



Assessing student learning

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Assessment Method Exploration

- **Task:** Research different assessment methods (e.g., formative vs. summative, self-assessment, peer assessment). Choose one method and explain how you would apply it to a subject you are studying.
- **Implication:** Exploring various assessment methods can deepen your understanding of how learning is evaluated.

Interrogating practice

- What, in your view, is the purpose of assessment?
- Does this belief come from **how you were taught and assessed yourself**, or **from your subject discipline practices**, or from what you have read in the assessment literature?
- Looking at these three sources, do you think they constrain (ограничивать) you in different ways, making it difficult to change your assessment practice if you wanted to?

What is Assessment?

Assessment is one of the most controversial issues in higher education today. Assessment as feedback is focused more on practices to improve student learning.

What is Assessment?

ISU Writing Program

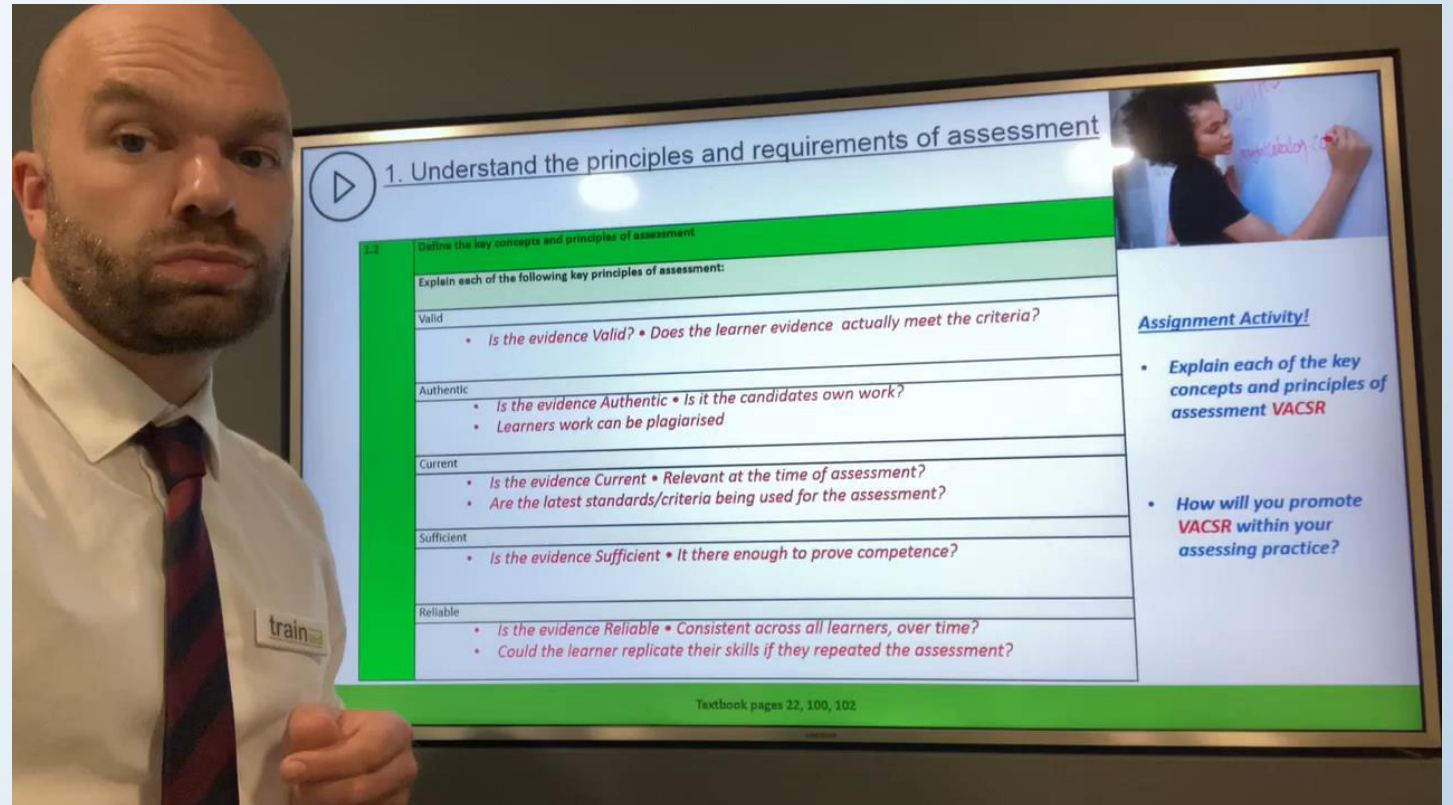


PURPOSES OF ASSESSMENT

- **Pedagogy:** promoting student learning by providing the student with feedback normally to help improve his or her performance (but also to determine what and how students learn).
- **Measurement:** evaluating student knowledge, understanding, abilities or skills.
- **Standardisation:** providing a mark or grade that enables a student's performance to be established. The mark or grade may also be used to make progress decisions.
- **Certification:** enabling the public (including employers) and higher education providers to know that an individual has attained an appropriate level of achievement that reflects the academic standards set by the awarding institution, including the Framework for Higher Education Qualifications.

Key principles of assessment

It is clear that students can readily adopt a surface or a deep approach depending on how they perceive the learning context, and most crucially how they perceive the assessment task.



1. Understand the principles and requirements of assessment

1.1 Define the key concepts and principles of assessment

Explain each of the following key principles of assessment:

Valid	Is the evidence Valid? • Does the learner evidence actually meet the criteria?
Authentic	- Is the evidence Authentic • Is it the candidates own work? - Learners work can be plagiarised
Current	- Is the evidence Current • Relevant at the time of assessment? - Are the latest standards/criteria being used for the assessment?
Sufficient	Is the evidence Sufficient • Is there enough to prove competence?
Reliable	- Is the evidence Reliable • Consistent across all learners, over time? - Could the learner replicate their skills if they repeated the assessment?

Textbook pages 22, 100, 102

Assignment Activity!

- Explain each of the key concepts and principles of assessment **VACSR**
- How will you promote **VACSR** within your assessing practice?

Personal Learning Inventory

Task for you

- **Task:** Create a personal learning inventory that includes your preferred learning styles, strengths, weaknesses, and effective study strategies.
- **Implication:** Knowing your learning preferences can guide you in selecting the best study methods for your success.

Feedback to support learning

This is a complex process, involving the distinction between formative and summative assessment. **Summative assessment** is defined as that which contributes to a grade and overall calculation of the degree classification, whereas **formative assessment** is defined as that which enables students to see how well they are progressing and gives them feedback.

1 Facilitates the development of self-assessment (reflection) in learning.

2 Promotes peer and tutor dialogue around learning.

The concept of dialogue between students first of all means collaborative work so that they can share understandings of what is required. This is usually when summative assessment is involved.

Feedback to support learning

3 Helps clarify what good performance is (goals, criteria, expected standards).

This is particularly the case for strategic students who are achievement orientated and will do whatever is required to achieve the best possible marks.

4 Provides opportunities to close the gap between current and desired performance.

This can be done mainly through staged assessment and/or formative assessment, since feedback which is given at the end of the course is likely to have little effect on students' learning – a problem that is exacerbated (усугубляется) with provision of a higher education experience in modules.

Feedback to support learning

5 Delivers high-quality information to students about their learning.

Feedback that is written can lead to all kinds of misinterpretation but there are many other ways of informing students about their progress such as the personal response system. This not only enables lecturers to correct misunderstandings but also gives them a good idea of how students are learning.

6 Encourages positive motivational beliefs and self-esteem.

This can, in practice, be very difficult to do when students tend to be more influenced by the grade they receive than the feedback comments because we cannot give high grades to boost self-esteem.

Feedback to support learning

7 Provides information to teachers that may be used to help shape the teaching.

At the end of a lesson: 'What is the single most important thing you have learned in this session?' and 'What is the single most important thing you feel you still have to learn next time?'

Interrogating practice

What can you do to improve your feedback using the seven principles articulated above? How can you monitor/evaluate whether there has been any improvement?

What's "Fair" in Assessment?



BEYOND

THE

APPLE ...

reframing conversations in education



Is Assessment fair or unfair for all learners?

Majority

- should be penalised for grammar and spelling mistakes in marking;
- should be penalised in oral assessments for communication skills (such as learning new active terminology, listening, speaking);
- may have to be assessed in all higher order cognitive skills (speaking, writing, listening, problem solving, and reading).



Inclusivity

- **dyslexia** should not be penalised for grammar and spelling in marking;
- **a hearing disability** should not be unfairly penalised in oral assessments for communication skills;
- **a visual impairment** may have to be assessed orally.

Concept of Educational Testing

- Testing is neither assessment nor appraisal, but at the same time it may become a means to getting information, data or evidences needed for assessment and appraisal.
- Testing is one of the significant and most usable technique in any system of examination or evaluation.
- It envisages (предусматривает) the use of instruments or tools for gathering information or data.
- In written examinations, question paper is one of the most potent tools employed for collecting and obtaining information about students' achievement.

Context of Educational Testing

- A test of educational achievement is one designed to measure knowledge, understanding, or skills in a specified subject or group of subjects.
- The test might be restricted to a single subject, such as arithmetic, yielding a separate score for each subject and a total score for the several subjects combined.
- Tests of educational achievement differ from those of intelligence in that the former are concerned with the quantity and quality of learning attained in a subject of study, or group to subjects, after a period of instruction and the latter are general in scope and are intended for the measurement and analysis of psychological processes, although they must of necessity employ some acquired content that resembles the content found in achievement tests.

Nature and Scope of a test

- Most educational achievement tests are devoted largely to the measurement of the amount of information acquired or the skills and techniques developed.
- In recent years, however, an increasing number have been devised to measure such educational results as attitudes and appreciations, ability to solve problems, to draw inferences from subject matter, to apply generalizations to specific situations and problems.
- Emphasis upon these more recent types of test materials is clearly illustrated in a publication in which educational objectives are analyzed in detail.
- There are six major classes of objectives. These are **knowledge**, **comprehension**, **application**, **analysis**, **synthesis**, and **evaluation**. Each of these is analyzed into several aspects.
- For example, knowledge is divided into knowledge of specifics, ways and means of dealing with specifics, universals and abstractions in a field.

Written Examinations

- In the process of evaluation of cognitive outcomes of learning, the most common and reliable technique is that of testing.
- For collection of data both testing and non-testing techniques (observation, inquiry, analysis) are usable.
- With each technique a number of tools are associated, which help gather the data or evidences required.
- In testing technique we may use written examinations, oral Notes testing and practical examination corresponding to the assessment of cognitive or psychomotor outcomes of learning.
- Written tests are more reliable for measuring the learning outcomes in cognitive domain, whereas practical examinations are more dependable for measuring the learning outcomes in psychomotor domain.
- Written tests are still most acceptable due to better reliability than oral and practical tests for judging the students' achievement, in spite of some limitations.

Oral Examination Purpose

- (a) to test oral skills that cannot be tested through written examinations.
- (b) to confirm and probe further evidences gathered through written examination whenever desired (viva);
- (c) to judge the extent to which such skills are warranted by the nature of subject;
- (d) to make quick oral review for informal assessment of what the pupils have learnt or their deficiencies.
- ***For improving validity and reliability of oral examinations, and systematic evaluation in the field of languages it is necessary to:***
 - (i) identify clearly listening, speaking, reading and written expression;
 - (ii) delineate (очертить) the aspects of evaluation of language and content elements in case of oral expression;
 - (iii) define oral expression in terms of expected competencies like use of appropriate words in right context using correct sentence pattern, pronouncing words correctly, modulating voice according to the situation, speaking at a reasonable speed, arrange idea in logical sequence, using proper gestures, avoiding mannerism etc.;
- (iv) develop criteria of assessment;
- (v) define each criterion;
- (vi) prepare a scale for each component;
- (vii) develop marking scheme;
- (viii) decide about the mode of conducting the examination;
- (ix) devise (изобретать) questions and exercises;
- (x) interpret responses;
- (xi) provide feedback of results for remediation.

Classification of Tests

- Form (a) **Oral examinations** (b) **Written examination**
- Purposes (a) **Prognostic**. (b) **Diagnostic**. (c) **Power**. (d) **Speed**. (e) **Accuracy** (f) **Quality**. (g) **Range**.
- Organisation (a) **Essay**. (b) **Objective**.
- Period or Time of Administering (a) **Daily** (b) **Weekly** (c) **Monthly** (d) **Term**. (e) **Year**.
- Duration (a) **Short**. (b) **Long**.
- Method of Scoring and Interpreting Results (a) **Non-standardized**. (b) **Standardized**.
- Abilities Involved (a) **Speed**. (b) **Comprehension**. (c) **Organization**. (d) **Judgement**. (e) **Retention**. (f) **Appreciation** etc.
- Nature of Material Included (a) **Arithmetic**. (b) **Language**. (c) **Reading**. (d) **Spelling**. (e) **Writing** etc.
- Mental Functions Involved (a) **Association**. (b) **Memory**. (c) **Recall**. (d) **Recognition**. (e) **Problem-solving**.
- Types of Response Involved (a) **Alternate response**: (1) *True - False* (2) *Yes - No* (3) *Plus - Minus*. (b) **Multiple response**: (1) *Best Answer*. (2) *Correct Answer*. (c) **Completion**. (d) **Matching**. (e) **Identification** (f) **Enumeration**. (g) **Essay**.

Issues of Educational Testing

- (i) It consists of a very limited number of questions from 6 to 10 questions.
- (ii) Questions do not cover the major portion of the syllabus.
- (iii) Chance element predominates.
- (iv) Questions mostly encourage memorisation and cramming.
- (v) Options are very often provided. Students are asked to attempt any five or six questions out of ten questions (usually this is the number).
- (vi) Directional words like 'State', 'Describe', 'Explain', 'What do you know' and 'Interpret' make the question paper vague. Answers vary to a considerate extent.
- (vii) Students depend upon 'guess work'.
- (viii) Marking becomes very subjective.
- (ix) Standardization of marking becomes very difficult.

Limitations

- **Lowering of Moral Standard:** Examinations teach the students different ways of becoming dishonest. Books are smuggled (контрабандный) in the examination centres and attempts are made on the life of the supervisors who try to catch the students using unfair means.
- **Ignoring Qualities of Character:** They fail to provide any measure to test the originality, initiative, truthfulness, honesty, sociability of an individual and thus they fail to test real education. "Training in originality and independence of thought, correctness of judgement or reasoning, responsiveness to noble ideas and sentiments and enjoyment of beautiful things - these cease to be the aims of teacher's effort for they are not judged by the traditional examination. Examination is the sole aim and cram (зубрить) the sole method.
- **Subjectivity:** Subjective attitude of examiners influence the marks of individuals and leads to a great variability in marking. Vernon points out, "The same script might receives a different mark if read after instead of before dinner."
- **Heavy Mental Strain:** Most of the students are in the habit of working strenuously just near the annual examination and this severely tells upon their health, leads to mental dyspepsia (расстройство) and discourages the formation of healthy mental habits.

Develop Frustration

- Failures in examinations lead to frustration and even to suicides in some cases.
- Heavy weightage to verbal ability in many tests.
- Difficulty in obtaining level norms.
- Relative narrowness of the traits measured by tests.
- Indifference, lack of attention, low commitment and generally low motivation of the students, tending to invalidate the test results.
- Difficulty to follow the directions of the tester by the testee.
- Undue influence of socio-cultural conditions or environmental influences on the testees or the students.
- Low validity and reliability in the case of some pupils.