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## UNIT 14 LEARNING AND ASSESSMENT

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### 14.0 INTRODUCTION

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You might have observed that in all the blocks of this course, the focus has been on learning and learning – centred education. ‘How children learn’ and ‘What are the ways to facilitate maximum learning’ have been the focus in the discussion of various issues of classroom processes. Teaching, teaching-learning materials, classroom management, assessment and evaluation and other such issues relating to the classroom processes have been presented as elements of facilitating conditions for learners to learn.

Traditionally, the learning and evaluation processes in our schools encourage competitions among students within a class. At the end of any class examination, we try to analyse the results to satisfy ourselves by knowing the answers to several questions like ‘*who has stood first, second, third..?*’, or ‘*how many have got A-grade, B-grade...?*’ or ‘*how many have failed to secure at least 30 per cent of total marks in Language?*’. However, through all such questions we discriminate the learners as per their marks or grades which are obtained using tests or other assessment tools meant to identify students’ abilities or proficiencies.

Based on the results, sometimes we group the students in order to provide separate instructions to improve their achievements. For example, three groups can be formed on the basis of the marks in Mathematics in class V – one group of



students securing more than 60% of marks (called high performing group), second group securing marks between 30 to 59% (average performing group) and the third group of the students securing less than 30% (low performing group). Extra coaching is provided to the high performers are to win scholarships and awards in Mathematics competitions while the low performers are given extra care for securing more than 30% so that they are not labelled as 'failures'. Although this type of evaluation encourages competition within any class or group of students, it definitely perpetuates discrimination among students.

The system of school education is going through significant changes. The focus is not on teaching rather it has shifted to learning. In a learning-centred system it is believed that any normal child can attain high levels of achievement if he/she is provided facilitating conditions for learning. To attain this objective, the traditional competition based examination does not help. Instead such evaluation/assessment practices are to be adopted in which the standards for success are made explicit and all students are expected to reach those standards. In such evaluation the grading system does not grade the students rather grades performances. There are no grade 'A' students; but there are only grade 'A' performances and the teacher must teach and assess in ways that motivate all students to succeed. What are then the changing beliefs and processes of learning assessment?

In this unit, you will be introduced to several assessment tools and procedures which are now used in the classrooms not only for assessment of what have been acquired by the student but also to promote learning.

For completing this unit, you will require about ten hours of study.

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## 14.1 LEARNING OBJECTIVES

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After completing this unit you will be able to:

- Relate the process of assessment to different stages of learning in the classroom.
- Use assessment tools and procedures for facilitating learning in the classroom.
- Utilize assessment events as sources of learning.
- Plan assessment programmes in your school.

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## 14.2 LEARNING AND ASSESSMENT

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In the previous Units we came to know that although learning and assessment go side by side, they are two distinct processes. In this context, let us consider three situations given below:



**Situation 1:** Ms. Sohana took six periods to teach the topic 'Our Struggle for Freedom' to class V students of her school. After completing the topic she gave a test to ascertain the extent of knowledge and understanding each student has acquired on the topic.

**Situation 2:** Mr. Rohan while helping the students of Class IV in adding and subtracting fractions observed that several students are not able to complete the addition of two improper fractions. He gave a small test with questions from addition of proper fractions (one item of addition of two similar fractions, three items from addition of proper and improper fractions and four items from addition of improper fractions). He analysed the responses of each student and found that nearly 45% of students were not clear in adding proper with improper fractions which was affecting their performance in adding two improper fractions. He, therefore, focused on developing the understanding of improper fractions and their addition with proper fractions after which he proceeded to teach the addition of two improper fractions.

**Situation 3:** Ms. Soha, teaching Language, asked her students in Class VII to write a short description of the Independence Day Celebrations in the school and in their locality. The objective was to assess their ability of composing paragraphs. Before the students went for collecting information, they discussed the criteria and process of collecting information. They decided that these criteria would act as the criteria for assessing the paragraph. Ms. Soha managed to make them agree on the criteria of assessment giving full independence to each student to design their descriptions as they liked. While collecting information on the celebrations at different places, they could observe the similarities and dissimilarities in processes of observing the day. At every step of collection and organization of information, each student was individually referring to the criteria and tried to improve and modify their process. They also gathered the brochures developed for the day by different organizations and the feelings of some members including children of the locality. In between the description or at the end of the description they included their thoughts about the day and the enthusiasm of the people. After they completed the project, they sat together in the class with Ms. Soha and read out each report loudly. They tried to give grades for each description following the decided criterion for assessment. After the assessment, the students were asked to improve their descriptions based on the observations of assessment.

**ACTIVITY-1**

Think for a while and list the similarities and differences in the process and objectives of assessment in the three situations given above.

Is there any difference among the process and objectives of assessment in the above three situations?

Well we are quite familiar with the first situation. After completion of teaching a unit or a topic, we always desire to know the extent of acquisition of knowledge and understanding of the topic and compare the achievement of each individual against the desired level of achievement. In other words, we assess the *product of learning*. This process is called '*Assessment OF Learning*' and is usually done after the completion of the topic/unit of lesson.

In the second situation, Mr.Rohan was assessing the performance of students while the teaching -learning process was going on. He used the results of assessment for improvement of learning and his own teaching process. This is a kind of formative assessment discussed in earlier units and is called '*Assessment for Learning*'.

Ms.Soha's students decided the criteria of assessment, referred to those during the process of learning which helped them to keep their learning process in proper direction and to improve and modify their learning process as well. In short, the students were utilizing assessment criteria in the process of learning. That is why this is called '*Assessment AS Learning*'.

While we are mostly familiar with the assessment of learning, let us understand the latter two processes which focus on learning- centred.

### 14.2.1 Assessment OF Learning

Assessment of learning refers to those assessments – oral, performance and written, or combination of two or more of these modes – that occur at or near the end of an instructional unit or term. *Using this type of assessment you can judge the ability of your students to synthesize and demonstrate the concepts or experiences they have acquired during the period of instruction.* The results of assessment of learning are universally regarded as important indicators for monitoring students learning growth. These are also used for different comparisons like a student's performance in different subjects, comparison among the students in a class, inter-school comparisons etc. The results are also used in planning curricular activities for the next term, session and/or next academic session. Further, the results of assessment of learning expressed in marks or grades are



familiar to every stakeholders of school learning about which you have already learnt in the previous units.

**Tools and Strategies:** In the assessment of learning you have to use a variety of tools and strategies depending on the nature of the task to be assessed. As has been stated in the earlier units, you are to choose the tools and strategies purposefully depending on the amount and type of information required. Examples of some tools used in the assessment of learning are tests using various types of questions, anecdotal records (descriptions of important events in the life of the student related to the task or process being assessed), rating scales, check lists, etc.

The strategies in this assessment include observation, student's responses (written, oral), analysis of the student's work, discussions with students.

**Expected Responsibilities:** As a teacher, you have to realize that the entire responsibility of the assessment of learning and its follow up lies with you. Here are some aspects that need your attention:

- You must ensure that the objectives of the assessment task or assignment are clearly understood by the students.
- You must prepare reasonable time limits for the completion of the tasks/ assignments.
- You need to be sensitive to the challenges faced by some students in completing the task/assignment.
- You must collect sufficient evidence on which you base your decisions.

### ACTIVITY-2

*You are familiar with the processes of 'Assessment OF Learning' in your school. Prepare a list of actions that are to be taken to make these assessments more effective for promoting quality of students' learning and achievement.*

You must have strong justifications for the marks/grades that you give to the students.

**Making Assessment OF Learning Effective:** Given below are some points that you should take care of in order to ensure that the Assessment OF learning is valid and fair,.

- You must gather enough of evidence (written, oral and/or performance), so that it would be possible on your part to provide an accurate picture of a student's achievement. Only relying on the results of written tests (or examination results) will not be sufficient for the purpose.



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- You must use a variety of assessment strategies for collecting evidence so that all students can demonstrate their learning. If you just conduct one written test and use it as evidence for assessment of learning, it is highly probable that quite a number of students might have felt uncomfortable to answer some items. Thus, they would be given poor score/grade although they could have performed better on another task.
- Within an assessment task/tool there should be adequate choices available for students to address their individual needs.
- Even if you collected a number of data of your students on their learning a particular content unit, you must base the assessment of learning on the most consistent and most recent data.
- Before you start assessment of learning on a topic/area, ensure that each and every student has been provided enough opportunities to practice with appropriate feedback given for improvement during the practice.
- You must take extreme care in scoring or grading the responses and performances of the students without any bias. As has been stated earlier, you must award marks or grades using your professional judgment so that you can justify the marks/grades as and when required.
- If you find some students' results are inconsistent or fluctuating during recent assessments, review them carefully, and if necessary, probe the learning conditions of these students at home and at school to find out the real reasons for such inconsistent results.

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E1. Which of the following is NOT an example of assessment OF learning?

- A. Annual Examination
- B. Assessment of home work
- C. Scholarship Examination

E2. Can the scores/grades awarded on the annual examination be used for class promotion of the students studying in primary schools?

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### 14.2.2 Assessment for Learning

Think about the assessment of learning in which the results of the assessment are available and shared at the end of a content unit/topic or at the end of a term. Would it be too late to act upon the feedback received at the end of the unit or term?

If a student gets a feedback on his/her performance at the right moment and not at the end of the unit/term, then he/she can probably fix his/her ways of learning



and demonstrate improved performance. Therefore, assessment is effective when it is designed specifically to help students improve their learning and for that, assessment need to be more frequent and informal coupled with timely feedback mechanism. This type of assessment is termed as '*Assessment for Learning*'.

The major *objectives of Assessment for learning* are as follows:

- To make every child know how he/she is doing, understand what he/she needs to do to improve and how to get there. The child gets support he/she needs to be motivated to become an active learner to continuously improve his/her learning;
- To equip every teacher to make well-founded judgments about students' attainment, understand the concepts and principles of progression, and know how to use their assessment results to plan for improvement of learning of each student, particularly of those who are not fulfilling their potential;
- To have in every school a structured and systematic assessment systems for making regular, useful, manageable and accurate assessments of students and for using the results of the assessment in tracking the learning progress of the students;
- To make every parent or guardian know how their child is doing, what they need to do to improve, and how they can support the child and their teachers.

Assessment FOR learning (AFL) comprises two phases—*initial or diagnostic assessment and formative assessment*:

- **Diagnostic Assessment** is assessment made before the learning of a unit commences in order to determine what a student does and does not know about a topic. This form of assessment helps to identify where your students are in their learning and what course of action appropriate to the learning levels of the students are needed to be taken for continuing or improving their learning. For example, if you are planning to teach the different states of India in class VI, you need to know whether the students are well conversant in using the atlas. If you find most of the students in the class know how to use an atlas, you can engage majority of class in working on an application of using atlas while you can work with a small group on how to use an atlas.
- **Formative assessment** is an assessment through which you can gather data during the learning process when the class progresses through a unit of study to determine a student's knowledge and skills, including learning gaps. You can use the results of formative assessment to guide learning and make timely change in your teaching strategy to suit the needs of your students. Considering the example of using atlas, you can provide feedback about the work the students have completed using the atlas and provide ideas for adjusting, rethinking, and articulating their learning.



## Notes

- Through the formative assessment if you find that most students did not understand what has been taught, you need to employ different/alternative methods to teach the concepts and/or skills before moving to the next lesson.

Following are the *characteristics of Assessment FOR learning (AFL)*:

- It is responsive to all learners by identifying areas of strength and need of each and every student;
- It is descriptive in nature and is not judgmental and hence not evaluative;
- Through the use of high quality feedback, it informs students about what they have done well, where they have had difficulty, and what they need to do differently to improve their work;
- Since the learner has to be provided feedback in order to improve the on-going process of learning, the assessment is frequent and continuous in the learning process;
- It causes students to reflect upon their work and learning and take specific actions to improve them;
- It expects students to make errors and directs them to examine these errors in order to improve their learning;
- It involves students in structured self and peer examination of their work;
- It is planned and used in ways that it provides support to sustain students' learning so that ultimately they can demonstrate improved performance in the Assessment OF learning that will be used for grading and reporting purposes.

The UK Assessment Reform Group (1999) identifies '*The Big five Principles*' of *Assessment FOR learning* which are as follows

1. The provision of effective feedback to students.
2. The active involvement of students in their own learning.
3. Adjusting teaching to take account of the results of assessment.
4. Recognition of the profound influence assessment has on the motivation and self-esteem of students, both of which are critical influences on learning.
5. The need for students to be able to assess themselves and understand how to improve.

***The Approaches and Methods of Assessment for Learning:*** When deciding on techniques for assessing learning of all students within a classroom situation consider to what extent the adopted method(s) enables you to assess the progress



of all students, ensures students to get constructive feedback and helps you to get feedback on your teaching.

There are mainly *four approaches* of carrying out:

- *Teacher-led assessment* (using a wide range of methods like written or verbal testing, interactions with students, assignments, observation of student's activities etc.),
- *Learner self-assessment* (self-reflection on own performance and on others judgments),
- *Peer assessment* (Assessment of classmates on the response and performance of the learner),
- *Computer-based assessment* (using specially designed software).

**Planning Assessment for Learning:** Planning of assessment for learning need to be a part of the plan for the classroom teaching-learning since such an assessment is a simultaneous part of the classroom teaching-learning process. For an effective assessment for learning, you need to take care of the following aspects while preparing for classroom teaching-learning activities.

- Specify the purpose of assessment appropriate to learning outcomes of the concepts/unit/topic to be transacted in the classroom.
- Have clear picture of the classroom while the AFL is effectively taking place like:
  - Words, pictures, illustrations, and/or exemplars of students' work are displayed around the classroom;
  - Students are involved in collaborative assessment of their work with peers and/or teacher;
  - On- going feedback from the teacher and other students are taking place;
  - Students and teacher are using student-friendly language when assessing their work.
- Have enough of flexibility in the assessment procedure. Always have alternative methods ready to be use in case your planned method does not work in the real situation.
- Always begin with the diagnostic assessment, maybe informally, by preparing a 'Know-Want-Learn (KWL)' chart. This chart is usually organized around three headings: What we already know; What we want to learn; and What we have learned.

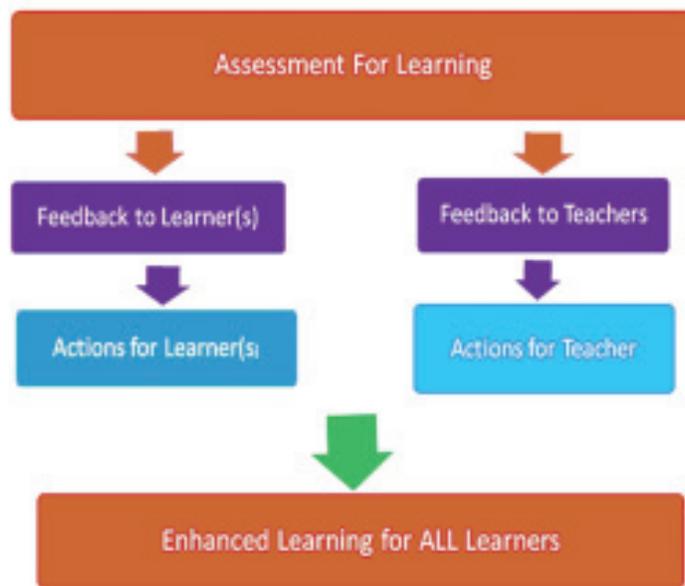


## Notes

- Make provisions for timely feedback by you and by other students in the class and ensure improvements in students following the lines suggested in the feedbacks. Provide students with prompts on how to provide feedback and how to receive feedback.
- Develop a tracking system for maintaining continuity of assessment and monitoring learning progress that works for you.

### Feedback in Assessment FOR Learning

The main purpose of an assessment for learning is to provide feedback to both the teacher and student regarding the student's progress towards achieving the learning objective(s). This feedback should be used by the teacher to revise and develop further instruction. You can visualize the role of the feedback in the assessment for learning from the following Fig 14.1.



**Fig 14.1: Feedback in Assessment For Learning**

Giving constructive feedback – verbal and written – is a vital aspect of assessment for learning. You can provide feedback in a range of situations: instantly or through an informal reply to a more formally planned tests and assignments. While providing feedback to students following points need to be taken care of:

While giving written feedback:

- Respond to the content and the message in the writing first. Don't focus only on surface errors such as spelling or punctuation.
- Don't jump straight to the errors. Praise first.



- If writing is weak, select one or two particular areas to draw attention to. Don't cover work with ticks and crosses in red ink.
- Be specific. Indicate what action the student should take in relation to weaknesses that have been marked.
- Encourage the student to make corrections. Don't simply write the correct answers, spellings and so on.

When giving verbal feedback:

- Stress the positive. Always give specific feedback on what a student has done well.
- Celebrate what's been achieved and be clear about exactly what needs to improve next and how.
- Seek students' views and value their contribution. This will help them to get better at assessing their own work, which is vital to them in becoming independent students.
- Invite the student to comment on what you do well. Feedback is not a one-way process.
- Frame questions carefully. Use open ended questions and resist asking more than one question at a time.
- Use prompts such as '*Would you like to say more about that?*'
- Pause for a few seconds after posing a question or a response has been given, to encourage students to carefully consider and expand on what they have said.
- Avoid generalizations such as '*There are a lot of inaccuracies*'. Instead focus on specific areas for development which you can discuss with the student.
- Focus on things that each student can change, and avoid overloading them with too much feedback at once.
- Be sensitive if you have to give feedback to one person in a group. Will they feel undermined if others hear?
- Look for ways to move forward together. Share ideas and explore solutions rather than always putting forward your own suggestions.
- Agree what you will both do as a result. This could include agreeing new targets or planning learning opportunities.
- Adapt your approach to suit individual or group situations.

Sometimes, we also use non-written and nonverbal feedback during classroom transaction or when the students are engaged in activities. These are in the form of body gestures like looking into the eyes of particular students, approval or disapproval through pointing fingers or nodding head, through approving smiles.



## Notes

For effective feedback, given either verbally or in writing to students' performances you need to take care of the following points

- Provide the feedback without any delay; otherwise the feedback may lose its relevance.
- Use accurate, descriptive statements instead of marks with a will to help students develop independent learning habits;
- Include statements of strengths and weaknesses of a student and guide on how to improve;
- Provide one or two learning goals or targets which can be achieved by the students as next steps.

The positive effects of timely feedback based on the assessment for learning have been confirmed by several researchers. It has been observed by Hattie (2002) that giving feedback on learning errors and getting the student to correct them and identify strategies to improve future work is directly linked to significant improvement in achievement rates.

To create a culture of success, where all students believe they can achieve, as a teacher you need to make sure that students are clear about:

- what they are meant to be doing,
- how it will be assessed,
- what they are doing well, and
- what is wrong and what needs to be done to put it right.

As stated by Black and William (1999), avoid reference to ability and competition and comparison with others. Butler (1988) says that, feedback using constructive comments leads to improved performance – up by 33%. Marking using grades can have a negative effect on student performance, particularly for low achievers.

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E3. State any two benefits of assessment for learning.

E4. What is the most appropriate form of feedback while assessing home assignment?

- A. Corrections marking the mistakes with red crosses;
- B. Specific comments given in written form
- C. Only through verbal discussion

E5. Is assessment for learning is a form of formative assessment? Give reasons for your answer.

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### 14.2.3 Assessment as learning

When we gather new experiences while assessing our own performance or performance of others, the processes of learning and assessment lose the line of demarcation between them. In such instances assessment becomes a learning process.

**Situation 4:** *Ms. Ananta, a student of class VII was collecting all his work in a portfolio for presenting it for assessment by teacher and his classmates. While assembling and arranging the work in a proper order, he tried to list the indicators of the portfolio assessment. He recalled his earlier experiences and found that he has not included any model or map in the collection and he thought that without these materials the collection would be incomplete. After making some models and one map of his district, he again tried to order his materials. There were several materials – two essays, one story published in the school magazine, five mathematical puzzles collected from different sources, four slogans developed for ‘Education for all’ rally, paper models of different solids, map of his district, collection of coloured pebbles . He was thoughtful of how to arrange these materials so as to attract the attention of the teacher and classmates who would assess his portfolio. He came up with a plan. He developed a story line and prepared some additional posters depicting the story line and within it he arranged the products in such a way that the observer, following the story line, could neither afford to miss any work of Ms. Ananta nor could consider any material to be irrelevant in the total collection.*

Consider the following situation

Let us reflect what Ms. Ananta was doing:

- He was trying to arrange the collection of his products for assessment;
- He listed the pointers of assessment (learning outcomes);
- He developed some new material he thought as required for assessment;
- He tried to rearrange but found the products to be quite incongruent;
- He thought to have a way for a meaningful arrangement; and
- He struck upon a story line and then completed the arrangement.

All the while Ananta was preparing for an assessment event and at the same time he was assessing himself and his materials- their adequacy, relevance and meaningfulness so far as learning outcomes (indicators of assessment) were concerned. Do you think he was learning while he was assessing and was the assessment itself not a learning event for him?



## Notes

Assessment as learning is comparatively most difficult of the three categories of assessment. But yet it is the most important skill for a student to grasp and is crucial for independent progress in learning. In contrast to other approaches to assessment of learning, assessment as learning is entirely student controlled. It emphasizes the role of the student as the critical connector between assessment and learning.

Assessment as learning begins only when students become aware of the goals of instruction and the criteria for performance and strive to achieve the goals. In the process they get involved in goal-setting, monitoring their own progress, and reflecting on results. It implies that the students undertake all responsibilities to carry on this assessment while engaged in learning. Those students who are capable of analysing their own process of thinking (i.e. knowing about their process of knowing or meta-cognition) can effectively use assessment as learning which occurs throughout the learning process.

According to Lorna M. Earl (2006), assessment as learning is based on the conviction that the students are capable of becoming adaptable, flexible, and independent in their learning and decision-making.

Assessment as learning provides a variety of opportunities for the student to reflect on his/her learning through the processes of meta-cognition. This can be facilitated through brainstorming, group discussion, collaborative learning situations, and through peer and self- assessment. As a teacher the best thing that you can do is to convince your students for self-assessment and peer assessment which in turn help them to use assessment as learning.

Self-assessment helps students to

- Reflect on their own learning;
- Identify their strengths and areas where they need to improve using clear criteria related to the expectations and achievement levels;
- Set goals and identify next steps for learning;
- Develop skills in meta-cognition;
- Become independent, self-directed students;
- Select work for their portfolios that represent their progress and best efforts over time.

Peer-assessment helps students to:

- Consolidate their learning through dialogue and interaction with their peers;
- Learn how to give and receive constructive, explicit feedback based on clear criteria;
- Practice the concepts and skills explicitly modeled and taught through the activities/tasks.



E6. In which of the following situations assessment as learning is possible?

- A. Unit Test
- B. Group Test
- C. Group learning
- D. Collaborative learning

E7. State any one difference between assessment for learning and assessment as learning.

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### 14.3 DESIGNING ASSESSMENT PLAN

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If you are aiming at good assessment of student's learning progress, then you have to consider the learning style, strengths and needs of each student into account. You have to remember that assessment is an integral part of the learning process and is neither an addition to teaching-learning activities nor is a teacher-centred activity. It is flexible, driven by the expected learning outcomes and being an inseparable part of learning, is as continuous as the learning process. Therefore, planning for assessment should also be a part of the plan for teaching-learning activities for the class.

While planning for assessment in the classroom, you have to consider the following basic conditions:

- **Approaches to Assessment:** While it is advisable to adopt all the three approaches discussed in this unit, you have to decide how to go about it and which approach is to be your most preferred one. From the point of view of promoting learning, assessment as learning is the ultimate approach but not easy to adopt with group of students in our classrooms with diverse abilities. Assessment of learning is the most familiar approach and has importance from curricular and school management point of view. However, in day to day classroom transaction, assessment for learning needs to be used as an undeniable part of classroom learning process.
- **Purpose of assessment:** It is necessary to clearly state the specific purposes of the type of assessment you are conducting. This would help you as well as your students to act in desired direction appropriate to the type of assessment that is going to be used. Specifying the type of assessment would also help you to prepare or choose tools and strategies as per the levels of students.
- **Clarity in Learning Outcomes:** The purpose and the approach of the assessment are determined by the nature of the desired learning outcomes of the unit/topic taught. If the objective of teaching a topic is only to acquire



knowledge, then a written test for the assessment of learning would be sufficient. But if the objectives are more towards developing comprehension, application, analysis, synthesis or creativity, the purpose of the assessment would be to monitor the growth of the student's learning by combining different methods to have a holistic description of student's learning on a continuous basis and assessment for learning and/or assessment AS learning would be more preferred approaches.

- ***Vision of Effective Assessment:*** While planning an assessment programme, you must have a clear vision of what would be happening when the programme is going on. If you intend to go for assessment of learning you need to visualize the ideal and favourable conditions prevailing in the classroom or examination hall like the seating arrangement, the cleanliness of the room, the discipline among the students, a well prepared question paper, the availability of writing materials, no book or other helping materials in the room etc. Similarly, you need to visualize the scenario of your classroom where assessment for or assessment as learning is being encouraged. Such a vision building shall help you to plan for an effective assessment programme.
- ***Provision of Time:*** To conduct assessment of learning, you require specific time at the end of the topic/unit, at the end of a term and/or at the end of the session. Since you have to make elaborate preparation like preparing question paper, sitting arrangements, scrutiny of the answer scripts, recording and sharing the results, you have to plan for such assessment programmes much in advance. Of course for unit tests (at the end of a unit/topic), the time requirement would be much less, say within a normal class period on any working day. You must keep in mind that time spent for assessment of learning is at the cost of the available learning time in the school. If you give more time for such assessment, learning time in the school would be reduced accordingly.

However, since the assessment for learning and assessment as learning are both inseparable parts of the classroom learning process, you do not need specific time for conducting them. What is required is that you have to mention in your lesson note/plan the assessment activities you want to do during the period of instruction.

- ***Students' Involvement:*** While the students' roles are reduced to only responding to the tests in the assessment of learning, they are actively involved in the assessment for learning through their participation in different learning activities, responding to the teacher and peer group members, asking questions for clarification of doubts, helping classmates and such other several activities. The assessment as learning is totally driven by the student. You can only provide facilitating conditions for it.



- **Classroom Environment:** At the time of conducting assessment of learning in the classroom we usually ensure that there is no element in the classroom or its surroundings which might provide any cue for answering the questions. But for other two types of assessment, the classroom environment should be rich with learning materials. The walls, floor and every place in the room are to be used to provide student friendly situation for encouraging students to think, reflect and create ideas which are essential requirements for assessment FOR learning and assessment as learning.
- **Provision of Feedback:** We have already discussed the importance of feedback in the assessment programmes. The feedback in the assessment of learning is provided in well-designed report using numerical scores or alphabetical grades indicating the level of performance of the student. Besides the student, the report is shared with parents and others who have some stake in the student's learning. But in assessment for learning, the feedback is instantaneous and mostly verbal and/or a description of student's behaviour or actions for which no elaborate planning is needed. However, these descriptions may be recorded on the response sheets of the student or in his/her daily diary which can be shared with the parents. In assessment AS learning, the student gets feedback from his own reflections and/or from peers for which you need not make any provision.
- **Incorporating the Change:** The whole exercise of assessment is to bring about further improvement in students' learning. Basing on the results of assessment you have to develop action points in consultation with each student for rectifying the mistakes, improving and enriching the learning. The cycle of assessment, diagnosis of strengths and weaknesses in learning, taking appropriate measures for improvement and enrichment goes on continuously in a spiral manner moving higher and higher along with grades the students are likely to proceed over the school years.
- **System of Continuous Monitoring:** For sustaining continuity and quality of the assessment programmes in the school, a group of teachers may be given responsibility to monitor the planning, conducting, recording, sharing the results and taking timely and appropriate follow up measures. All monitoring should be carried out in relation to the expected learning outcomes.

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## 14.4 LET US SUM UP

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- Assessment of learning of every student in a class is done with reference to the expected learning outcomes. Assessments can be categorized in relation to the purpose and timing in the learning sequence.



- Assessment of learning refers to those assessments like oral, performance and written, as well as combination of two or more of these modes, that occur at or near the end of an instructional unit or term. The results of the assessment of learning are recorded using marks or grades and are used to improve students' performance in the subsequent learning units.
- Assessment for learning is designed primarily to promote student learning and guide instruction through continuous feedback from the teacher and peers. Practice assignments, observation of classroom activities, involvement in projects and developing portfolios are examples of situations where assessment for learning can be effectively done.
- The primary purpose of assessment as learning is to provide students with the opportunity to reflect on their own learning. Self-assessment, peer assessment and goal setting activities are all examples of assessment as learning.
- While planning an assessment programme you need to take several aspects into consideration such as expected learning outcome, a clear vision of effective assessment, provision of time, students' involvement, congenial classroom environment, provision of feedback, system for monitoring assessment.

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## 14.5 MODEL ANSWERS TO CHECK YOUR PROGRESS

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E1. B

E2. No, since in primary classes no detention policy is in force throughout the country as a direction of RTE act, 2009.

E4. B

E6. D

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## 14.6 SUGGESTED READINGS AND REFERENCES

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1. Black, P & William, D (1999). Assessment for learning: Beyond the black box. London: Kings College London.
2. Butler, R (1988). Enhancing and undermining intrinsic motivation: effects of task-involving and ego-involving evaluation on interest and performance. British Journal of Educational Psychology, 56 (51–63).

3. Cooper, Damian (2007). Talking about assessment, strategies, and tools to improve learning. Toronto, Ontario: Thomson Nelson.
4. Earl, Lorna M. (2006). Assessment as learning: Using classroom assessment to maximize student learning. Thousand Oaks, California: Corwin Press.

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## 14.7 UNIT- END EXERCISES

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1. Differentiate between assessment of learning and assessment for learning.
2. Elaborate the role of feedback in the assessment for learning.



Notes