-determined learning outcomes and used to check whether the students have achieved the instructional objectives or not. Teachers use different techniques for this purpose. It includes teacher made tests, standardized tests, project reports, oral tests, pen-paper test, performance of students in laboratory and various activities related to a particular subject. A teacher can record all the information from these different sources in a portfolio or some other way to summarize the performance of each student. Summative assessment aims at grade or certifying students' achievement. It also helps to review or improve suitability of instructional objectives and appropriateness of instructional strategies.

Table 14:1: Difference between Formative Assessment and Summative Assessment

Formative Assessment	**Summative Assessment**
Use throughout learning process to provide feedback	Use at the end of a learning process to assess learning against a benchmark or standard
It is an assessment for learning	It is an assessment of learning
Identifies gaps and misunderstandings in the learning process	Provides a numeric grade that summarizes how much a student has learned
Demonstrates evolving understanding of a topic	Gives overall results of classroom instruction
Diagnostic in nature	Evaluative in nature
Monitor student's learning	Evaluate student's learning
Aims at enhancing learning	Aims at measuring student's competency
Can assess more clearly what students have and haven't learned	No feedback on the learning process

Check Your Progress 1

Note : a) Write your answers in the space provided after each item.

b) Compare your answers with those given at the end of the unit.

1. Differentiate between formative and summative assessments.

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iii. Diagnostic Assessment

Before starting any topic/ class, a teacher should know how much the students know about that particular topic. Ralph (1935) says *"A satisfactory diagnosis should be as specific as the desired outcomes permit and as the possibility of localization of symptoms allow, so long as the diagnosis is practicable."* If a student continuously faces learning difficulties, a detailed diagnosis is recommended. Diagnostic assessment is concerned with persistent learning difficulties. These difficulties can be in reading, writing, arithmetic or in any other subjects. If a student experience continuous failure, then teacher should understand that the student is facing learning difficulties. These problems should be analyzed and treated at the right time. A detailed and comprehensive diagnostic test can be conducted to locate the area where the student has problems. Various observation techniques also can be used for the support of diagnostic test. Services of educational, psychologists and counselors will be required for identifying serious learning disabilities. Thus, the primary function of diagnostic assessment is to locate the areas and causes of weaknesses of the students and formulate appropriate remedial actions.

Check Your Progress 2

Note : a) Write your answers in the space provided after each item.

b) Compare your answers with those given at the end of the unit.

1. What are the different points to be considered by a teacher to prepare a diagnostic test?

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14.3.2 Based on Nature of Data

Over the years, researchers use multiple methods to collect and assess data. Data can be either quantitative or qualitative depending on what kind of information is required. Evaluation methods can be classified as qualitative and quantitative based on the nature of data obtained. One is more appropriate than the other in different situation. Both can be used in a variety of fields. Now let us reflect separately on quantitative and qualitative evaluation in detail.

Quantitative Evaluation

In quantitative evaluation, the results will be presented in numbers. Since different persons evaluate the same situation in the same way, human bias will be minimum in the process of evaluation. Using of different statistical techniques makes the results more reliable. It gives answer to the question like who, what, where, and when, etc. It effectively deals with learning outcomes related to knowledge and understanding objectives. Replication of results is easily possible in quantitative evaluation.

Qualitative Evaluation

Sometimes it becomes difficult to measure anything in number form. Evaluation based on collection and analysis of data not in number form is called qualitative evaluation. This type of evaluation gives answer to the questions 'why' and 'how'. The evaluation methods depend on the nature of the data obtained. Suppose a teacher has to give information about behavior, attitude and characteristics, s/he may use qualitative methods like observation (participant/non participant), interviews, discussion, case studies, etc. Qualitative evaluation is more subjective as people perceive things in their own way and interpret in different ways. There are many subject areas where qualitative evaluation can be used. Therefore, it is very difficult to assure the accuracy of the results. It effectively deals with learning outcomes related to application, analysis, synthesis and evaluation.

Quantitative and qualitative evaluations are used in variety of fields. When quantitative evaluation is suited for some areas then qualitative evaluation would be better for some other areas. Sometimes both of these become equally important. Thus, according to the situation one will be more suitable than the other.

Check Your Progress 3

Note : a) Write your answers in the space provided after each item.

b) Compare your answers with those given at the end of the unit.

1. Why is both qualitative and quantitative evaluation important?

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14.3.3 Based on Domain

Scholastic and Non-Scholastic Assessment

Education aims at all round development of a child. All round development means in all dimensions, i.e., cognitive, effective and psychomotor. Cognitive abilities include knowledge, understanding, application, analysis, synthesis, creativity, and evaluation. These abilities are assessed under scholastic areas. Affective and psychomotor abilities comprise of life skills, co-curricular activities, attitudes and values assessed under co-scholastic areas.

Scholastic area, purely related to academic activities, is associated with different curricular subjects. Students are expected to achieve objectives of cognitive domain. It can be assessed by giving assignments, projects, observation, rating scale, written examinations, oral tests, debates, elocution, group discussion, etc.

The progress of achieving affective and psychomotor objectives is related to learner's life skills, attitude, interest, values, physical and health is termed as co-scholastic assessment. Observation, school interview, club activity and portfolio analysis are some of the techniques used for this purpose. Assessment of scholastic and co-scholastic areas help in developing the ability of each child and enable them to apply these in real life situations.

Check Your Progress 4

Note : a) Write your answers in the space provided after each item.

b) Compare your answers with those given at the end of the unit.

1. What are the different aspects of assessment in scholastic and non-scholastic areas?

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14.3.4 Based on Measuring Standard

Based on measuring standard, assessment can be classified as norm-referenced assessment and criterion-referenced assessment.

Norm- Referenced Assessment

The results obtained from different measurement are interpreted based on some standard already set. Norm-referenced assessment is designed to assess relative

performance of each individual learner on the basis of the group in which the learner belongs. From this, we will get an idea of where the particular student stands. Each learner is compared with the members of the group. It does not give any idea of how far instructional objectives are attained by the individual learner. (e.g. Krishna did geometrical construction 80% better than that of his class students). This type of assessment is done for the purpose of ranking or ordering students in a class.

Criterion - Referenced Assessment

"Criterion-referenced assessment is deliberately constructed to yield measurements that are directly interpretable in terms of specified performance standards" (Robert Glaser).

In the case of criterion-referenced assessment, the performance of the learner is done without comparing others. Each student is assessed on the basis of pre-assigned criteria regardless to the relative performance of their group. It is carried out to determine the ability of the learner to perform a specific task or activity as per the prescribed situation or context. On the basis of ability, a minimum standard is set and there is no numerical marking. This type of assessment is used in competence-based courses and in the vocational assessment (e.g., Krishna did 80% of geometrical construction).

Self -Referenced (Ipsative) Assessment

In many cases, it is important to know whether the learners have made any improvement in their performance. The current behavior pattern compared with the earlier behavior of a learner is called self-referenced (ipsative) assessment. The learners are compared with their own earlier performance. It can be done in different ways such as to engage the learner in the same test before and after undertaking a course or observe the progress in the overall (average) grade scores throughout the entire course. Improvement could be assessed for a particular subject as well as the whole course.

Check Your Progress 5

Note : a) Write your answers in the space provided after each item.

b) Compare your answers with those given at the end of the unit.

1. Differentiate between criterion-referenced and norm-referenced assessments.

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2. As a teacher, which kind of assessment do you prefer? Why?

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14.4 AUTHENTIC ASSESSMENT

Authentic assessment is a form of performance-based assessment which measures meaningful, important and valuable cognitive achievements. Learner must be given opportunity to construct knowledge, manipulate different objects, experience and experiment beyond the classroom or school. It stresses contextualized tasks in real world settings. That means it involves methods or techniques for assessing achievement of students through activities requiring application of acquired knowledge and skills.

If a teacher desired to assess communication skill in a foreign language, it should involve the interaction of the student with foreigners of that country (Chinese, German, etc.), but as it is not possible in a typical classroom situation a simulated spoken interaction with teachers or between students can be observed to assess their communication skill. Since authenticity is a matter of degree, it is advised to give realistic contents to students which helps teacher assess whether the learner can solve problems in different situations.

14.5 PERFORMANCE - BASED ASSESSMENT

The meaning of this particular concept is there in the name itself, i.e. the assessment is being made based on performance. The performance is assessed by measuring to what extent or how the learner applies their knowledge and skills that they learned from a unit or units during the classroom instruction. Measurements of the useful and necessary learning outcomes are assessed on the basis of performance only. For example, if you want to assess student's speaking skill you cannot do it through pen-paper test.

Performance based assessment helps a teacher check the effectiveness of both process and product of a task. Some of the chief attributes of the performance like originality, problem formulation, manipulation of ideas, etc. cannot be assessed by using only pen-paper test.

14.6 OUTCOME-BASED ASSESSMENT

Many of us ask a number of questions regarding teaching-learning process. As everybody knows assessment is a process which gives answer to the questions

like "How effective was the method used? To what extent was a program successful? "Does the new strategy make any changes?" etc. These questions are related to the outcomes of a method/strategy and a programme.

Outcome-based assessment is a procedural way of assessment. It assesses to what degree the education system has achieved the pre-designed (intended) result. Outcomes can be in many forms. It depends on how the teachers/stakeholders formulate the desirable changes in the learners at the end of a programme. It can be in the form of changes in skills, knowledge, attitude, behavior, etc.

For teachers OBA means:

- Concentrate on the key factors of curriculum;
- Making sure that all the activities inside and outside the classroom match with pre-determined aims;
- Creating situations for demonstration;
- Balancing the gap between the upper and lower grade levels; and

Let us see what it means for a student:

- Know what are the expectations of teachers;
- Be ready to demonstrate what they know; and
- Try to achieve the minimum.

14.7 ALTERNATIVE ASSESSMENT

All the existing assessment techniques that we use normally will give an idea of what students learned so far. It focuses on continuous progress of an individual student. Alternative assessment goes beyond the knowledge acquired by learners and gives information about to what extent they are able to apply their knowledge. Alternative forms of assessment allow seeing what the learner can and cannot do rather than what they do or do not know. It focuses on applied proficiency, problem solving, and reflection. Instead of giving factual knowledge to a specific question, it demands the learner to make judgment regarding what knowledge and skills they need to solve a specific problem.

Alternate assessment includes written and performance-based tests which enable to measure how the knowledge they have attained rather than 'what' they acquired. Examples of alternate assessments are debate, case analysis, reflective diary, portfolio, and multimedia presentation. Alternate assessment has identified as a formative assessment tools since it gives feedback to the students ongoing progress.

Check Your Progress 6

Note : a) Write your answers in the space provided after each item.

b) Compare your answers with those given at the end of the unit.

1. Cite some examples for alternative assessment.

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14.8 CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE)

The scheme of Continuous and Comprehensive Evaluation was introduced by CBSE in 2010 with an aim of making children productive, responsible and useful citizens of a society. It was formulated to reduce the burden of board exams and make students learn stress free. CCE is exclusively a school-based evaluation targeting holistic development of students. Holistic development ensures not only the development of child's cognitive abilities, but also gives equal importance to co-cognitive abilities.

In Continuous and Comprehensive Evaluation, the word 'continuous' means the regularity, periodicity in the evaluation process. Students development is a continuous process and progress on various aspects should be assured from the beginning and continue through the entire span of academic session. Number of unit tests, formal and informal way of assessment during classroom instruction, regularity of assessment, identification of strengths and weaknesses, diagnosis of learning problems, suggestions of preventive measures and testing and retesting will help teachers and students for self-evaluation.

The word "comprehensive" means evaluation of student consists of both scholastic and co-scholastic areas. Scholastic area includes subject specific area in the cognitive domain like remember, understand, apply, analyze, evaluate, and create. Co-scholastic area comprises affective and psychomotor abilities like life-skills, attitudes, habits, interest, values and co-curricular activities, etc. Thus, the scheme emphasizes on holistic learning rather than testing. Evaluation is done for learning enhancement. It made a transformation to produce citizens with good health, appropriate attitude, different practical skills, and with desirable qualities along with academic excellence.

What we learned about CCE can be summarized as:

- CCE comprised of two aspects 'continuous' and 'comprehensive'.

- 'Continuous' aspect has two components 'continual' and 'periodicity'. It means evaluation takes place during classroom instruction to diagnose learning gaps and weaknesses. It is mainly for improvement in learning. Teachers can use different techniques like short time written test, oral tests, quizzes, observation, discussions, assignment, projects, peer group discussions, etc.
- This informal assessment is called formative assessment.
- The term 'comprehensive' refers to evaluation based on the performance of learners in both scholastic and co-scholastic areas.
- Performance in curricular subjects (cognitive abilities) is evaluated under scholastic area and affective, psychomotor abilities are evaluated under co-scholastic area.
- One academic year is divided into two terms. Two formative evaluations and one summative evaluation are carried out in one term. Formative evaluations are conducted during classroom instruction with remedial measures. At the end of each term, there will be one summative evaluation.
- Marks will be converted into grades and each formative and summative assessments are given appropriate weightage.

Check Your Progress 7

Note : a) Write your answers in the space provided after each item.

b) Compare your answers with those given at the end of the unit.

1. 'Evaluation should be continuous'. Comment.

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2. What does the word 'comprehensive' mean in CCE?

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14.9 COMPETENCY BASED ASSESSMENT

Assessing learner's performance based on some predetermined competency framework is called competency-based assessment. Well-defined competencies and its behavioral indicators are the preliminary condition for this type of assessment. Competency framework is bounded with long- term educational goals and its vision and mission. These competencies should be interpreted and contextualized according to the level of the learners. Let us consider an example of a reality show. In a reality show a minimum group of participants are competing for a period of time to become the winner. All the competitors are selected as per some basic skills. At each level of competition, one or two will be eliminated on the basis of their performance. This will be continued till one becomes winner.

The main advantage of CBA is that it gives opportunity to each learner to learn new things from experts. CBA is trying to find out whether a person is able to do a task or group of tasks and how effectively they can do. Thus, it is an ongoing & learning process which includes continuous construction of knowledge and skills, assessment, learning and re-assessment.

14.10 PEER ASSESSMENT

A student judging their peers' performance is termed as peer assessment. It can be used as a collaborative learning technique because students not only give feedback but also give suggestions for further improvement in their work. It helps students improve the quality of their performance. Before applying the peer assessment, some criteria should be framed on the basis of object of assessment, product, form of assessment (formation/ summative), scheme of assessment (marking/grading) and training of assessors. Effective use of peer assessment helps teachers save time and it can be used for classroom instruction. Students get quick feedback and it helps learners increase their performance level. Everybody gets a chance to correct his or her mistakes that helps in getting higher grade in teacher assessment. The following are some of the statements which can be considered as the assessment criteria.

- You consider you are delighted with the presence of a particular individual.
- Neutral reaction.
- S/he is not your first choice.
- Last choice.
- Never have you liked to work with that individual.

14.11 ASSESSING INDIVIDUALS IN GROUP

Group work has become an inevitable part of our educational programme. It can be in the form of an assignment, project work or group discussion,

presentation, collage, poster, etc. Assessment is done on the basis of how the groups are performed. In group work the final product is assessed, not the process. It is a debatable issue that how we judge an individual's performance in a group work. Final grade/marks we gave to the group actually reflect the result of teamwork. This is the time to think whether this assessment does justice to the development of an individual who participated in the group work. The grade obtained by the group indicated that each individual's grade is identical. By getting identical scores it cannot be assured that each member of the team contributed equally towards the work. This will benefit the free riders from an excessive worker in the group. Therefore, even if it is a group work, each individual should be assessed in a group and contributions of each individual should be identified.

Peer assessment combined with teacher assessment is found to be effective technique to assess individuals in a group work. For this, the participants should be cleared about well-defined criteria/rubrics. It will help in minimizing bias in evaluation.

Following are some of the points to be kept in mind by the teachers while doing group work assessment:

- Frame a task according to the capacity of the group;
- Size of the group (Minimum number and minimum free riders);
- Specific learning objectives with assessment criteria;
- Proper guidance by the teacher (Opinion and advice of skilled and experienced experts can also be provided if it is necessary);
- Periodical/formative assessment for improvement;
- Differentiate / highlight individual performance to discourage free rider student;
- Consider student feedback; and
- Behaviour/attitude, attendance and creativity of individual participants.

Table 14.2 : A blank format for peer assessment

Overall impression about the individual:

Indicators	Outstanding (5)	Good (4)	Average (3)	Bears Some Importance (2)	Makes no Difference in the Group (1)
1. Quantity of work done					
2. Quality of work					

3. Attitude					
4. Creativity					
5. Technical control					

Deep and vast knowledge about the criteria for assessment make each learner prepare their task accordingly.

Check Your Progress 8

Note : a) Write your answers in the space provided after each item.

b) Compare your answers with those given at the end of the unit.

1. Explain how peer assessment helps to assess individuals in a group work.

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14.12 TOOLS FOR ASSESSMENT

Well-planned and systematic collections of students' works into portfolios, learning journals and learning logs serve as various assessment tools which can be used on any level of teaching- learning process. The value of each assessment tool depends on the purpose and nature of the task to be assessed. A clear and well-defined criteria or guidelines make the assessment more transparent and unbiased. Teachers can use these in their daily classroom instruction as well as to assess the day-to-day progress of their learners.

14.12.1 Portfolios

Portfolios were used as an assessment tool since 1990. In earlier days, it was used by visual and performing artists to show their skill abilities in the field. Nowadays portfolio has become a prominent tool to assess students' work.

Many teachers use portfolios in their respective curriculum areas. Portfolio is a systemic and well-planned collection of student works which serve for various instructional and assessment purpose. It can provide information about student's performance during a particular academic period related to any subject. Care should be taken to include best pieces of work according to the purpose, guidelines and criteria of assessment to get maximum value. It can be a basis to provide information about a student's short span of academic year or more than that. Selected significant samples of work can serve as a three-way communication among teachers, students and parents. It gives clear-cut evidence of their child's effort and progress of achievement.

A portfolio includes:

(a) Well stated objectives

(b) Criteria to be used

(c) Guideline for inclusion of materials

(d) Wisely selected pieces of work

(e) Evidence of students' role in selection of content and self assessment

Based on useability, portfolios are distinguished mainly as

1. Working Portfolio

   It contains works in progress as well as finished work. Working portfolio works as a 'holding tank' because it is a project and it is 'in the works'. This is the primary stage before display or assessment. It is prepared over a structured content area with a major purpose of diagnosis. It intended to demonstrate current accomplishments and progress that is useful for formative assessment.

2. Best works (Display Showcase) Portfolio

   This is the documentation of the best pieces of works of students. Students experience the highest-level achievement by exhibiting their significant creations. Contents in this portfolio usually include completed products that are useful for summative evaluation.

3. Assessment portfolio

   Assessment portfolio focuses on what a student has learned. It is used to elicit mastery in any subject/ curriculum area. Contents of the portfolio collection may range any period of time.

14.12.2 Rubric

Rubric is a scoring tool which includes set of criteria to assess students' work. It contains performance expectations for a piece of work. The whole work will be divided into different components and each component is clearly described

according the characteristics of the work. It is a performance based assessment process based on performance which reflects process skills, contents skills, working habit and learning outcomes. It can be used for assessing any kind of performance because rubrics are very comprehensive in nature.

Different components in the rubrics enable teachers to recognize the strength and weaknesses of learners formatively. It makes assessor's expectations clear to the students and also helps the students meet these expectations successfully. It is very easy for the students to channelize their efforts accordingly after the feedback from the instructors.

Rubrics are comprised of four components:

1. A description of the assignment/assessment;
2. Criteria that will be assessed;
3. Descriptions of what is expected for each assignment component; and
4. Performance levels indicating mastering of various components.

On the basis of purpose of assessment, mainly two types of rubrics are used.

(i) Holistic rubrics

Holistic rubric is used when there is only one attribute to be assessed. It gives a single rating score on overall performance of the learner. Quick scoring will be done without any detailed feedback. When there is not a single right answer or opinion, overall performance or quality and proficiency of the work is assessed by using holistic rubrics.

(ii) Analytic rubrics

Analytic rubric is used when different attributes are to be assessed. Scores will be given for each criterion with detailed feedback. A carefully designed rubric can offer a number of benefits to instructors and students.

Table 14.3: A Sample of Holistic Rubric
(Group Project Work)

Criteria	**Exemplary (5)**	**Advanced (4)**	**Proficient (3)**	**Developing (2)**	**Limited (1)**
Overall participation of the individual					

Table 14.4: A Sample of Analytic Rubric
(Assessing Prose Reading Skill in English)

Criteria	Performance level			
	Attempted (1)	**Acceptable (2)**	**Admirable (3)**	**Awesome (4)**
Decoding				
Fluency				
Vocabulary				
Sentence Construction and Cohesion				
Pronunciation				

Table 14.5: A Sample of Blank Rubric

Criteria	Performance level			
	Level-1 (1)	**Level-2 (2)**	**Level-3 (3)**	**Level-4 (4)**
C1				
C2				
C3				
C4				
C5				

14.12.3 Learning Logs and Journals

Learning journals is a collection of notes, observations, thoughts and other relevant materials built-up over a period of time and usually accompanying a period of study, it is personal and will reflect your personality and expressions (Wikipedia).

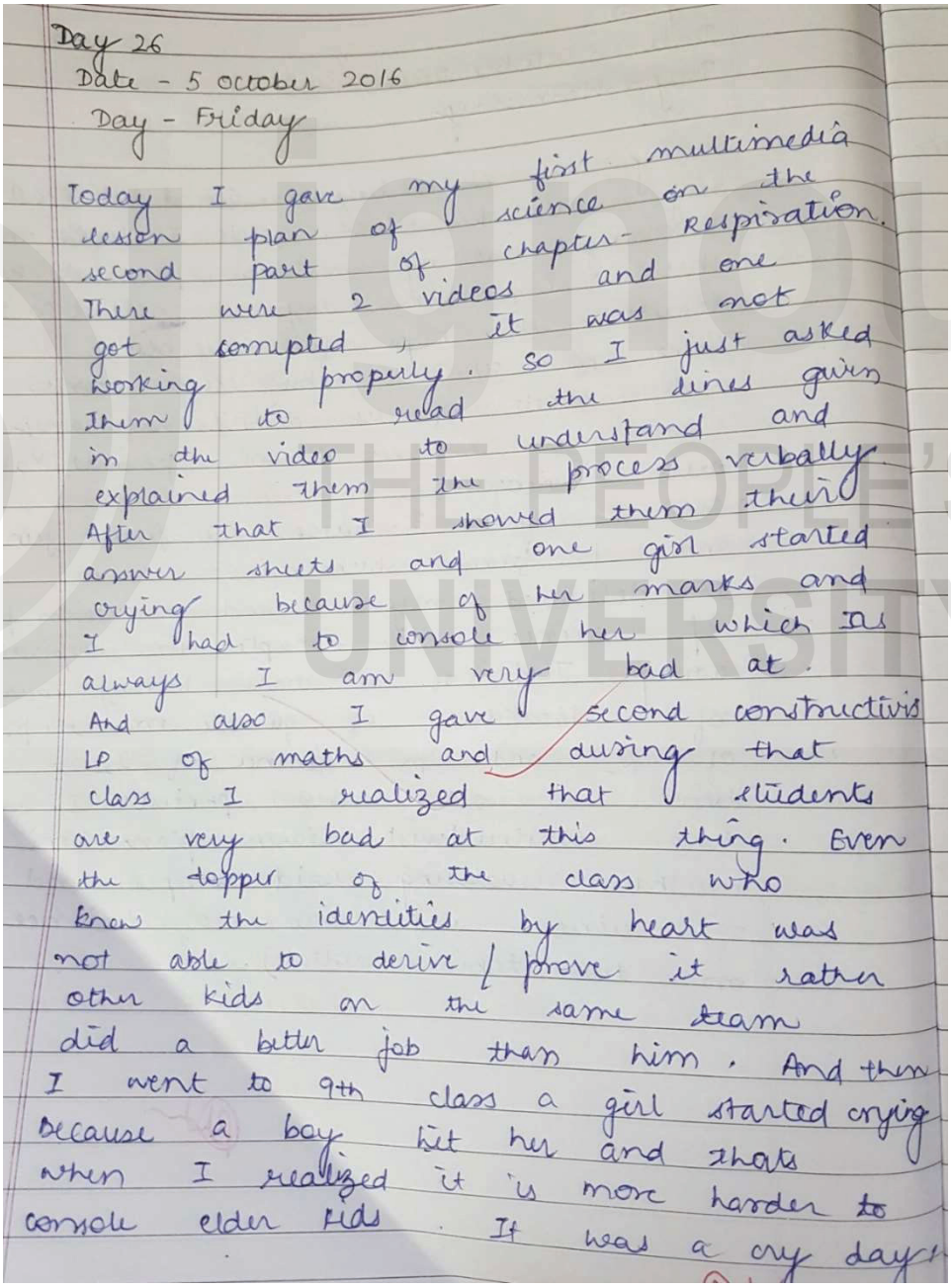
Learning logs are a personalized learning resource for children. In the learning logs, the children record their response to learning challenges set by their teacher. Each log is a unique record of the child's thinking and learning (Wikipedia).

Learning logs and journals are the record of personal experiences of learners during the teaching- learning process. These give emphasis on personal experience, reflections and reactions about what they have learned. It is used as a medium of reflection. While learning logs focus on recording the step by step activities accompanied with questions and ideas. It will be helpful to the

learners for self-assessment by correcting their mistakes. Writing learning logs and journals help the learners to strengthen the quality of their learning and integrate theory and practical.

Importance of writing learning logs and journals:

- It is a record of experiences. These experiences facilitate learning.
- Developing problem-solving skills, questioning attitude and critical thinking.
- Enhancing inter-cognition and reflection.
- Improving the ability of self-expression and self-empowerment.
- It works as a means of communication between one learner and the other.



Day 26
Date - 5 October 2016
Day - Friday

Today I gave my first multimedia design plan of science on the second part of chapter- Respiration. There were 2 videos and one got corrupted, it was not working properly. So I just asked them to read the lines given in the video to understand and explained them the process verbally. After that I showed them their answer sheets and one girl started crying because of her marks and I had to console her which is always I am very bad at. And also I gave second constructivist LP of maths and during that class I realized that students are very bad at this thing. Even the topper of the class who knew the identities by heart was not able to derive / prove it rather other kids on the same team did a better job than him. And then I went to 9th class a girl started crying because a boy hit her and thats when I realized it is more harder to console elder kids. It was a cry day.

Fig. 14.1:1 Format of journal writing

Check Your Progress 9

Note : a) Write your answers in the space provided after each item.

b) Compare your answers with those given at the end of the unit.

1. Write any two purposes that might be served by a portfolio.

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14.13 GRADING

Grades are standardized measurement of varying levels of comprehension within a subject area. Grades can be assigned in different ways such as a letter (A,B,C,D, etc.), in percentage, as a scale (5.0-1.0), as description (excellent, very good, good, average, satisfactory, needs improvement, etc.). The evaluation system that existed in earlier days in India suffered different anomalies. Most of the time it was found that it stressed only cognitive aspects of learning and numerical marking. Therefore, National Curriculum Framework (NCF) 2005 introduced grading system in schools to reduce examination pressure and negative assumptions about marking 0-100.

Grading is a system of assigning a degree using symbols of measurement of achievement of students. Care will be taken to define each symbols used uniformly and precisely so that all the concerned people can understand the meaning of each symbol communicate meaningfully. The grading pattern will be different for different departments/institutions. As far as school and educational institutions are concerned, a general pattern of grading system can be adopted.

Suppose we specify a grade to a particular student. What function does it do?

i. Compares student's performance with some absolute standard or a relative standard of the specified group already defined.

ii. Quality of performance on the basis of effort and achievement.

iii. Quality of knowledge or learning attained at the end of the any instructional process.

Grading by CBSE Scholastic Achievement

Marks range	Grade	Grade Point
91-100	A1	10
81-90	A2	9
71-80	B1	8
61-70	B2	7
51-60	C1	6
41-50	C2	5
31-40	D	4
21-32	E1	Fail
00-20	E2	Fail

Check Your Progress 10

Note : a) Write your answers in the space provided after each item.

b) Compare your answers with those given at the end of the unit.

1. Mention some of the academic areas where grading is better than marking for assessment.

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14.14 LET US SUM UP

In this Unit, you have studied the basic concepts of assessment and evaluation. Assessments can be classified on different basis. Based on purpose, assessments can be categorized as formative, summative and diagnostic. Nature of data is the basis for qualitative and quantitative evaluation. Scholastic and co- scholastic abilities should be assessed to get a complete profile of a child. In self-referenced assessment, the learner compared his/her own present performance with earlier performance. Performance based

assessment helps a teacher to check the effectiveness of both process and product of a task. It assesses to what degree the education system has achieved the pre-designed (intended) result. When you deal with alternative assessment, it goes beyond the knowledge acquired by learners and gives information about to what extend they are able to apply their knowledge.CCE comprised of two aspects 'continuous' and 'comprehensive'. CBA is trying to find out whether a person is able to do a task or group of tasks and how effectively they can do. When students judge their peers' performance, it is termed as peer assessment. Peer assessment combined with teacher assessment is found to be effective technique to assess individuals in a group work. Well-planned and systematic collections of students' works as portfolios, learning journals and learning logs can be used on any level of teaching- learning process. By coming to the end, you have come across with grading which is a system of assigning a degree using symbols of measurement of achievement of students.

14.15 UNIT- END ACTIVITIES

Check Your Progress 1

1. Construct a scoring rubric for an essay question in any subject of your choice.

Check Your Progress 1

1. Classify each of the following into formative, summative and diagnostic assessment:

   a) A term end examination.

   b) A class test to locate difficult area in solving linear equations.

   c) Conducting science quiz by a science teacher during the instructional process.

   d) Preparation of a portfolio at the end of a course.

   e) Teacher conducts reading test to find out errors in reading skills.

   f) Giving surprise test on any topic/unit.

3. If possible , try to get two or more portfolios used by students during their course with guidelines, purpose, scoring criteria, given by their teacher educators(student self-evaluation and reflections are also recommended).Analyze and discuss with colleagues about strengths and weaknesses of these portfolios and suggest changes if required.

4. Imagine that pen-paper tests are going to be abolished at all educational levels, discuss its direct and indirect consequences on students, and teachers.

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14.17 ANSWERS TO CHECK THE PROGRESS

Check Your Progress 1

1) Refer table 14.1

Check Your Progress 2

1) Areas of learning difficulties

   Different learning points

   Time available

   Remedial techniques

Check Your Progress 3

1) Quantitative and qualitative evaluations are used according to the nature of data available. To assess different aspects of learning and development both are important.

Check Your Progress 4

1) Scholastic assessment-Assessing cognitive abilities which includes knowledge, understanding, application, analysis, synthesis, evaluation, and creativity objectives. It is related to academic activities associated with different curricular subjects.

   Co- scholastic assessment – Assessing affective and psychomotor abilities include lifeskills, co-curricular activities, attitudes and values.

Check Your Progress 5

1)

Norm referenced	Criterion referenced
✓ Covers large domain of learning tasks. ✓ Emphasizes discrimination among individuals in terms of relative level of learning. ✓ Interpretation requires a clearly defined group.	✓ Focuses on a delimited domain of learning tasks. ✓ Emphasizes description of what learning tasks individuals can and cannot perform. ✓ Interpretation requires a clearly defined and delimited achievement domain.

2) Write your own argument.

Check Your Progress 6

1) Case analysis, debates, projects etc.

Check Your Progress 7

1) Learner's development is continuous and progress on various aspects should be assessed from the beginning and continue throughout the entire span of academic session.

2) Comprehensive evaluation means evaluation of both scholastic and co-scholastic areas. All the domains are to be assessed.

Check Your Progress 8

1) A well-designed peer assessment criterion removes the bias in the assessment process and reduces the number of free riders.

Check Your Progress 9

1. a) Students assessment and instruction.

   b) To display current accomplishments and demonstrate progress.

Check Your Progress 10

1) Manipulative skills, social skills, socio-emotional aspects, and individual and group projects.

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