

Draft

Module 1.3



School Based Assessment

DRAFT

INTRODUCTION:

It has been recognized across the globe that a full commitment to teaching and learning must include assessing and documenting student's learning. There is a strong external drive for Outcomes Assessment focuses primarily on improving student learning. Learning Outcomes are assessment standards indicating the expected levels of learning that children should achieve for that unit/class. These outcomes can be used as check points to assess learning at different points of time. The learning outcomes would help teachers to understand the learning levels of children in their respective classes individually as well as collectively.

Recently, the National Council of Educational Research and Training (NCERT) has developed Learning Outcomes for Elementary Education. The learning outcome-oriented assessment will not only help to make the shift in the focus of student learning from content to competencies..

The National Council of Educational Research and Training (NCERT) conducted NAS 2017 which is the largest survey in school education. The NAS 2017 is crucial milestone in the move towards quality education. The NAS 2017 used learning outcomes as reference for conducting achievement survey. The District level reports and State reports have already been released.

The Right of Children to Free and Compulsory Education Act, 2009 (RTE Act, 2009), requires that Continuous and Comprehensive Evaluation be implemented for children till the completion of elementary schooling. Considering attitudes, emotions and values as integral parts of cognitive development, NCF-2005 recommended an internal school-based system of assessment that could provide information on a child's overall development in a continuous and comprehensive manner.

School-based Assessment:

School-based assessment (SBA) is an assessment which is embedded in the teaching and learning process. It has a number of important characteristics which distinguish it from other forms of assessment:

- It involves the teacher from the beginning to the end: from planning the assessment programme, to identifying and/or developing appropriate assessment tasks right through to making the assessment judgments.
- It can be adapted and modified by the teacher to match the teaching and learning goals of the particular class and students being assessed.
- It is carried out in ordinary classrooms.
- It is conducted by the students' own teacher.
- It involves students more actively in the assessment process, especially if self and/or peer assessment is used in conjunction with teacher assessment.
- It allows the teacher to give immediate and constructive feedback to students.

- It stimulates continuous evaluation and adjustment of the teaching and learning programme.
- It complements other forms of assessment, including external examinations

2.0 ASSESSMENT:

Assessment of student achievement, the process of collecting, examining and using information about what students know and can do, is the basis of effective teaching and learning. The relationship between assessment, teaching and learning is dynamic and interactive.

2.1 Types of Assessment:

Assessment of learning refers to assessment processes that summarise and report students' achievements at a given point in time. Usually known as summative assessment, assessment of learning summarises a student's learning. This information should give teachers, school managers, parents and students a dependable and sound summary of students' progress and accomplishments. Examples of assessment of learning include:

- a midterm exam,
- Final Exam
- Teacher created tests
- Performances

Assessment for learning, sometimes referred to as formative assessment, has been defined as "all those activities undertaken by teachers, and by the students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged." This assessment involves a close relationship between the teacher, the student and the teaching and learning programme. Examples of assessment for learning include:

- Student observation
- Reflection Journals
- Peer reviews
- Portfolio-ongoing
- draw a concept map in class to represent their understanding of a topic
- submit one or two sentences identifying the main point of a topic/concept taught

Assessment as learning is also formative assessment describes the process of students monitoring their own learning and progress. It occurs when students understand how they are learning and what they need to do to improve. They can interpret their assessment

information from different sources and use it to make decisions about their own learning.

Assessment as learning:

- encourages students to take responsibility for their own learning
- requires students to ask questions about their learning
- involves teachers and students creating learning goals to encourage growth and development
- provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- Encourages peer assessment, self-assessment and reflection.

The teachers' role in promoting the development of independent learners through **assessment as learning** is to:

- model and teach the skills of self-assessment
- guide students in setting their own goals, and monitoring their progress toward them
- provide exemplars and models of good practice and quality work that reflect learning outcomes
- work with students to develop clear criteria of good practice
- guide students in developing internal feedback or self-monitoring mechanisms to validate and question their own thinking.
- Create conducive and supportive environment for students learning

Reflection: Think about when you use assessment as learning in your classroom. Whether your students are going for out-of-box solution?

2.2 Feedback: Feedback is an important part of the assessment process. It has a significant effect on student learning and has been described as the most powerful single moderator that enhances achievement. Feedback is valuable when it is received, understood and acted on.

Why feedback? Complex skills, such as monitoring and self-regulation, become routine only when there is constant feedback and practice using the skills. Effective feedback challenges ideas, introduces additional information, offers alternative interpretations, and creates conditions for self-reflection and review of ideas.

Assessment as learning and Feedback

Feedback in **assessment as learning** encourages students to focus their attention on the task, rather than on getting the answer right. It provides them with ideas for adjusting, rethinking, and articulating their understanding, which will lead to another round of feedback and another extension of learning.

Conventionally, feedback is conceptualised as an issue of ‘correction of errors’ or ‘knowledge of results’.

Feedback provides students with helpful information about their learning. This helps students “**learn to learn**”.

Examples: Language

✓ DOES provide feedback

I noticed that you are listening to me.

That's good, the way you tried to sound out that word.

Good try! Now say it like this ...

You know most of your words. Which ones do you now NEED to learn?

Look at the word again. What sound does it start with? Is that what you wrote / said?

This word is spelt not right. How can you check the spelling of that word?

x Does NOT provide feedback

That's not how you do it.

Good boy.

Good.

Please do this again correctly.

No.

That's wrong.

Self and Peer Assessment: Important aspects of Assessment as learning

Self and peer assessment are important aspects of ‘assessment as learning’ practice. Assessing their own work or that of peer can help students to develop their understanding of the Intended Learning Outcomes and the Assessment Criteria. Research has shown that learners make more progress when they are actively involved in their own learning and assessment.

The main aims of self and peer assessment are to:

- increase student responsibility and autonomy
- strive for a deeper understanding of the subject matter, skills and processes
 - lift the role and status of the student from passive learner to active learner and assessor (this also encourages a deeper approach to learning)
- involve students in critical reflection
- develop in students a better understanding of their own subjectivity and judgement.

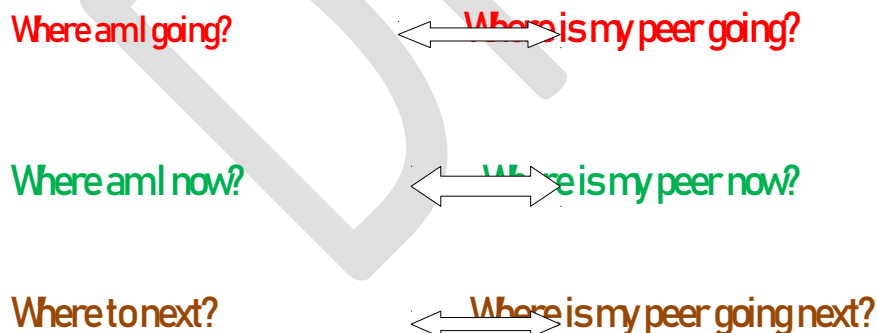
Peer Assessment

What is Peer Assessment?

There are many variants of peer assessment, but essentially it involves students providing feedback to other students on the quality of their work.

Peer assessment and feedback

Peer assessment and feedback is grounded in the three questions that frame the feedback loop:



Why use peer assessment?

- ✓ Peer feedback can encourage collaborative learning through interchange about what constitutes good work.
- ✓ Students can help each other to make sense of the gaps in their learning and understanding and to get a more sophisticated grasp of the learning process.

Implementing peer assessment

- ✓ The evidence suggests that students become better at peer assessment with practice. Students need practice to gain confidence in peer assessment and to become more competent at it. Other classroom practices can also help to prepare students for peer assessment, such as exchange and discussion on teaching learning materials.
- ✓ Make sure the criteria for any piece of peer assessment are clear and fully discussed with students (negotiated with them if circumstances are appropriate).

Self-Assessment

What is Self- Assessment?

Self-assessment is defined as ‘the involvement of learners in making judgements about their achievements and the outcomes of their learning’.

Why Self- Assessment?

Self-assessment supports student learning and is one of the most important skills that students require for future professional development and life-long learning, as it develops their capacity to be assessors of learning.

Portfolios:

What is Portfolio?

The portfolio is a cumulative assessment that represents a student’s work and documents his or her performance. Records may include transcripts, certificates, grades, recommendations, resumes, and journals.

Portfolios present major scoring problems because each student includes different pieces. This variation makes it difficult to develop scoring criteria that can be applied consistently from one piece to the next and from one portfolio to the next.

Examples of portfolios for different subjects:

Science	Math	English/Language Arts	Social Sciences
<ul style="list-style-type: none"> • Charts, graphs created • Projects, examples, posters • Lab reports • Research reports • Tests • Student reflections (either weekly, monthly, or bi-monthly) 	<ul style="list-style-type: none"> • Samples of problem solving • Written explanations of how to solve problems • Charts, graphs • Computer analyses conducted • Student reflections (either weekly, monthly, or bi-monthly) 	<ul style="list-style-type: none"> • Reading log • Different types of writing Poems, Essays, Letters, Vocabulary achievements • Tests • Book summaries/reports • Dramatizations, creative endings to stories • Student reflections (either weekly, monthly, or bi-monthly) 	<ul style="list-style-type: none"> ▪ Work sheets ▪ Essays ▪ Projects ▪ Models ▪ Maps work ▪ Self assessment ▪ Pictures ▪ Observations ▪ Experiences ▪ Anecdotal records

Some important aspects for preparing portfolio

- Entries in portfolio must be selected by student
- Entries are biased toward selecting the best work
- Reflections are an important part of the portfolio
- Criteria for evaluating portfolio must be shared with student beforehand

Developing Assessment Criteria and Rubrics***What is a Rubric?***

A rubric is a comprehensive set of criteria used to assess students on a specific task based on a list of performance levels to measure its quality. Rubrics have flexibility and adaptability that few other assessment tools possess. When used correctly, rubrics have been shown to provide timely feedback, prepare students to use detailed feedback, encourage critical thinking, refine teaching methods, and facilitate communication with others.

A good rubric serves three purposes:

1. it creates a systematic way to evaluate students on content knowledge,
2. it provides quick and easy feedback to both the instructor and the students,
3. it measures teaching

Why Use Rubrics:

- ✓ A way to provide feedback
- ✓ Defines characteristics of high quality assignment
- ✓ Establishes a range of performance categories
- ✓ Helps students understand expectations
- ✓ Provides students with a way to assess their own performance (self-assessment, reflection)

Rubrics consist of four parameters:

1. **Assignment Description:** This provides students with a full description of what the students must do to complete the task. This portion connects the assignment itself to the rubric. This will include directions, time limits, and criteria for the assignment.
2. **Scale Level:** Scales help to distinguish student work, from the most exemplary to the poorest quality. There are no well-established rules on the number of levels, but some recommendations include a range between 3 and 6 levels for analytic rubrics .
3. **Dimensions:** The dimensions of the rubric outline the desired skills the course instructor expects the students to demonstrate in the assignment. Each dimension must be linked and mapped back to the course, program, or institutional learning outcomes.
4. **Dimension Criteria:** The dimension criteria differentiate the quality of work between each scale level of each dimension. This section of the rubric allows instructors to compare what is expected of the students and what the students have produced.

Guidelines for Developing Rubrics

- Find and adapt, tweak existing templates
- Be clear on what you want to assess
- Have clear essential criteria and a realistic number of criteria
- Write rubrics in clear language that students understand
- Make sure marks allocated for criteria correlate to amount of time students spend on criterion
- Share rubrics with colleagues and students in advance ,Revise & Evaluate

Using assessment data to inform planning

Identifying learning patterns

- ☒ Identify areas of low performance by most of the class → plan to improve
- ☒ Identify areas of low performance in a small group → plan to improve
- ☒ Identify strengths shown by most of the class → plan to extend
- ☒ Identify strengths shown in a small group → plan to extend

ACTION: Design diagnosis activities, accordingly. Then plan the action needed for an individual, small group or whole class.

- ✿ Modify teaching learning strategies so that some activities target areas of low performance such as reading skills in need of more teaching and practice
- ✿ Enrich resources e.g. flashcards, word wall, reading books, worksheets, to meet the needs of learners

Modifying Teaching – learning Strategies

ACTION: Differentiate activities for students according to their needs.

Annexure-I

Overview of Planning Assessment

	Assessment for Learning	Assessment as Learning	Assessment of Learning
Why Assess?	to enable teachers to determine next steps in advancing student learning	to guide and provide opportunities for each student to monitor and critically reflect on his or her learning and identify next steps	to certify or inform parents or others of student's proficiency in relation to curriculum learning outcomes
Assess What?	each student's progress and learning needs in relation to the curricular outcomes	each student's thinking about his or her learning, what strategies he or she uses to support or challenge that learning, and the mechanisms he or she uses to adjust and advance his or her learning	The extent to which students can apply the key concepts, knowledge, skills, and attitudes related to the curriculum outcomes
What Methods?	a range of methods in different modes that make students' skills and understanding visible.	a range of methods in different modes that elicit students' learning and metacognitive processes	A range of methods in different modes that assess both product and process
Ensuring Quality	accuracy and consistency of observations and interpretations of student learning • clear, detailed learning expectations • accurate, detailed notes for descriptive feedback to each student	<ul style="list-style-type: none"> accuracy and consistency of student's self-reflection, self-monitoring, and self-adjustment engagement of the student in considering and challenging his or her thinking students record their own learning 	<ul style="list-style-type: none"> Accuracy, consistency, and fairness of judgements based on high-quality information clear, detailed learning expectations fair and accurate summative reporting

Annexure-III

Reading Rubric-Exemplar

Reading: Reading multiple sources or texts , Inference , Interpretation: i.e., literal, implied, figurative language Evaluates information and ideas

Level 1	<ul style="list-style-type: none"> Reads information from several texts, only if supported by directions/activities. Understands basic information contained in texts, with assistance. Uses models for evaluation or questioning texts, with assistance if necessary.
Level 2	<ul style="list-style-type: none"> Gathers details or additional information by reading several texts. Develops a comprehensive, yet literal interpretation of materials collected. Evaluates or questions information with assistance.
Level 3	<p>Develops an extended understanding of the topic based on using multiple sources (primary and secondary texts, literature, art, artifacts).</p> <ul style="list-style-type: none"> Infers meanings and interprets age appropriate texts. Understands both literal and figurative meaning in a text. Begins to evaluate or question sources independently or in a peer group.

Level 4	<ul style="list-style-type: none"> • Synthesizes a varied body of information including primary and secondary sources, literature, artifacts, etc • Interprets and uses challenging texts. Comprehends mature vocabulary. • Understands and integrates the literal and figurative meanings of a text; reads textual materials with empathy. • Analyzes sources critically and objectively, cross-checking for differences, conflicts, etc.
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Annexure-IV**Rubric for Students (self- Assessment) –Exemplar**

Subject: Mathematics		Grade : 8	
Learning Outcome –Understanding of the square and principle square root of whole numbers.			
Level – 1 I need help.	Level – 2 I have a basic understanding.	Level– 3 My work consistently meets expectations.	Level – 4 I have a deeper understanding.
<ul style="list-style-type: none"> • With assistance I can determine basic perfect squares. • With assistance I can determine the value of a basic number squared. • With assistance I can determine the value of basic principle square roots. 	<ul style="list-style-type: none"> • I can determine basic perfect squares. • I can determine the value of a basic number squared. • I can determine the value of basic principle square roots. 	<ul style="list-style-type: none"> • I can independently determine if specific numbers are perfect squares. • I can determine the value of a number squared. • I can determine the value of a principle square root. 	<ul style="list-style-type: none"> • I can explain why a perfect square is a perfect square. • I can explain my strategy for determining the square of a number. • I can explain my strategy for determining the value of a principle square root.

Contributors: **Dr. Satya Bhushan, NCERT**
Shujit Chakravarty
Sh. Subhash Gupta