

Unit - IV Assessment and Evaluation

What is the difference between assessment and evaluation?

A. Measure - Get objective information about learners performance.

B. Assess - Analyze and interpret information about a learner's performance.

C. Evaluate → Make decisions based on information about a learner's performance.

What is the purpose of assessment?

A. Diagnostic assessment → Done before the teaching process begins, at the beginning of an academic year or unit of study

1. Diagnostic assessment helps teachers prepare to teach a group of students

2. A diagnostic assessment may also be done before beginning an action research project

B. Formative assessment - Done during the teaching process to see if the instructional techniques are effective

C. Summative assessment - Done after the teaching process - to see what students have learned.

1. Learners are usually evaluated on summative assessment results

D. Good evaluation can motivate learners to study. Poor or unfair evaluation techniques may make learners less motivated to study.

E. Evaluation provides learners with information on their abilities and performance.

What are the basic principles of assessment and evaluation?

A. Grading should be coherent with teaching and learning objectives.

B. Teachers should base grades on a variety of sources - not just one.

C. Learners should be evaluated fairly.

1. Teachers should develop objective criteria before giving an assignment.

a. Criteria like 'nice' good creative and active are difficult to define and may lead to subjective grading.

D. Evaluation tools can help teachers fairly analyze specific criteria

a. A checklist is easy to use, but doesn't provide detailed information on work

1. checklists weight every criteria equally

b. A rating scale rates a learner's performance using numbers or descriptive words

1. A rating scale is easy to use, and provides more detailed information on performance than a checklist

2. checklists weight every criteria equally

c. A rubric evaluates the level of a learner's performance in a number of specific areas

1. Rubrics can be either simple or very complex depending on the task to be graded.

2. Rubrics provide very detailed

feedback on specific areas of a task

c. checklists can give different weight to different criteria.

E. Learners should know how and on what they will be graded they should not be surprised

1. Teachers can give a course syllabus with information about activities that will be graded and the criteria that will be used to grade them at the beginning of a semester or year

2. Teachers can show learners the checklist rating scale or rubric when they assign a task

3. If learners know what the objectives of an assignment or class are they can work more effectively

What is authentic assessment? Traditional assessment.

A. Traditional assessment tries to measure knowledge

1. An examination or exercises from the text that use true/false questions, multiple choice, matching or fill in the blank is a traditional way to measure knowledge

2. This type of assessment is not like real life - in real life learners don't match, fill in the blanks or identify a statement as true or false

3. This type of assessment only focuses on what learners know not on their ability to use it

A. Traditional assessment is usually easy to grade, because answers are either right or wrong

B. Authentic assessment tries to measure learners' ability to apply the knowledge.

1. A project that asks learners to design an advertising brochure, make a newspaper or write a dialog is an example of authentic assessment

2. This type of assessment tries to copy the way that learners use language in real life

2. It focuses on the ability to apply information, not only to know it

A. Authentic assessment can be difficult to grade because it is not yes/no/right/wrong

What about peer or self assessment?

A. Teacher can ask learners to evaluate themselves or their classmates

B. Effective self and peer assessment requires practice. The first time learners assess themselves or peers it may be confusing.

1. Initially learners may have difficulty effectively assessing their own and classmates' work

2. Teachers should select assessment tasks which are within learners' ability

3. Initially the teacher should select a limited number of simple and concrete criteria

c. Assessment tools like checklist rating scales or simple rubrics can help learners effectively assess themselves or others

d. Self and peer assessment can be used as tools to help learners reflect on the learning process and the learning product

1. Self or peer assessment can be followed by a period of reflection

b. As learners look at and assess the result of their work or their classmates' work the teacher should ask them to identify learning strategies.