

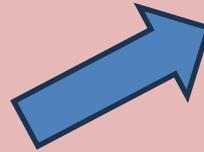


Assessment and Evaluation

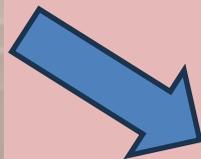
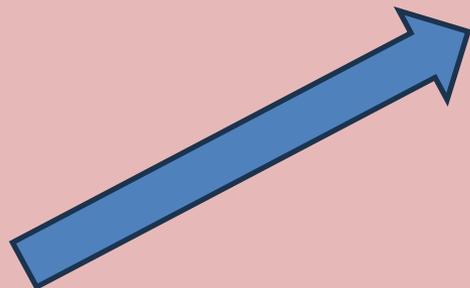


General Understanding of Assessment and Evaluation

What do you do before evaluation or assessment?



What do you do before
evaluation or assessment?



Measurement

It plays a role in the action of assessment and evaluation.

- Measure before assessment and evaluation
- Several times of measurement for convincing evaluation
- Measure quantitative results by testing and scoring
- Measure qualitative results by using investigation tools, interview, and observation forms + analyses and interpretation
- Measurement errors → wrong interpretation

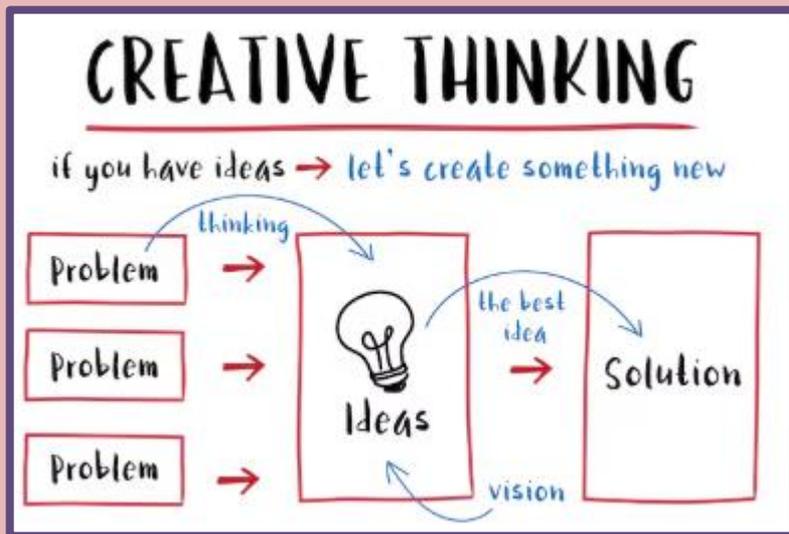


Assessment

- The process of collecting information or evidence of a learner's progress along a determined period of time and identifying quality levels.
- It implies a collection of learning results based on what and how a student knows or can do in various situations along the development process.
- It can be reported as scales, levels, and anecdotal notes from a teacher to inform their strengths and weaknesses in each learning stage.

- It is less formal when compared to evaluation and it is described as low-stakes due to the reason of teaching and learning improvement.
- Besides accomplishments, self-assessment results can be used for the reason of learning progress consideration.

In assessment, teachers always give feedback and what is it about?



Evaluation

- It is the action or process of judging overall quality.
- It can be conducted after the end of each lesson while assessment focuses on an understanding of learning process for help provision.
- It produces a global view of learning achievement from accumulation of scores or scores with some considerations from formative assessment.

Assessment can be considered procedural like doing classroom action research which yields feedback as suggestions for instruction improvement and portrays progress levels.

Evaluation aims to judge students' learning, skills, performance, and attributes for score reporting and grading.

Formative assessments are designed to generate feedback on your performance. The grades from these assessments do not contribute to your final module mark.

Summative assessments provide an understanding of your overall learning. These assessments may include class tests, assignments, exams, presentations or projects. They take place under controlled conditions and evaluate your learning and academic achievement, as set out in the relevant curriculum standards. The grades from these assessments do contribute to your final module marks.

<https://help.surrey.ac.uk/article/whats-difference-between-summative-and-formative-assessments>

Formative assessment

The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- help students identify their strengths and weaknesses and target areas that need work
- help faculty recognize where students are struggling and address problems immediately

Formative assessments are generally *low stakes*, which means that they have low or no point value. Examples of formative assessments include asking students to:

- draw a concept map in class to represent their understanding of a topic
- submit one or two sentences identifying the main point of a lecture
- turn in a research proposal for early feedback

Summative assessment

The goal of summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark.

Summative assessments are often *high stakes*, which means that they have a high point value.

Examples of summative assessments include:

- a midterm exam
- a final project
- a paper
- a senior recital

Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.

To be more realistic about assessment and evaluation, “learning assessment” was established and there are 3 implementation principles in practice.

-AaL

-AoL

-AfL



Assessment as learning

- Students are active critical thinkers to make sense of information, feedback, and points of observation.
- Students can thrive through the process of logically analyzing their prior knowledge and new learning.
- Students learn from results and use them for self improvement and goal setting.
- This type of assessment is supportive to metacognition development.

Assessment for learning

- Teachers assess students and inform them ways of further development.
- Teachers consider feedback from students or analyze learning behavior to plan their teaching.
- The process of feed-up (new rules, new techniques, digestible knowledge, and adapted assessment), feedback (quality of expected results), and feedforward (knowledge extension/skill improvement) is made.

Assessment of learning

- Teachers consider what students have achieved after learning all the portions of knowledge or completing skill development stages from a course.
- This is an aim to judge whether students have met the standards or not.
- This finally shows where and how students are ranked in relation to others in the same course or educational level.

Assessment results are helpful for these aspects.



Why are they important?

- Students can understand their actual performance.



- They determine whether students' learning achievement meet goals or not.



- Then, they can set their learning goals from seeing outlooks and have appropriate ways as encouragement to step up.

- They support a decision for placement, methods of teaching, scaffolding, media selection, and assessment planning.



- They provoke a look-back attitude.

"Are we teaching what we need to teach?"

"Is there any better way to promote better learning?"

- Parents can understand their children's progress, interests, strengths, and weaknesses.



- Learning styles, supporting factors, and obstacles are taken into consideration among parents and teachers.



- Effective cooperation between parents and teachers leads to a true understanding of students' learning nature.

- School administrators can make use of assessment/evaluation results as evidence to do the followings
 - initiate academic strengthening projects
 - revise the curriculum
 - launch policies
 - make strategic plans

If you are to assess your students' learning, what will be the steps of your assessment from the start to the end?



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