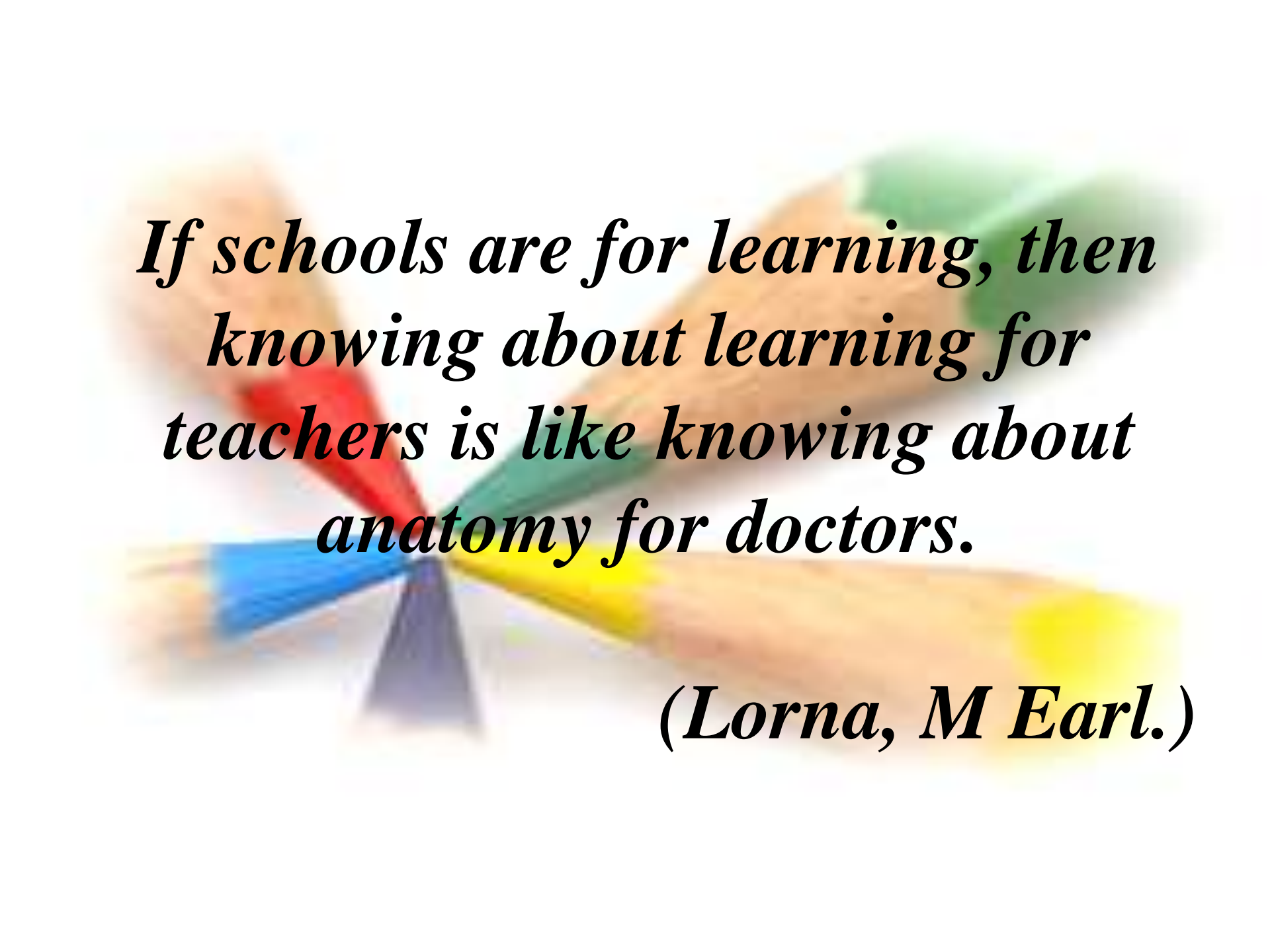


# *Assessment for Learning:*

*Facing the change,  
changing the face*

**Dr. Rashmi Vij**  
*Principal, Police DAV Public School  
Jalandhar, Punjab*



*If schools are for learning, then knowing about learning for teachers is like knowing about anatomy for doctors.*

*(Lorna, M Earl.)*

# What is Assessment ?

**Assessment is an integral part of learning.**

**A process of documenting in measurable terms knowledge, skills, attitudes and belief.**



# Assessment & Evaluation

## Assessment

**Ongoing:** to improve learning

**Process Oriented:** How learning is going

**Diagnostic:** Identify areas for improvement

**Flexible:** Adjusts as problems are clarified

**Co-operative:** Learn from each other

## Evaluation

**Final:** to gauge quality

**Product Oriented:** What has been learned.

**Judgment:** Arrive out an overall grade / score

**Fixed:** To reward success  
To punish failure

**Competitive:** Beat each other



# Types of Assessment

## **Summative Assessment:** (Assessment of learning)

- End of the term exam.
- Feedback on learning to teacher and parents.
- Certify Learning
- Doing it right is a challenge in itself.

**Teacher is the dominant figure.**

# Assessment for Learning (Formative Assessment)

From Making Judgements to creating descriptions

*“Assessment for Learning is the process of seeking & interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go & how best to get there.”*

*Assessment for learning is “any assessment in which the first priority is to serve the purpose of promoting students’ learning.”*

*Paul Black*

*Active involvement of both teacher and student.*



# The New Approach

The extended role of  
Assessment **for** Learning

to

Assessment **As** Learning.

# Assessment As Learning

## Student - The Key Role Player

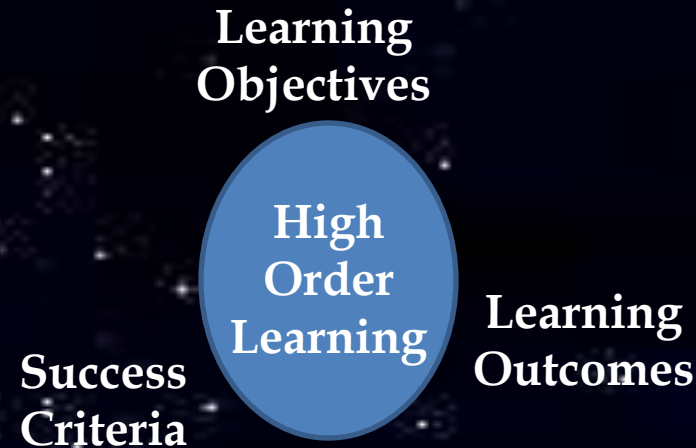


**Students as actively engaged and critical assessors make sense of the information, relate it to prior knowledge, and master the skills involved.**



# Demystifying Assessment As Learning

- **Learning objectives** show the goal posts where the students are expected to reach.
- **Learning outcomes** describe significant learning that learners have achieved and can reliably demonstrate at the end of a course or a programme.
- **Success criteria / Assessment Criteria** are the route map of learning, the teachers expectation from the students.



# The need to provide Success Criteria or Assessment Criteria

## A Classroom Exemplar

If each one of you is asked  
to draw a house.

With Following Instructions:

Equipment: pencil or pen, blank piece of paper

Time allowed:

2 minutes

No talking!



The resultant will be  $n$  -  
number of drawings

# • The task – a muddle for the learner

- What was the point of the task – *what was I learning?*
- How was I supposed to know what to include – *what was my outcome?*
- Why weren't we given more detailed instructions?
- How about sharing the success criteria with us – *could we have created it ourselves from the mark scheme and/or a model?*
- Why weren't we allowed to ask questions – *talk for learning?*
- Why didn't you give us some indication of what you were looking for *what does "good" look like?*
- Wouldn't it have been better if we'd seen (and discussed) the mark scheme beforehand – *knowing what different levels are and how to reach them?*



# ESSENTIAL STRATEGIES OF ASSESSMENT FOR LEARNING



# Questioning in Class

- Can kindle high order thinking by motivating students to indulge in questioning.
- Draw out understanding through students thought processes.
- Focus on Assessment objectives by making students think of questions from Summative Assessment point of view.



# From

- Knowledge of the subject
- Learning Objectives
- Success Criteria



The students move on to  
**Peer Assessment.**

# PEER ASSESSMENT

Peer Assessment is not simply evaluating a partner's work; it is used often using success criteria to reinforce the assessors learning as well as give constructive criticism.

# Peer Assessment

- It improves motivation
- Peer discussion is in language they use and understand
- Peers will question peer marking in a way that they rarely do with teachers.
- It can inform the teacher about the learning by group/pair response or by reading peer marking.
- It informs the student's own learning.

*The graduation to the top rung of the ladder.*

## **SELF ASSESSMENT**

**Self Assessment is the process of self reflection or monitoring engaged in by the students to provide themselves with feedback that helps them to see errors, consider alternatives and make adjustments to enhance their performance and to reach the set targets.**





*Self  
Assessment?*

Your Targets?

What did you do well?

What do you need  
to improve?

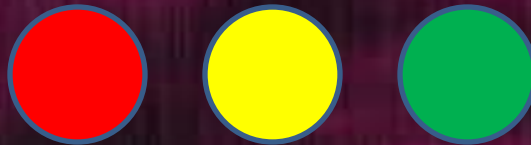




# The Classroom Exemplar Quick Simple “Starters” for Self Assessment

## *Traffic Lights - cards*

- Can be used at any time
- Pair reds and greens so that greens can explain to reds.
- Put ambers together to see if they can complete the whole.



# Self Assessment

- Emphasis is on **thinking and articulating** – not writing – good to share.
- Helps create **independent learners**.
- Needs to be related to the learning intention; (Learning Objectives or/and Success Criteria)
- Needs “training” – easiest to model.
- Must have a comfortable learning atmosphere  
- **problems are seen as a way to learn not as failure to make students**

**Confident, Competent, Self Assessors**

# The Dividend

## Self Assessment inculcates

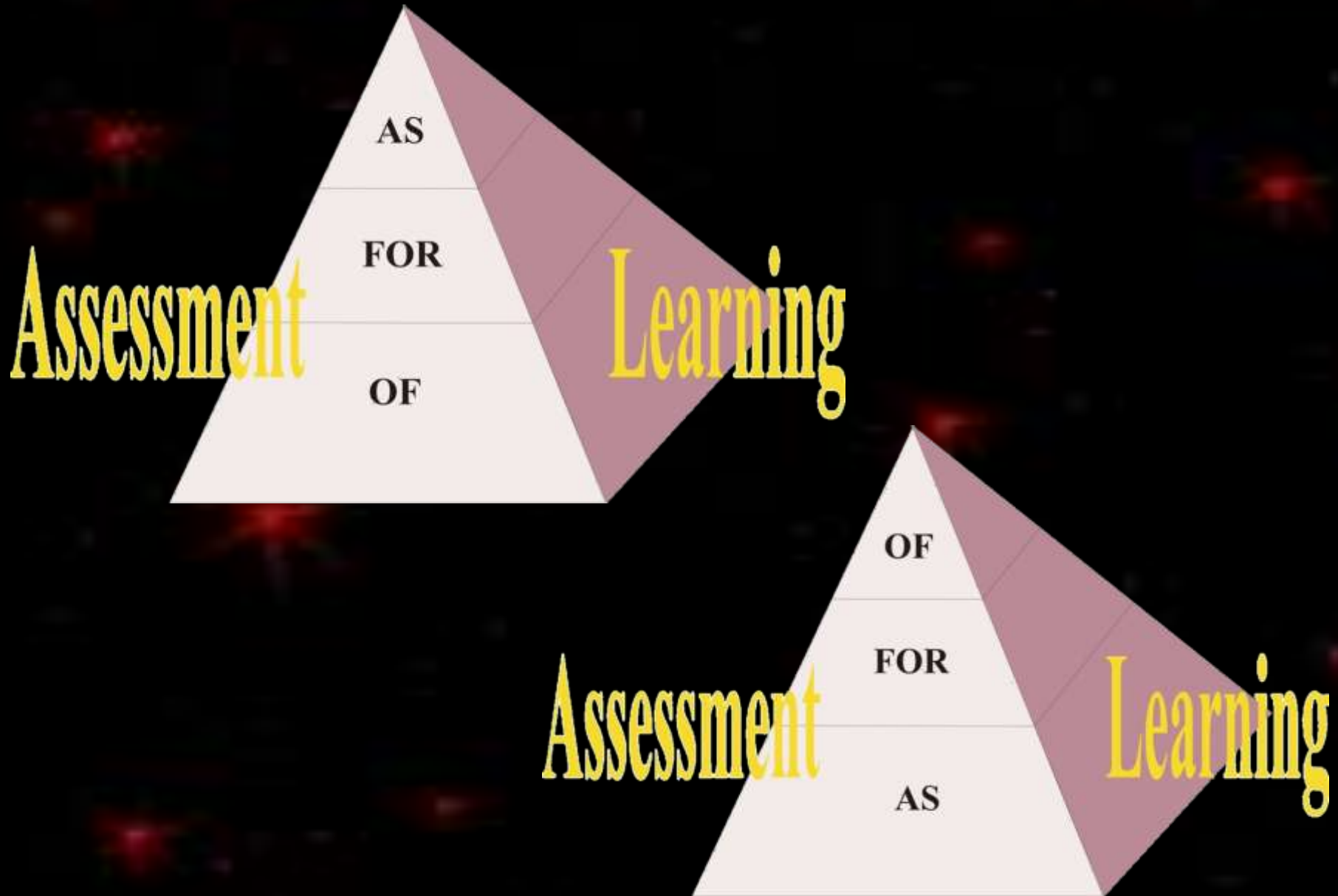
- Develops **Habits of Mind**
- Students as creative, critical and self regulatory assessors.
- Builds self esteem
- Nurtures life long confidence in making judgements.

**And above all**

**Critical And High Order Thinking**

# Paradigm Shift

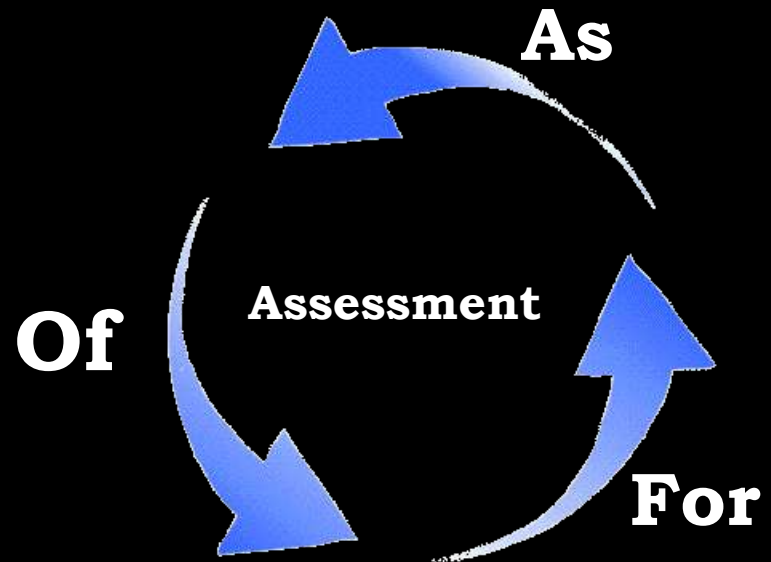
## Reconfigured Assessment Pyramid



# *Research Undertaken*

## *Hypothesis*

*Assessment for learning combined with assessment as learning significantly improves the assessment of learning.*





# *Sample*

A sample of 60 students taking two separate sections of grade X (age group 14-16 years) as per the experimental paradigm- were taken and bifurcated into two groups - experimental and the other control one.

Research Conducted At

**Police DAV Public School, Jalandhar ,Punjab, India**

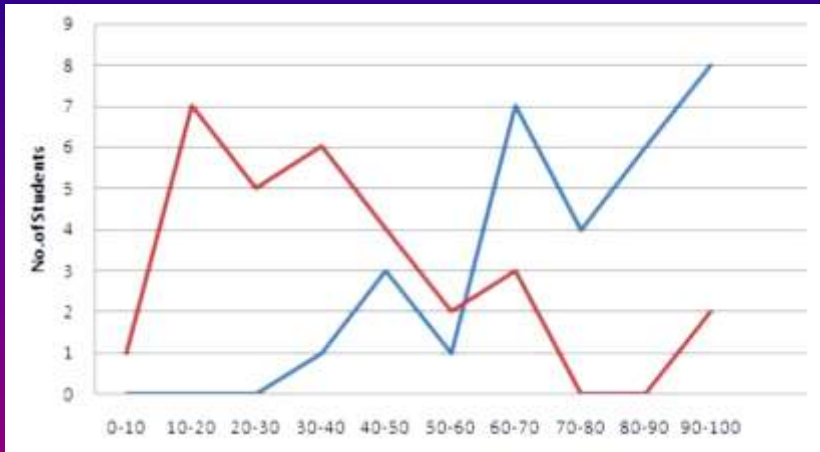
# Methodology

- *In experimental as well as control groups, assessment for learning was carried out as per CCE guidelines.*
- *The experimental group students were trained for Assessment as Learning.*
- *An environment was created in which students of experimental group were exposed to*
  - *learning objectives, learning outcomes*
  - *trained in peer assessment and self assessment*
  - *using success criteria*
  - *to reinforce the assessors learning as well as to give constructive criticism, while the control group was not provided any such exposure.*
- *Results of both the groups were compared.*

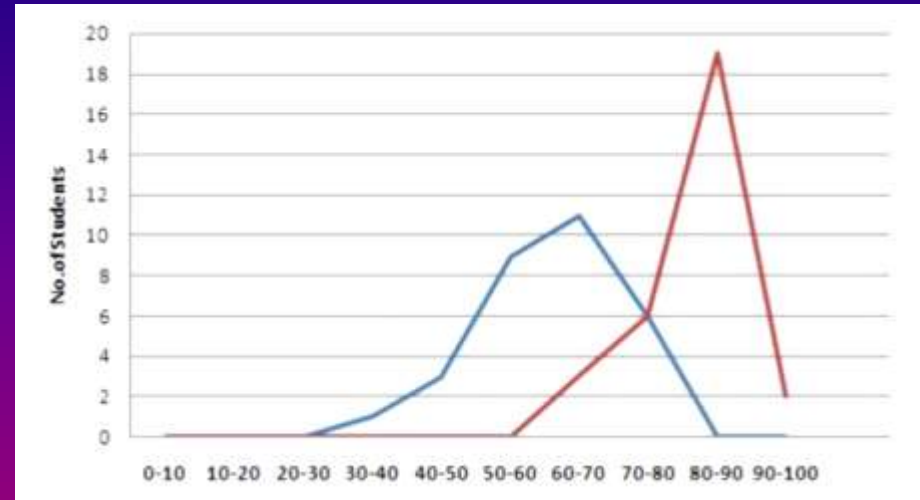
# COMPARISON

$X_a$  EXPERIMENTAL GROUP

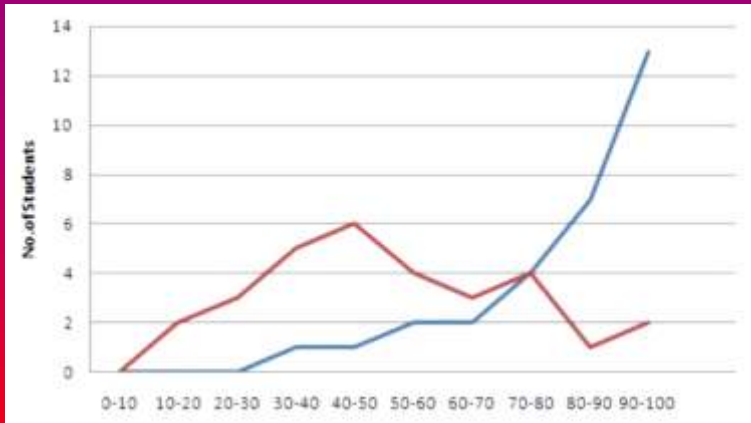
$X_b$  CONTROL GROUP



ASSESSMENT OF LEARNING SCORES IN MATHS



ASSESSMENT OF LEARNING SCORES IN ENGLISH



ASSESSMENT OF LEARNING SCORES IN SOCIAL SCIENCES



ASSESSMENT OF LEARNING SCORES IN SCIENCES

	ENGLISH		MATH		SCIENCE		SOCIAL SCIENCE	
	Experimental Group	Control Group	Experimental Group	Control Group	Experimental Group	Control Group	Experimental Group	Control Group
	$X_a$	$X_b$	$X_a$	$X_b$	$X_a$	$X_b$	$X_a$	$X_b$
<b>MEAN (<math>Mx_a</math> &amp; <math>Mx_b</math>)</b>	80.08	59.83	74.96	37.17	74.83	40.96	80.96	51.21
<b>SUM OF SQUARE DEVIATES (<math>SS_a</math> &amp; <math>SS_b</math>)</b>	1459.17	2952.29	9426.51	15146.67	10321.04	18267.76	7664.64	12698.39
<b>Variance <math>s_p^2</math></b>	76.06		423.68		492.91		351.09	
<b>STANDARD DEVIATION <math>\sigma</math> (<math>Mx_a</math> - <math>Mx_b</math>)</b>	2.25		5.31		5.73		4.84	
<b>t RATIO</b>	8.99		7.11		5.91		6.15	
<b>DEGREE OF FREEDOM</b>	28.00		28.00		28.00		28.00	

	ENGLISH		MATH		SCIENCE		SOCIAL SCIENCE	
	AOL Scores of Experimental Group	AOL Previous Scores of Experimental Group	AOL Scores of Experimental Group	AOL Previous Scores of Experimental Group	AOL Scores of Experimental Group	AOL Previous Scores of Experimental Group	AOL Scores of Experimental Group	AOL Previous Scores of Experimental Group
<b>MEAN (<math>Mx_a</math> &amp; <math>Mx_b</math>)</b>	83.69	80.08	84.01	74.96	84.32	74.83	84.03	80.96
<b>SUM OF SQUARE DEVIATES (<math>SS_a</math> &amp; <math>SS_b</math>)</b>	1504.17	1459.17	4568.06	9426.51	7822.54	10321.04	3995.69	7664.64
<b>Variance <math>s_p^2</math></b>	51.09		241.29		246.71		201.04	
<b>STANDARD DEVIATION <math>\sigma</math> (<math>Mx_a</math> - <math>Mx_b</math>)</b>	1.85		4.01		4.06		3.66	
<b>t RATIO</b>	3.25		2.26		2.34		2.13	
<b>DEGREE OF FREEDOM</b>	28.00		28.00		28.00		28.00	

## Data Analysis

With reference to Table–1 Assessment of learning: Calculated value of  $t$  is 8.99, 7.11, 5.91 & 6.15 in English, Maths, Science & Social Science scores respectively whereas tabular value of  $t$  at 5% level of significance and degrees of freedom = 28 is 2.05. **Since calculated  $t$  is greater than tabular  $t$  ( $t_{cal} > t_{tab}$ ), thus, hypothesis is accepted. Performance of experimental group is better than control group.**

Hence, this reflects upon the fact that performance of Experimental group is better when Assessment as Learning is combined with Assessment for learning. With reference to Table-II: Calculated value of  $t$  is 3.25, 2.26, 2.34 & 2.13 in English, Maths, Science & Social Science respectively whereas tabular value of  $t$  at 5% level of significance and degrees of freedom = 28 is 2.05. **Since calculated  $t$  is greater than tabular ( $t_{cal} > t_{tab}$ ), thus hypothesis is accepted.**



## Conclusion

Performance of experimental group is better in the semester when they are exposed to the Assessment as Learning than their own assessment of learning in previous semester.

So our hypothesis that Assessment for Learning combined with Assessment as Learning significantly improves the assessment of learning stands proved.

*The challenge for educators today is to apply the emerging understanding about learning assessment and evaluation innovatively and with commitment in productive ways:*

*Where all students “not just a few” will be*

- Assessing, interpreting and applying information*
- Performing critical thinking and analysis*
- Independently and among peers*
- With their lateral thinking*
- Add on to the spiral continuum of progress.*

