

Definition of Assessment

Eng. Ed. 11



ASSESSMENT

✧ The process of gathering quantitative and qualitative data of what a student can do, and how much a student possesses.

✧ It is the vital component of the teaching-learning process.

1. gathering of data
2. analyzing data
3. interpreting data

ASSESSMENT

- In the context of language of teaching and learning:
 - a) act of gathering information on a daily basis in order to understand individual student's learning and needs.
 - b) it also refers to the act of collecting information and making judgments about a language learner's knowledge of the language and ability to use it.

TEST

- Instrument use to measure the ability and skills of a student.
- Is a formal and systematic instrument designed to assess the quality, ability skill and knowledge of students by giving a set of question in uniform manner to be answer by them to gather information about their performance.

TESTING

- Is the process or method used to measure the level of achievement of learners. It also refers to the administration, scoring and interpretation of the data from the test results.

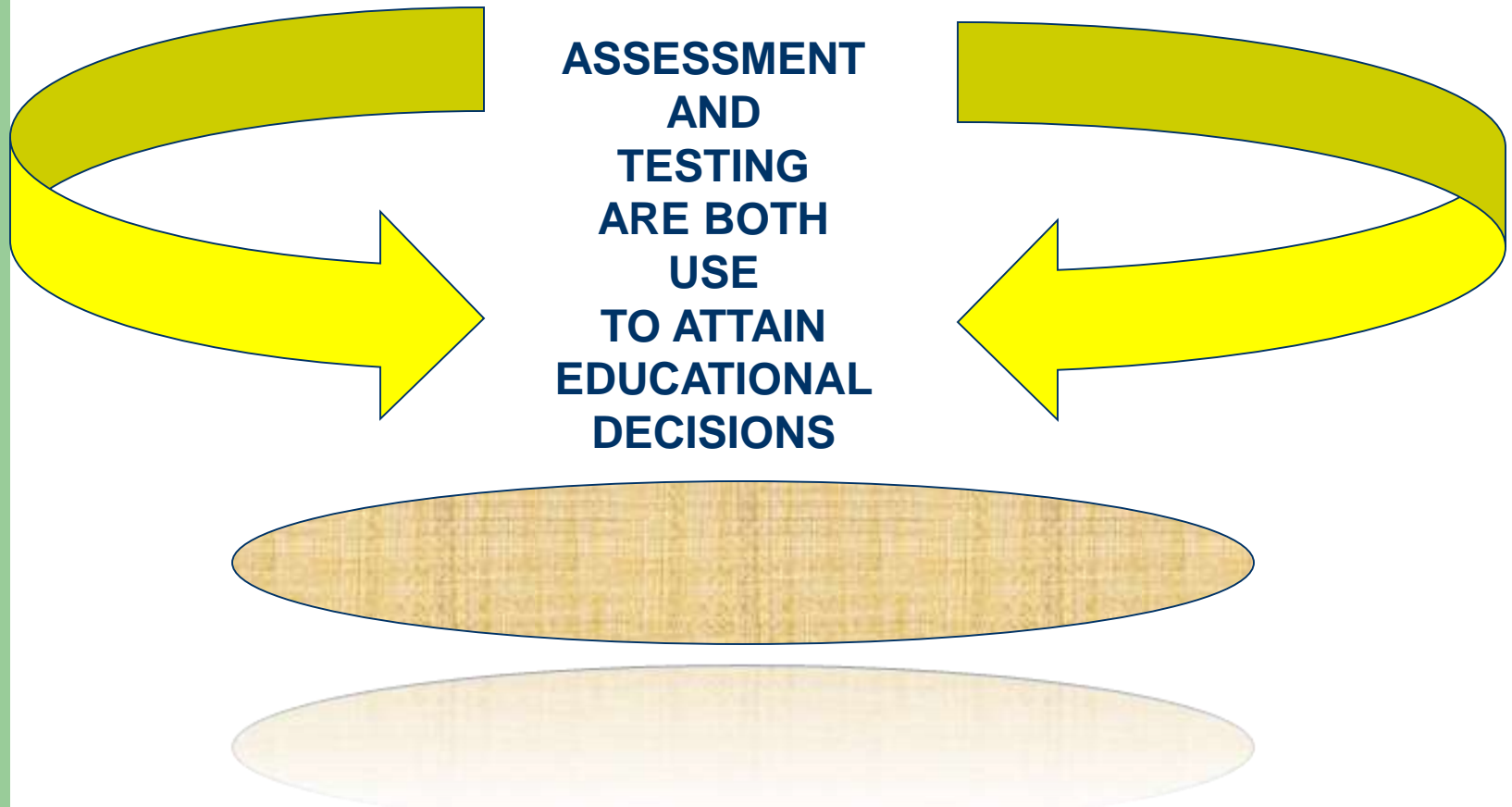
MEASUREMENT

- Process of obtaining a numeral description of the degree of which an individual possesses a particular characteristics.

EVALUATION

- Process of interpreting the evidences and making judgment and decisions based on the evidence.
- Process of summing up the results of measurement of test and giving them meaning based on the value judgment.

ASSESSMENT AND TESTING



EDUCATIONAL DECISION

- TO DECIDE /PROMOTE THE STUDENT IN A PARTICULAR YEAR LEVEL
- TO PROCEED OR RETAIN THE SAME LESSON
- TO REVISE OR CONTINUE THE EXISTING CURRICULUM



FACTORS WHY WE PLAN
ASSESSMENT DEVICES



1. Type of
Measuring
Procedure

2. Range of Difficulty
of Items

3. The objectives to
be Sampled

4. Scoring
Procedures
(Objective, Fair,
Free from bias)

5. Length of
Instrument

6. Time Limits

7. Arrangement of
Items

8. The Method of
Recording and
Reporting Results

CRITERIA FOR SELECTING ASSESSMENT INSTRUMENT



**CRITERIA FOR SELECTING
ASSESSMENT INSTRUMENT**

RELEVANCE

BALANCE

EFFICIENCY

OBJECTIVITY

FAIRNESS

SPECIFICITY

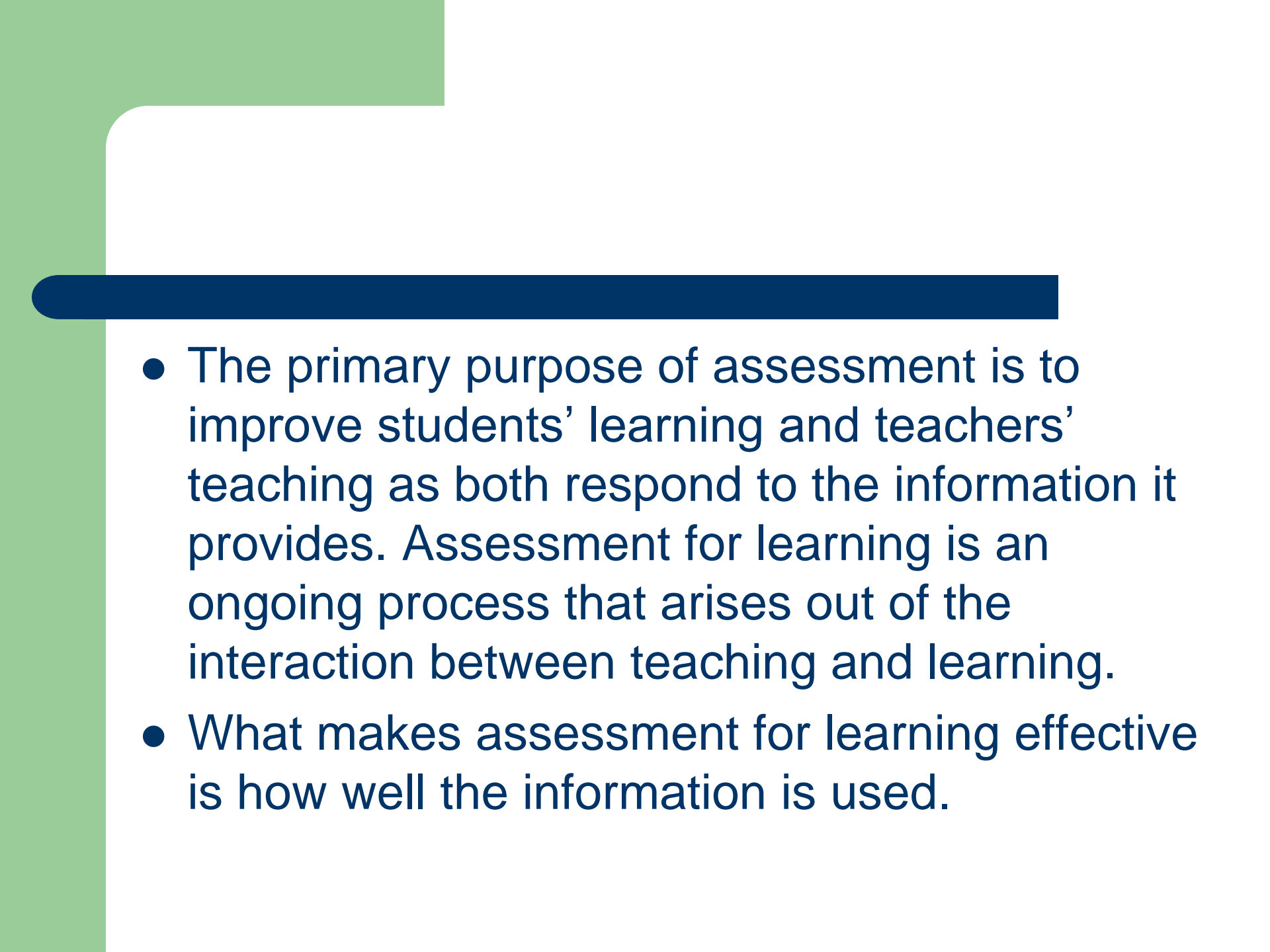
DIFFICULTY

DISCRIMINATION

RELIABILITY

PURPOSE OF ASSESSMENT



- 
- The primary purpose of assessment is to improve students' learning and teachers' teaching as both respond to the information it provides. Assessment for learning is an ongoing process that arises out of the interaction between teaching and learning.
 - What makes assessment for learning effective is how well the information is used.

Assessment can do more than simply diagnose and identify students' learning needs; it can be used to assist improvements across the education system in a cycle of continuous improvement:

- Students and teachers can use the information gained from assessment to determine their next teaching and learning steps.
- Parents, families can be kept informed of next plans for teaching and learning and the progress being made, so they can play an active role in their children's learning.
- School leaders can use the information for school-wide planning, to support their teachers and determine professional development needs.

- Communities and Boards of Trustees can use assessment information to assist their governance role and their decisions about staffing and resourcing.
- The Education Review Office can use assessment information to inform their advice for school improvement.
- The Ministry of Education can use assessment information to undertake policy review and development at a national level, so that government funding and policy intervention is targeted appropriately to support improved student outcomes.



Assessment can be sum up into 3 Purposes:

1. **ASSESSMENT FOR LEARNING**
2. **ASSESSMENT OF LEARNING**
3. **ASSESSMENT AS LEARNING**

ASSESSMENT FOR LEARNING

- The teacher uses the students prior knowledge and serves as the starting point of instruction.
- Identify the proficiency and competency of the student.

ASSESSMENT OF LEARNING

- Working with the range of available evidence that enables staff and the wider assessment community to check students progress and using this information in a number of ways.
- Arena for the management and planning of assessment.

ASSESSMENT AS LEARNING

- Reflecting the evidence of learning
- Cycle of assessment works together to set learning goals and share awareness of what they learn, what they learn and what helps them learn.
- Combination of the first two assessment purposes.

PRINCIPLES OF ASSESSMENT





PRINCIPLES OF ASSESSMENT

1. Continuous and integral part of teaching.

2. Varied to give students multiple opportunities and demonstrate what they know

3. Valid

4. Engaging the learner

5. Diagnostic

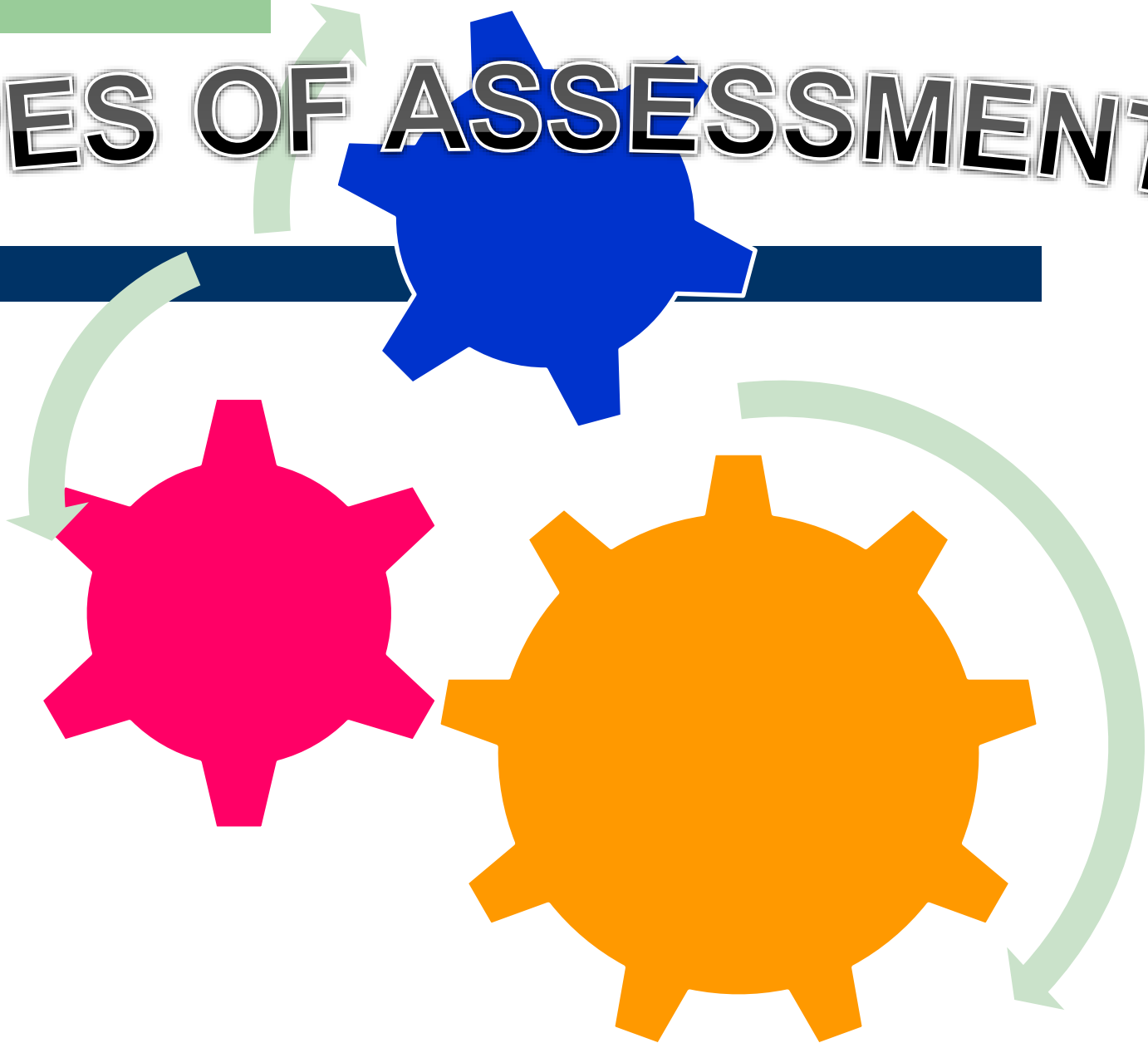
6. Value teacher's judgment

7. Situated

8. Require students' sensibility to see the larger picture

9. Has the same meaning for all parents, teachers and students.

TYPES OF ASSESSMENT





The diagram features a vertical list of four assessment types, each preceded by a colored arrow pointing downwards. The arrows are green, red, blue, and purple from top to bottom. To the left of the list is a green vertical bar. Above the list, a dark blue horizontal bar is flanked by a red gear on the left and a blue gear on the right. A large orange gear is partially visible in the bottom right corner.

- FORMAL ASSESSMENT

- INFORMAL ASSESSMENT

- FORMATIVE ASSESSMENT

- SUMMATIVE ASSESSMENT



• DIAGNOSTIC ASSESSMENT

• TRADITIONAL ASSESSMENT

• AUTHENTIC ASSESSMENT



• FORMAL ASSESSMENT

- have data which support the conclusions made from the test
- usually refer to these types of tests as standardized measures
- These tests have been tried before on students and have statistics which support the conclusion such as the student is reading below average for his age.



• INFORMAL ASSESSMENT

- are not data driven but rather content and performance driven. For example, running records are informal assessments because they indicate how well a student is reading a specific book. Scores such as 10 correct out of 15, percent of words read correctly, and most rubric scores; are given from this type of assessment.



• FORMATIVE ASSESSMENT



- Gathering of data during a time program is being develop. This is likewise provide feedback for the improvement of an instruction or for the improvement of the program.
- Determines whether the teacher delivers quality instruction in a particular day-base on the particular result.
- Administered at the end of the day's lesson.



• SUMMATIVE ASSESSMENT



- Use to determine the mastery and achievement of the student.
- Done usually at the end of a chapter or unit
- Accountability of success or failure.
- Designed to determine the extent to which the instructional objectives have been achieved.
- Use primarily in assigning grades.



• DIAGNOSTIC ASSESSMENT

- used to determine, prior to instruction, a student's strengths, needs, knowledge and skills. The results permit the instructor to remediate student deficits and adjust instruction and curriculum to meet each pupil's unique needs.



• TRADITIONAL ASSESSMENT



- Type of assessment in which the student choose the answers from a given list of choices.
- Students are expected to recognized that in this assessment there is only one correct answer.
- Paper-and-Pencil test
- Development of HOTS are being limited.



• AUTHENTIC ASSESSMENT

- Asked to perform a task or construct their own response.
- The forms can be devised by the teacher with the collaboration of the students.
- Variety of tasks and strategies
- Given opportunity to evaluate his or her own work.
- Development of HOTS is fostered to a great extent.