

The Guiding Principles for the Assessment of Student Learning

Presented by:

Sheila Mae Rosali d.N. Lavapie

1. The Principle of Clarity of Learning

- ✓ Evaluation should be based on clearly stated objectives

Specific objectives must be SMART.

Expected behavior of Learners

✓ Knowledge

- Memorizing
- Recalling of facts
- Understanding of concepts & meanings
- Analyzing the relationship of facts and principles
- Evaluating outcomes of relationships

Expected behavior of Learners

✓ Reasoning

- Logical presentation
- Justification
- Rationalization of the existence of facts, concepts, theories and principles.

Expected behavior of Learners

✓ Skills

- Psychomotor activities
 - ➔ Manipulation
 - ➔ Application
 - ➔ Operation of facts, concepts, and principles in real-life situations

Expected behavior of Learners

✓ Skills

- 3 Elements in the Skill
 - Sensing
 - Precision (Accuracy)
 - Timing

Expected behavior of Learners

- ✓ Products

- The end result of psychomotor activities

- Essay

- Term papers

- Oral and science reports

Expected behavior of Learners

✓ Affects

- Refers to the activities that show:
 - Values
 - Morals
 - Ethics
 - Ideas
 - Standards in life

2. The Principle of Appropriateness of Assessment

- ✓ Based on the abilities of students'

General Format of Tests:

- Objective test
 - only one correct answer and no other possible answers

General Format of Test

2. Subjective Tests

- ✓ Evaluated by giving an opinion about the issue, concept, ideas and the like.

Example:

Why is a barometer one of the most useful instruments for forecasting weather?

Answer in a brief paragraph

General Format of Test

3. Performance Tests

- ✓ At the end of the lesson students are required to perform in an activity.

Example:

Dramatize a situation to show the different duties of the referee in football and describe his movements inside the playing field.

General Format of Test

4. Oral Reasoning

- ✓ Used to determine students' critical thinking and other meta-cognitive processes in oral presentation.

Example:

Prepare for a group performance on Indian vocal music. Use any of the materials.

General Format of Test

5. Observation

- ✓ Utilized to determine students' performance, behavior, skills, values and achievement.
- ✓ Considered as non-test assessment instruments.

General Format of Test

6. Self-Reports

- ✓ Contain personal accounts of students' participation and involvement in the teaching-learning process.

Example:

→ Self-made reports

3. The Principle of Validity

- ✓ Extend to which the test serve its purpose
- ✓ Efficiency in which it measures what it intends to measure

Methods for Judgment Validity

- ✓ Face Validity

- Whether the test “looks valid” to the examinees who take it

- ✓ Content Validity

- Validators have to ensure that the contents taught, as stated in the objectives, are similar with the contents portrayed by the assessment instruments.

Methods for Judgment Validity

✓ Construct Validity

- Involves systematic examination of the test content to determine whether it covers a representative sample of the behavior domain to be measured.

2 Types of Criterion-Related Validity

1. Predictive Validity

- Refer to how well the test predicts some future behavior of the examinee.

2. Concurrent Validity

- Refers to whether the test is closely related to other measures.

4. The Principle of Reliability

- ✓ Refers to the consistency of scores obtained by the same person when retested through the same test or by means of an equivalent form of the test

3 Types of Consistency

1. Test of Stability

- Test-retest estimate of reliability at a later date

2. Test of Equivalence

- Obtained by giving two forms (with equal content , means and variances) on the same day

3 Types of Consistency

- ✓ 3. Test of Internal Consistency
 - ✓ Indices of the homogeneity of the items in the test or the degree to which the item responses correlate with the total test scores

5. The Principle of Fairness

- ✓ Ensures that teachers should set aside personal bias and give away to fairness in the assessment of students' learning.


Guiding Principles to ensure Fairness in the Evaluation of students:

- ✓ Students should have knowledge of learning targets and assessment.
- ✓ Students should be provided equal opportunity to learn.
- ✓ The students should have acquired prerequisite knowledge and skills.

Guiding Principles to ensure Fairness in the Evaluation of students:

- ✓ The teachers should refrain from stereotyping.
- ✓ Teachers should avoid bias in their assessment tasks and procedures.

6. The Principle of Positive Consequences

- ✓ Students are expected to positively express their feelings and thoughts toward evaluation to have a better chance to learn more.
- ✓ Teachers are also given the opportunity to look inward and examine their own performance. The result of evaluation can provide information about the area of instruction which the teacher  needs to improve on.

7. The Principle of Practicality & Efficiency

- ✓ States that evaluation should be finished in a specific period of time and applicable in a particular educational setting.

Suggestions to follow for Practicality & Efficiency

- ✓ The teacher should be familiar with the assessment method.
- ✓ Evaluation should be finished in a specified time required.
- ✓ Teachers should avoid the complexity of administration procedures.

Suggestions to follow for Practicality & Efficiency

- ✓ Ease of scoring.
- ✓ Ease of interpretation.
- ✓ Cost.

8. The Principles of Ethics

- ✓ Teachers should prevent themselves from exercising personal biases when evaluating students; performances in the classroom.

Result of Bias

- ✓ Gathering Data

- Teacher should remember that there's information about students' life that needs to be held confidential.

- ✓ Recording Data

- Teacher should be extra careful when recording information about students' lives.

Result of Bias

- ✓ Reporting Data
 - Teachers should realize that there are standard forms used to report students' scholastic data.