

**EDU 08-ASSESSMENT FOR LEARNING
Handbook**

**Contact Hours: 100 (Instruction)
Maximum Marks: 100 (External: 80, Internal: 20)**

UNITS	OBJECTIVES	CONTENT	SCOPE OF THE CONTENT	REFERENCES
<p>Unit 1: Basics of Assessment (10 Hours)</p>	<p>-To make the students aware about the concept and need of Assessment</p> <p>-To make them familiar with principles of Assessment practices</p>	<p>i) Meaning, Related terms-measurement, evaluation, examination</p> <p>ii) Role of assessment in learning-as learning, for learning, of learning</p> <p>iii) Formative and summative assessment</p> <p>iv) Purposes of assessment</p>	<p>-Meaning and any two definitions of Assessment</p> <p>-Differentiate measurement, evaluation, examination</p> <p>Importance of Assessment –Use of Assessment in various classroom situations- Scope of Assessment in Evaluation-as learning, for learning, of learning.</p> <p>Meaning and functions of Formative & Summative evaluation</p> <p>Purpose & Functions of Assessment in Learning</p>	<p>Linn, R.L. & Gronlund, N.E. (2005). Measurement and assessment in teaching. New Delhi: Pearson Education.</p> <p>Patel, R.N. (1978). Educational evaluation: Theory and practice. Bombay: Himalaya Publishing House</p> <p>https://curriculum.gov.mt/.../Assessment/Assessment-of-Learning/.../asses...</p> <p>https://www.edu.gov.on.ca/en/g/aboriginal/5AAssessmentPractices.pdf</p> <p>Bloom, S.B. Hastings, J.T. and Madans, G.F. (1971). Handbook on Formative and Summative Evaluation of student Learning. New York: McGraw – Hill Book.</p> <p>Linn, R.L. & Gronlund, N.E. (2005). Measurement and assessment in teaching. New</p>

		<p>v)Principles of assessment practices-principles related to Selection of Methods for assessment, Collection of assessment information, Judging &scoring of students' performance, Summarization &interpretation of results, Reporting of Assessment Findings.</p>	<p>Principles of Assessment in Learning-effective planning, focus on how students learn, constructive guidance, reflective and self -managing etc</p>	<p>Delhi:Pearson Education Assessment Reform Group (2002) Assessment for Learning: 10 Principles. Cambridge: University of Cambridge School of Education. Baines. Freeman,R.&Lewis,R.(2005). Planning and implementing assessment.London:Routledge Falmer.</p>
<p>Unit 2: Assessment for Learning in Classroom (12Hours)</p>	<p>-To Understand the Assessment practices in various approaches of Teaching</p>	<p>i) Student Evaluation in transmission-reception (behaviourist)model of Education- drawbacks. ii)Changing Assessment practices-assessment in constructivist approach. -CCE</p>	<p>Drawbacks of evaluation system in behavioristic model Paradigm shift in assessment-CCE, Grading. Role of Projects,Seminars,Assignments, Portfolio in assessment</p>	<p>NCERT(2005). National Curriculum Framework: New Delhi NCERT(2006). Examination Reforms. New Delhi Freeman,R.&Lewis,R.(2005). Planning and implementing assessment.London:Routledge</p>

	<p>-To Familiarise the students with the types and practices of Assessment.</p>	<p>projects, seminars, assignments, portfolios, Grading.</p> <p>iii)Types of Assessment- Practice based, Evidence based, Performance based, Examination based.</p> <p>iv)Practices of Assessment- Dialogue, Feedback through marking, Peer & self-Assessment. -Formative use of Summative Test</p>	<p>Major types of Assessment-its relevance in classroom situations- Practice based, Evidence based, Performance based (based on process and product), Examination based.</p> <p>Meaning of practices of Assessment - concept of Dialogue, Feedback through marking, Peer & self-Assessment. -Formative use of Summative Test</p>	<p>Falmer.</p> <p>Linn, R.L. & Gronlund, N.E. (2005). Measurement and assessment in teaching. New Delhi: Pearson Education.</p> <p>Black, P. and Wiliam, D. (1998a) 'Assessment and classroom learning', Assessment in Education: Principles, Policy and Practice, 5(1): 7-73.</p> <p>www.dylanwiliam.org/Dylan_Wiliams_website</p>
<p>Unit 3:</p> <p>Tools & techniques for classroom</p>	<p>-To Identify the various tools and techniques for classroom assessment</p>	<p>i) Tools & techniques for classroom assessment- observation, Self-reporting, Testing; anecdotal records, check lists, rating scale, Tests-</p>	<p>Difference between Tools and Techniques-Techniques (Observation, Self-reporting, Testing) Observation-meaning, merits and demerits, types: participant and non-participant, structured and unstructured, controlled and uncontrolled</p>	<p>Linn, R.L. & Gronlund, N.E. (2005). Measurement and assessment in teaching. New Delhi: Pearson Education</p>

<p>assessment</p> <p>(20 Hours)</p>	<p>-To make aware about the different types of tests and test items</p> <p>-To make familiar with the tools for measuring affective domain</p>	<p>types of tests.</p> <p>ii) Rubrics- meaning, importance</p> <p>iii) Assessment Tools for affective domain- Attitude scales, motivation scales, interest inventory</p>	<p>Self-reporting: meaning, merits and demerits</p> <p>Testing: meaning, merits and demerits</p> <p>Tools (anecdotal records, check lists, rating scales, tests)</p> <p>Anecdotal records: meaning and uses</p> <p>Rating scale: meaning, uses and types - numerical rating scale, graphic rating scale and descriptive rating scale</p> <p>Tests – meaning, uses, types - standardized vs teacher made(based on standardization procedure), paper pencil tests and performance test (on the basis of response), group test and individual test/oral-written/speed-power tests (on the basis of way of administration), verbal vs non-verbal tests, objective vs subjective tests(based on items), norm referenced and criterion referenced(based on criteria covered), achievement and diagnostic test(based on purpose).</p> <p>Rubrics- meaning, importance and types- holistic, analytic, general and task specific-merits</p> <p>Measuring affective domain-through scales and inventories</p> <p>Concept of attitude scale (Likert type), motivation scale and interest inventory-</p>	<p>Ebel, R. L. (1966). Measuring Educational Achievement. New Delhi: Prentice Hall of India Pvt. Ltd</p> <p>https://resources.depaul.edu/teaching.../rubrics/.../types-of-rubrics.aspx</p> <p>Linn,R.L.&Gronlund,N.E.(2005).Measurement and assessment in teaching.New Delhi:Pearson Education</p>
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<p>Unit 4:</p> <p>Issues in classroom assessment</p> <p>(13 Hours)</p>	<p>i) Major issues- commercialisation of assessment, poor test quality, domain dependency, measurement issues, system issues</p> <p>ii) Reforms in assessment-open book, IBA, on line, on demand</p>	<p>Issues in assessment- commercialisation of assessment, poor test quality, domain dependency, measurement issues, system issues</p> <p>Concept of open book, IBA, on line, on demand exams-merits and demerits of each one</p>	<p>www.intmath.com/blog/.../classroom-assessment-issues-and-practices-85</p> <p>IGNOU, MESE 057(5). Recent trends and innovative practices in evaluation.</p>	

		<p>iii) Examination reform reports</p>	<p>Recommendations related to examination reforms given by various reports after independence</p>	<p>NCERT(2006). Examination Reforms. New Delhi. www.yourarticlelibrary.com/essay/examination-reforms-in-india</p>
<p>Unit 5:</p> <p>Assessment in inclusive practices</p> <p>(25 Hours)</p>	<p>- To make them understand how assessment can be possible in inclusive settings</p> <p>-To develop necessary skills for preparation of achievement test and diagnostic tests</p>	<p>i) Differentiated assessment- culturally responsive assessment</p> <p>ii) Use of tests for learner appraisal-achievement test, Diagnostic test- construction of each- preparation of test items- scoring key- marking scheme-question wise analysis</p> <p>iii) Quality of a good test</p>	<p>Concept of Culturally responsive assessment -meaning of Differentiated assessment- merits and demerits</p> <p>Need for learner appraisal-achievement test, Diagnostic test- difference between these two- construction of each -preparation of test items- scoring key- marking scheme--question wise analysis</p> <p>Quality of a good test-objectivity, comprehensiveness, reliability-brief explanation of different types, validity-brief explanation of different types,, discriminative power, practicability</p>	<p>www.victoria.ac.nz/education/pdf/june-slee.pdf</p> <p>Patel,R.N.(1978).Educational evaluation:Theory and practice.Bombay:Himalaya Publishing House</p> <p>Patel,R.N.(1978).Educational evaluation:Theory and practice.Bombay:Himalaya Publishing House</p>

		<p>iv) Ensuring fairness in assessment</p> <p>v) Assessment for enhancing confidence in learning- Relationship of assessment with confidence, self-esteem, motivation-ipsative assessment</p>	<p>How to make evaluation free from Bias</p> <p>Need of Assessment in checking quality improvement of students- developing Confidence in students- Interrelation of Assessment & confidence. Concept & importance of ipsative assessment learning.</p>	<p>Freeman,R.&Lewis,R.(2005). Planning and implementing assessment.London:Routledge Falmer.</p> <p>Hughes, G. Wood, E. & Okumoto, K.(2009). Use of ipsative assessment in distance learning Centre for Distance Education Report. University of London.</p>
<p>Unit 6</p> <p>Reporting Quantitative assessment data</p> <p>(20Hours)</p>	<p>To understand the various statistical techniques for reporting quantitative data</p>	<p>Statistical techniques for interpreting and reporting quantitative data</p> <p>i) Measures of central tendency</p> <p>ii) Measures of dispersion</p> <p>iii) Correlation</p>	<p>Importance of statistics in reporting data.</p> <p>Concept of measures of central tendency- Mean, median, mode-merits and demerits-calculation of each for raw data and frequency distribution</p> <p>Concept of measures of dispersion- Range, quartile deviation, mean deviation, standard deviation- merits and demerits-calculation of each for raw data and frequency distribution</p> <p>Meaning of correlation-positive, negative</p>	<p>Gupta,S.P.(2012).Elementary statistical methods.New Delhi:Sultan Chand & Sons</p>

		iv) Graphs & Diagrams	and zero correlation-calculation of Pearsons' product moment coefficient of correlation Difference between graphs & diagrams-advantages of graphical representations-construction of histogram, frequency polygon, ogive and Pie diagram	
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Tasks and Assignments

1. Prepare a tool for measuring any of the affective outcomes of the learner, administer it to a group of students (N>30) and interpret the result.
2. Visit nearby school and collect information regarding the advantages and disadvantages of CCE from teachers and prepare a report.

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