

# Assessment Techniques for School Teachers

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## Abstract

Assessment plays a significant role in determining the quality of education. This is particularly so when students are properly assessed using various appropriate methods of assessments. This paper first looks at what the meaning and nature of assessment is and the various aspects involving in the process of assessment. In this paper we discuss about some various types of assessment techniques, their meaning and their examples.

**Keywords:** Assessment, assessment techniques, formative, summative.

## Introduction

Assessment is an integral part of teaching learning process. It is also known as CAT (classroom assessment test). Assessments are various techniques by which teacher comes to know how well the students understand the concepts and facts of the lesson. Assessment is the systematic process of documenting and using empirical data on the knowledge, skill, attitudes and beliefs to refine programs and improve students learning. In the field of education teacher use assessment as a tool to know the educational need, weakness, skills and learning readiness of students. It also helps teachers to adjust the lesson according to need of the students. Brown, (1990) stated that assessment refers to a related series of measures used to determine a complex attribute of an individual or group of individuals. This involves gathering and interpreting information about student level of attainment of learning goals.

## Aim of the Study

Aim of this paper is to describe the meaning, purpose, types and process of assessment techniques.

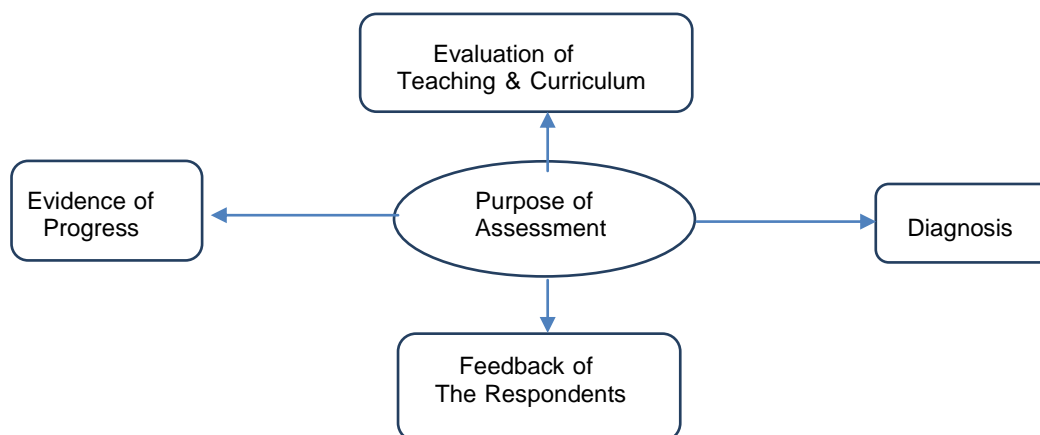
## Purpose of Assessment

Before planning for assessment it is most important to know about the purpose of assessment, which will use the results of assessment and for whom they use it. The main purpose of assessment is to know the progress or performance of students. To know their interests on the basis of which teacher can take a decision about their learning process. It is a part which makes teacher able to understand the difficult and understood part of the content. After gaining the insight by assessment teacher are able to know the need of the students who are ready for more challenges and can also provide remedies for those who are lagging behind. On the basis of regular assessment a teacher can modify his teaching techniques and strategies according to need of the students. By classroom assessment techniques students can also get a chance to see how they are progressing. It gives students a sense of what they know and do not know about a subject. It also helps students to know how to improve their performance. Students need frequent opportunities to reflect on where their learning is at and what needs to be done to achieve their learning goals. Researches conducted by (Davies 2004; Stiggins et al. 2004) revealed that learners will be inspired and confident learners when they experience progress and achievement, rather than the failure and defeat linked with being compared to more successful peer groups.



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The grades students get by assessment also provides help for parents, other schools and post-secondary colleges to understand about students learning.

#### Assessment Process

In the process of assessment there are few steps which are as following-

1. To define the specific objectives of the studies programs.
2. Before assessment activity teacher must tell students about assessment criteria and intended outcomes.
3. Teacher must assess students before during and after teaching.
4. Teacher should use different strategies to know the students learning evidence.
5. Regular and detailed feedback should be given to students. Make sure that student can narrate their improvement and attainment and articulate their next step of learning.
6. Informs teachers and provides insight that can be used to modify instruction.

#### Types of Assessment

Mainly there are six types of assessment which are discussed below-

##### Diagnostic Assessment

Prior to instruction a student's strengths, weakness, knowledge and skills are assessed by

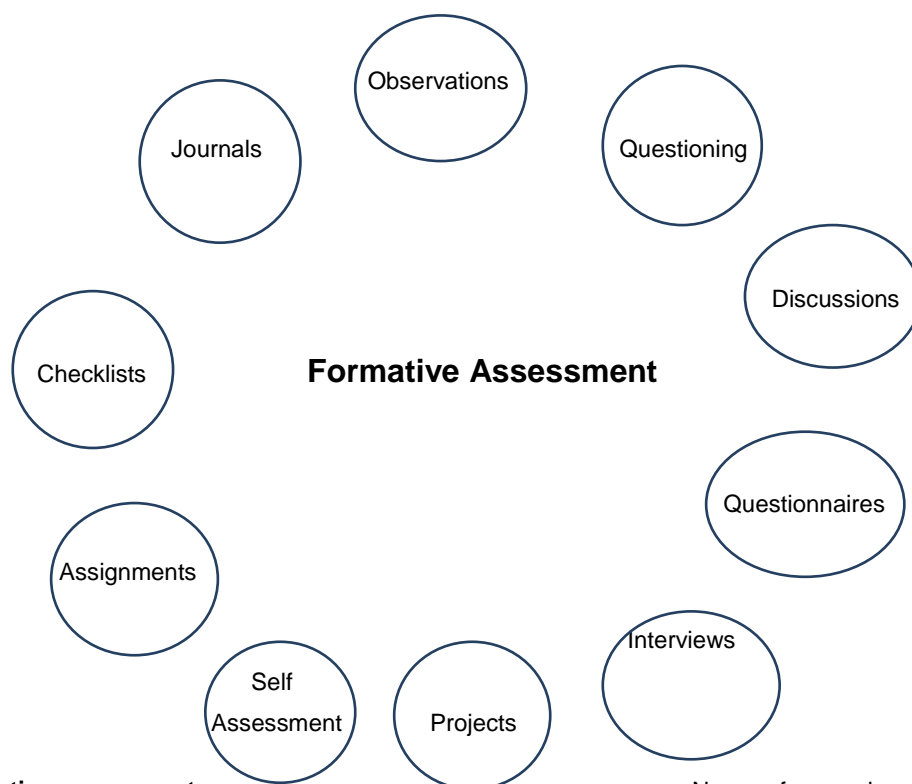
diagnostic assessment. An identical assessment may be given post-instruction to identify if students have met a course's required learning objectives. Observation and anecdotal notes, running records, phonics inventory, intervention or curricula-specific diagnostic tools, discussion responses are some examples of diagnostic assessment tools.

##### Formative Assessment-

"When the cook tastes the soup that's formative assessment when the guests taste the soup, that's summative."

Robert E. Stake

It is a planned process using evidence to make instructional adjustment or verifying learning. It involves giving specific feedback that is turned into student action. The main purpose of formative assessment is to observe student knowledge to give ongoing comment that can be used by teacher to change their instruction and by learner to modify their learning. It assists student s identify their potential and flaws and selected areas that need work. Formative assessment facilitate teacher to identify where students are in conflict and address difficulties immediately. Formative assessment usually has low or no value. Following diagram shows the examples of formative assessment

**Summative assessment**

Summative assessment are used to assess student learning at the end of a chapter by differentiate it against some standard or benchmark. This type of assessment is of high value. It lies emphasis on memorization rather than an understanding of the subject matter. Few examples of summative assessments are given below-

1. Rubrics
2. Written Test
3. Portfolios
4. Written Reports
5. Practical Examination
6. Presentations
7. Standardized tests
8. Final exams

**Criterion Referenced Assessment**

Criterion referenced assessment assesses student performances against a fixed set of predetermined norms or learning standards. This criteria or Norms are set before students begins test. It provides information on how the achievement of an individual compares with that of others. It is an important tool for engaging students with teaching learning process. These tests are used by teachers to test the specific knowledge and skills students have most likely learned in order to assesses how close student is to mastering a specific standard. SAT, Graduate record Examination and Wechsler Intelligence Scale for Children (WISC) are few examples of criterion referenced assessment.

**Norm Referenced Assessment**

Norm referenced assessment is like group or demographic assessment. It compares a student performance against other students. In this type of assessment all students have take the same test and assessment.

The calculating process of norm referenced test is called 'norm processes and the group which are comparing is known as 'norming group'. It is very useful in measuring student achievement to determine their language ability, grade readiness, physical development, college admission decisions and need for additional learning support.

**Ipsative assessment**

In this type of assessment student current performance is measured by comparing his previous performance. By this assessment you proved to improve yourself by comparing your previous results. It is used in everyday life. Encouraging pupils to beat their previous scores can take peer pressure out of situations and eliminate the competitive element.

Considering the above it can be said that assessment can vary from simple asking questions during a lesson class presentation after a unit of study. Assessment is not only a way we can measure student performance, but it is also a way for teachers to plan instruction and reflect their own method of teaching.

**Conclusion**

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student performance, but it is also a way for teachers to plan instruction and reflect their own method of teaching.

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