

According to Linn and Miller (2005) define assessment as any of a variety of procedures used to obtain information about student performance.

Assessment refers to the full range of information gathered and synthesized by teachers about their students and their classrooms (Arends, 1994)

Assessment is a method for analyzing and evaluating student achievement or program success.

Assessment for Learning

Is practiced, students are encouraged to be more active in their learning and associated assessment. The ultimate purpose of assessment for learning is to create self-regulated learners who can leave school able and confident to continue learning throughout their lives. Teachers need to know at the outset of a unit of study where their students are in terms of their learning and then continually check on how they are progressing through strengthening the feedback they get from their learners.

Measurement, Evaluation and Assessment

Measurement as used in education refers to the process of quantifying an individual's achievement, personality, and attitudes among others by means of appropriate measuring instruments.

Educational Measurement

The first step towards elevating a field of study into a science is to take measurements of the quantities and qualities of interest in the field.

Basic concepts in Assessment

As teachers, we are continually faced with the challenge of assessing the progress of our students as well as our own effectiveness as teachers.

Educational Measurement

The first step towards elevating a field of study into a science is to take measurements of the quantities and qualities of interest in the field.

Types of Measurement

Objective measurements- are measurements that do not depend on the person or individual taking the measurements.

Subjective measurements- often differ from one assessor to the next even if the same quantity or quality is being measured.

Test, Non- test, Examination, Test item and Quiz

A test in the educational setting is a question or a series of question which aims to determine how well a student learned from a subject or topic taught.

A non- test is a question or activity which determines the interests, attitude and other student's characteristics whose answer or answers is/are not judged wrong or incorrect. Examples: Personality inventory," What is your favorite sports?", "Why do you prefer green vegetables?"

An examination is a long test which may or may be composed of one or more test formats. Examples: Mid- term examination, Licensure Examination for Teachers, comprehensive examination.

A test item is any question included in a test or examination. Examples: Who was the President of the Philippines when World War 2 broke out? Is "Little Red Riding Hood" a short story?

A quiz is a short test usually given at the beginning or at the end of a discussion period.

The underlying principle in educational measurement is summarized by the following formula:

Measurement of quantity or quality of interest = true value plus random error.

Evaluation is the process of systematic collection and analysis of both qualitative and quantitative data for the purpose of making some decision and judgments.

Assessment, Test, and Measurement

Test: An instrument or systematic procedure for measuring a sample of behavior by posing a set of questions in a uniform manner.

Measurement: The process of obtaining a numerical description of the degree to which an individual possesses a particular characteristic. Measurement answers the question “How much?”

Various Roles of Assessment

Assessment plays a number of roles in making instructional decisions.

Summative Role- An assessment may be done for summative purposes as in the illustration given above for grade VI mathematics achievement.

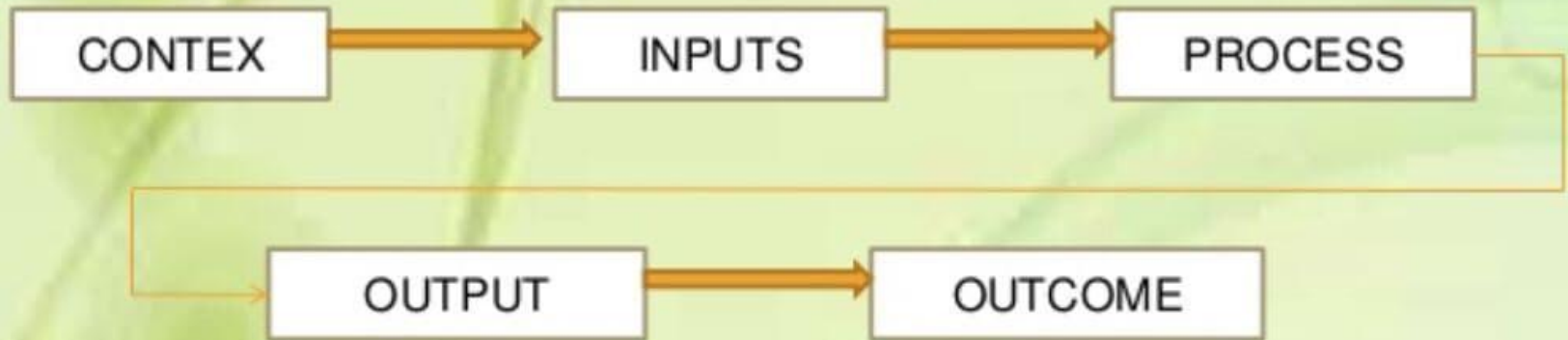
Diagnostic Role- Assessment may be done for diagnostic purposes. In the case, we are interested in determining the gaps in learning or learning processes, hopefully, to be able to bridge these gaps.

Formative Assessment- Another purpose of assessment is formative. In this role, assessment guides the teachers on his/ her day- to- day teaching activity.

Placement- The final role of assessment in curricular decisions concerns placement. Assessment plays a vital role in determining the appropriate placement of a student both in terms of achievements and aptitude.

Aptitude- refers to the area or discipline where a student would most likely excel or do well.

A Systems Model for Evaluation



Evaluation provides a tool for determining the extent to which an educational process or program is effective and all the same time indicates directions for remediating processes of the curriculum that do not contribute to successful student performance. (Jason , 2003)

Evaluation

Is the process of gathering and interpreting evidence regarding the problems and progress of individuals in achieving desirable educational goals.

Chief Purposes of Evaluation

The improvement of the individual learner

Other Purposes of Evaluation

- ❖ To maintain standard
- ❖ To select students
- ❖ To motivate learning
- ❖ To guide learning
- ❖ To furnish instruction
- ❖ To appraise educational instrumentalities

Function of Evaluation

- Prediction
- Diagnosis
- Research

Areas of Educational Evaluation

- Achievement
- Aptitude
- Interest
- Personality

A well defined system of evaluation:

- Enable one to clarify goals
- Check upon each phase of development
- Diagnose learning difficulties
- Plan carefully for remediation

Principles of Educational Evaluation

- Evaluation must be based on previously accepted educational objectives.
- Evaluation should be continuous comprehensive and cumulative process.
- Evaluation should recognize that the total individual personality is involved in learning.
- Evaluation should be democratic and cooperative.
- Evaluation should be positive and action-directed
- Evaluation should give opportunity to the pupil to become increasingly independent in self- appraisal and self- direction.
- Evaluation should include all significant evidence from every possible source.
- Evaluation should take into consideration the limitations of the particular educational situations.

Measurements

Is the part of the educational evaluation process whereby some tools or instruments are use to provide a quantitative description of the progress of students towards desirable educational goals.

Test or Testing

Is a systematic procedure to determine the presence or absence of certain characteristics of qualities in a learner.

Types of Evaluation

- Placement
- Formative
- Diagnostic
- Summative

Educational Assessment serves three important functions (Bernardo, 2003):

1. Student selection and certification

- To make decisions, about which students get admitted, retained, promoted, and certified for graduation.

2. Instructional monitoring

- To provide information about student learning and teaching performance to help teachers monitor manage, and make decisions about the instructional system.

3. For

- Public accountability and program evaluation

- Making decisions about the different aspects of the educational process

- Helping make GOOD decisions, if they provide accurate, authentic, reliable and valid information about educational:

LEARNING GOALS.

Principles of Educational Assessment

- Educational assessment always begins with educational values and standards.
- Assessment is not an end in itself but a vehicle for attaining educational goals and for improving on these educational goals.
- These educational goals (values and standards) should be made explicit to all concerned from the very beginning.
- Desired learning competencies (skills, knowledge, values, ways of thinking and learning) determine what we choose to assess.
- Educational values and standards should also characterize how we assess.
- Assessment systems should lead educators to help students attain the educational goals, values, and standards.

Characteristics of Assessment

- Assessment is not a single event but a continue cycle.
- Assessment must be an open process.
- Assessment must promote valid inferences.
- Assessment that matters should always employ multiple measures of performance.
- Assessment should measures what is worth learning, not just what is easy to measure.
- Assessment should support every student's opportunity to learn important mathematics.

Elements of the Assessment Process

-assessment should center on the learner and the learning process. Huba and Freed (2000) explained the four elements of learner centered assessment.

1. Formulating statements of intended learning outcomes
2. Developing or Selecting Assessment Measures
3. Creating Experiences Leading to Outcomes
4. Discussing and Using Assessment Results to Improve Learning

Principles of Good Practice in Assessing Learning Outcomes

1. The assessment of student learning starts with the institutions mission and core values.
2. Assessment works best when the program has clear statement of objectives aligned with the institutional missions and core values.
3. Outcomes- based assessment focuses on the student activities that will be relevant after schooling concludes.
4. Assessment requires attention not only to outcomes but also and equally to the activities and experiences that lead to the attainment of learning outcomes.
6. Assessment works best when it is continuous, ongoing and not episodic.
7. Assessment should be cumulative because improvement is best achieved through a linked series of activities done over time in instructional cycle

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