



Assessment of Learning



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Assessment of learning

- assessment that is accompanied by a number or letter grade (summative)
- compares one student's achievement with standards
- results can be communicated to the student and parents
- occurs at the end of the learning unit



The process of communicating information about student achievement and progress gained from the assessment process is typically referred to as ***‘assessment of learning’***.



Guiding Principles in the Assessment of Learning



1. Assessment of Learning
is an integral part of the
teaching-learning
process.

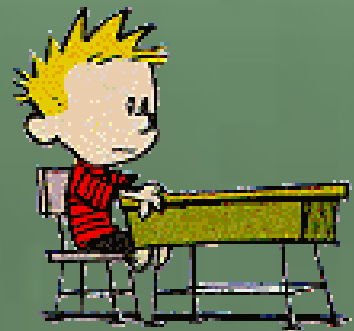
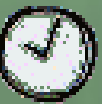


2. Assessment tool should match
with performance objective



3. The results of
assessment must
be fed back to
the learners.

4. In assessing learning, teachers must consider learners' learning styles and multiple intelligences and so must come up with variety of ways of assessing learning.



5. To contribute to the building of the culture of success in the school, it is pedagogically sound that in our assessment techniques we give some positive feedback along with not so good ones.



6. Emphasize on
self-assessment.



7. If we believe that our task as teachers is to teach all pupils/students, and that it is possible that all students, even those from limited backgrounds, will have access to opportunities and therefore can achieve, then the bell curve mentality must be abandoned.



8. Assessment of learning should never be used as punishment or as a disciplinary measure.

9. Result of learning assessment must be communicated regularly and clearly to parents.



10. emphasize on
real world
application that
favors realistic
performances
over out-of-
context drill
items



Assessment in the different phases of instruction

- Prior to instruction
- During Instruction
- After Instruction



Appropriate Assessment Tools

Teacher made test/ paper-pencil

- Authentic Test
- Performance test
- Portfolio Assessment

