

YOU'RE DOING GREAT!



Assessment



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Evaluation



Session Outline

- What is assessment?
- What is the difference between assessment, scoring, and evaluation?
 - What is the difference between student-centered learning and teacher-centered learning?
 - Why do we assess students?
 - What is effective assessment?



Comment on the following quotation

“Students can with difficulty escape from the effects of poor teaching..... they cannot (by definition if they wish to graduate) escape the effects of poor assessment”

Boud (1995:35)



- What is your own definition of assessment?
- What is your perspective about assessment?
- Handouts:
 - _ Assessment definition
 - _ Reflecting on assessment



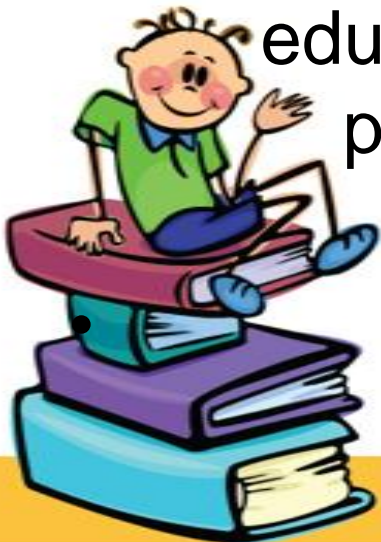
What is assessment?

- The Merriam-Webster Dictionary (1997) defines “assessment” as follows:

n 1: the act or instance of assessing; 2: an amount assessed.

- Assessment is “...the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development.”

- Palomba & Banta (1999)



- **Assessment is** “...an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance. When it is embedded effectively within larger institutional systems, assessment can help us focus our collective attention, examine our assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education”.



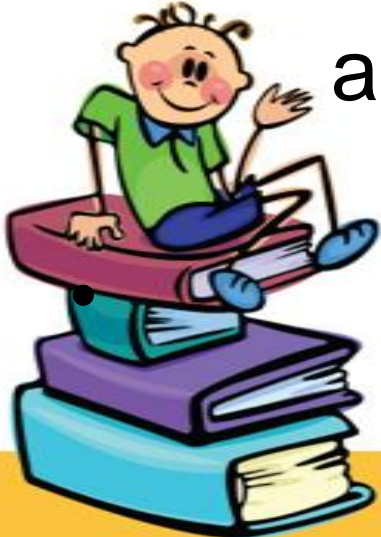
- Angelo (1995)

**Do the words assessment,
Scoring/Grading, and
evaluation have the same
meaning?**



Do the words **assessment**, **Scoring/Grading**, and **evaluation** have the same meaning?

- **Assessment** - The process of measuring something with the purpose of assigning a numerical value.
- **Scoring /Grading**- The procedure of assigning a numerical value to an assessment task.



Assessment and Grades

Assessment

- Formative
- Diagnostic
- Non-Judgmental
- Private
- Partial
- Specific
- Mainly Subtext
- Suggestive
- Usually Goal-Directed



Grades

- Summative
- Final
- Evaluative
- Administrative
- Integrative
- Holistic
- Mostly Text
- Rigorous
- Usually Content-Driven

Adapted from SLO presentation by Karen Carlisi and Crystal Kolross Nov 30, 2006

Evaluation

- The process of determining the worth of something in relation to established benchmarks using assessment information.
- In teacher-Centered learning, evaluation focuses on a limited range of intelligences, utilizes only standardized tests, and assumes only one correct answer.



Evaluation continued

- In learner-centered learning, evaluation focuses on multiple intelligences, utilizes authentic assessments, and fosters self-reflection.

So, what is learner- centered learning?

And, What is teacher- centered learning?



- Harden and Crosby (2000) describe **teacher-centered learning strategies** as the focus on the teacher transmitting knowledge, from the expert to the novice. In contrast, they describe **student-centered learning** as focusing on the students' learning and '*what students do to achieve this, rather than what the teacher does*' (p.335).



Table 1: Student-centred vs teacher-centered

- Student-centered learning
 - Low level of student choice
 - Student active
 - Power is primarily with the student



- Teacher-centered learning
 - High level of student choice
 - Student passive
 - Power is primarily with the teacher

http://www.aishe.org/readings/2005-1/oneill-mcmahon-Tues_19th_Oct_SCL.html

What about assessment in the student-centered learning?



Assessment process and student-centered learning

- Involving students at the stage when the task is set:
 - Choosing the assessment task
 - Setting the assessment task
 - Discussion of the assessment criteria
 - Setting the assessment criteria

[\(Brown, Rust, and Gibbs 1994\)](#)



Reasons for assessment

Activity :

- Jot down three reasons why you assess your students?
- Share and discuss these reasons with the person next to you.
- Now compare with the reasons on the slides



Why do we assess students?

- To allow students to get the measure of their achievement;
- To help them to consolidate their learning;
- To provide feedback so they can improve and remedy deficiencies;
- To motivate students to engage in their learning;
- To provide students with opportunities to relate theory and practice...



Reasons- continued

- To help students to make sensible choices about option alternatives and directions for further study;
- To provide students with opportunities to evidence their employability;
- To provide assurance of students developed fitness to practice;
- To gain feedback on our own effectiveness as teachers;
- To provide statistics for internal and external agencies.



Adapted from work of T. A. Angelo – University of Miami – June 1998

Effective Assessment

- Do you really assess what matters most- in what you actually teach and in what you expect your students to learn?
- Do you provide information for improving learning, teaching, and assessment?
- Do you focus on process as well as on inputs and outcomes?
- Do you actively involve students in the process of learning and assessment?
- Do you use multiple and varied measures?
- Do you provide constructive feedback?



**Can you always assess your
students effectively?**

**Can you really get accurate
assessments of students
learning?**



Not Always

Because of factors that we cannot control such as the following:

- Student's health
- Student's psychological and emotional state



- Memory fluctuations
- Luck in guessing
- Luck in assignment choice