

Overview of the Session

- Assessment concept and principles
- Assessment types and purposes



Learning Outcomes of this Session

- Ability to select appropriate assessment approach connecting to taxonomy levels and purposes of assessment;
- Ability to design effective assessment system.

Assessment ?

- The process of obtaining information for decision
- The systematic process of collecting, analyzing and interpreting information to determine the extent to which learning outcomes have been achieved.
- Creating a basis for judgment on the performance of Student
- Measuring level of competence or Skill

Assessment...

- **What ?**

Qualifications that refer learning outcomes

- **WHY?**

Refers to the purposes

- **How ?**

Validity & reliability

Types of Assessment: Diagnostic

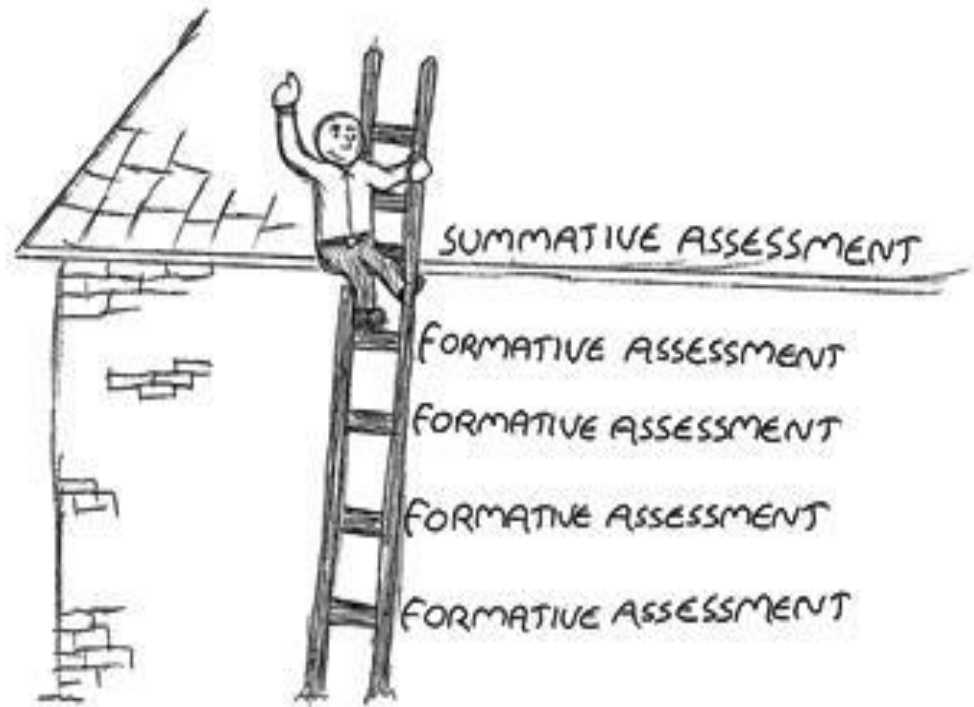
- Takes place before the instruction of learning outcomes or course
- Assessing the pre-requisite qualifications
- Identifying the strengths and weaknesses
- Identifying the level learning

Types of Assessment: Formative Assessment

- During the teaching-learning session.
- It is an ongoing process based on day to day performance of the students.
- It covers some areas of learning, which is very difficult to assess during summative assessment like team performance, leadership, ethical standard, attitude, commitment, patience, adaptability, and efforts made to resolve a particular problem or issue etc.
- Feedback to the students so that appropriate actions can be taken for further improvement.

Types of Assessment: Summative

- At the end of a particular course/semester.
- It judges the level of learning, knowledge and skills, which forms the basis of promotion to the next higher class or graduation.



Types of Assessment: Referenced Assessment

- Criteria-Referenced assessment: Student performance is compared with a predetermined learning outcomes or standard or benchmark.
- Norm-referenced assessment: Performance of a student is compared with the performance of other in the similar cases. Such assessment simply defines the relative position or standing of a student among a group of students.

Formative Vs. Summative Assessment

	Formative	Summative
When?	Before or during instruction	End of instruction
Purpose?	Guide the teacher in planning and improving instruction; help students improve learning	Let teachers and students know the level of accomplishment attained.

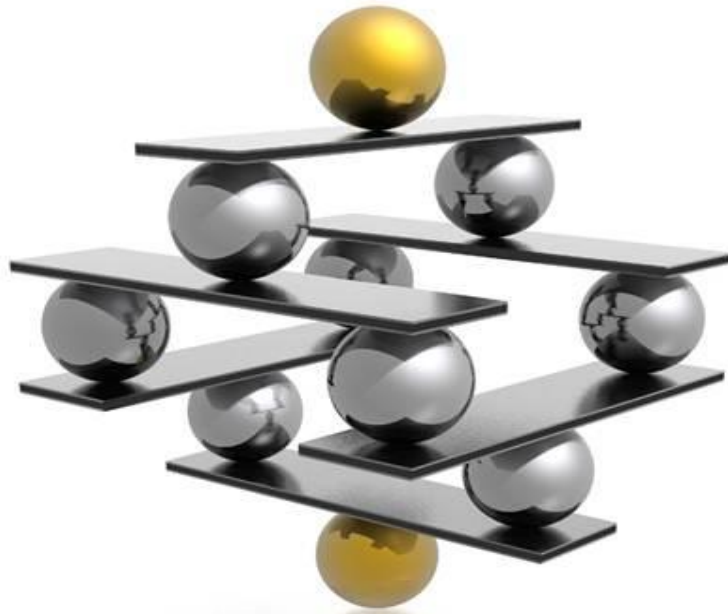
Assessment Tools/Instruments

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- **Written examination:** Objective/Essay type /MCQ
- Open-book exam
- Oral defense/Exam
- **Group activity/Project work** (Individual/Group)
- **Presentation/ Demonstration**
- **Simulation ----- Role play** (Like TIMS)
- Case Analysis (WAC)/Assignment
- Practical exam
- Reflection paper/Report Writing

Principles of Assessment

The key principles of effective assessment and the common weaknesses of assessment systems are primarily concerned with...



...linkages between ***outcomes***, the design of ***assessment tasks***, ***criteria***, ***marking procedures*** and ***feedback***.

(Brown, 2001)

Traits Effective Assessment Systems

- Shared, achievable learning outcomes communicated to students
- Multiple measures/tools
- Organized feedback system
- Open sharing of data
- Dialogue with spirit of inquiry not culture of fear
- Changes resulting from assessment

Remember

- Your assessment is the last station of QA
- Your assessment is the assurance of quality to the external stakeholders
- Your assessment is critical for employability
- Your assessment is foundation of career building
- Your assessment will create the credibility of the program
- Your assessment will enhance the image of your institution
- Your dishonest, illogical or careless assessment does not prove your kindness or greatness.

SO

- Be careful about assessment
- Be logical in assessment
- Be honest in assessment
- Be trustworthy to the community
- Be fair and ethical in assessment

