

B.Ed. Two Year Programme

F.7: Assessment for Learning

Maximum Marks: 50

Unit 1: Basic Concepts and Overview

- 1.1 Basic Concepts: assessment, evaluation, measurement, test, examination, formative and summative evaluation, continuous and comprehensive assessment mandated under RTE, and grading.
- 1.2 Purpose of assessment in different paradigms: (a) behaviourist (with its limited view on learning as behaviour), (b) constructivist paradigm and (c) socio-culturalist paradigm; distinction between 'assessment of learning' and 'assessment for learning'; assessment as a basis for taking pedagogic decisions

Unit 2: Analysis of Existing Practices of Assessment

- 2.1 A critical review of current evaluation practices and their assumptions about learning and development; examination for selection or rejection; role of traditional examinations in maintaining social and cultural hierarchy; impact of examination-driven teaching on school culture and on pedagogy; content-confined testing; critique of prevailing quiz culture and popular tests such as ASSET and Olympiad; commercialization of testing
- 2.2 Impact of the prevailing assessment practices on students' learning, their motivation and identity; detrimental effects of labeling students as slow or bright or declaring them failures; perspective behind no-detention policy in elementary grades under RTE

Unit 3: Assessment in the Classroom and Record Keeping

- 3.1 Expanding notions of learning in a constructivist perspective; ability to develop indicators for assessment; tasks for assessment: projects, assignments, formulating tasks and questions that engage the learner and demonstrate the process of thinking; scope for original responses, observation of learning processes by self, by peers, by teacher; organising and planning for student portfolios and developing rubrics for portfolio assessment, teachers' diaries, group activities for assessment
- 3.2 Dimensions and levels of learning, assessing conceptual development, recall of facts and concepts, application of specific skills, problem-solving; application of learning to diverse and new situations.
- 3.3 Assessment of meaning-making propensity, abstraction of ideas from experiences, identifying links and relationships; inference, analysis and reflection, originality and initiative, flexibility.

Unit 4: Feedback

4.1 Feedback as an essential component of assessment; types of teacher feedback (written and oral); feedback to students and feedback to parents; peers' feedback, scores, grades and qualitative descriptions, developing and maintaining a comprehensive learner profile; challenges of assessment

Suggested Reading List

Deshpande, J.V. Examining the Examination System *Economic & Political Weekly*, April 17, 2004 Vol XXXIX, No. 16.

Nawani, D (2015). Re-thinking Assessments in Schools, *Economic & Political Weekly*, Jan 17, Vol L, No. 3.

Nawani, D (2012), Continuously and comprehensively evaluating children, *Economic & Political Weekly*, Vol. XLVIII, Jan 12, 2013.

NCERT(2007) National Focus Group Paper on Examination Reforms

Shepard, L. A. (2000). The role of assessment in a learning culture. *Educational Researcher*.

Peer feedback and evaluation in Sanctuary Schools Dr Sudha Premnath and Ranjani Ranganathan (<http://www.ashanet.org/projects-new/documents/701/Peer%20feedback%20and%20evaluation%20in%20Sanctuary%20Schools.pdf>)

ए. के. जलालुद्दीन. (मार्च – अप्रैल, 2011). रटनसे अर्थनिर्माण तक: पाठ्यचर्या, शिक्षणशास्त्र और मूल्यांकन में फेर-बदल. शिक्षाविमर्श.

Black, P. (2015). Formative assessment – an optimistic but incomplete vision. *Assessment in Education: Principles, Policy & Practice*, 22(1).

Broadfoot, P. (1979). *Assessment, schools and society*. London, USA: Methuen & Co.

Byrnes, D.A. (1989), Attitudes of students, parents and educators toward repeating a grade. In L.A. Shepard & M.L. Smith (eds.), *Flunking grades: Research and policies on retention*. London: Falmer Press.

Darling-Hammond, L. (1998), Alternatives to grade retention. *The School Administrator*, 55,7.

Dweck, C. S. (2006). *Mindset : The new psychology of success*. New York: Ballantine Book

वैजयंतीशंकर. बड़े पैमाने पर आंकलन: अनुभव और नजरिया. शिक्षा- विमर्श. मार्च – अप्रैल, 2013.

Andrade, H. L. (2013). Classroom assessment in the context of learning theory and research. In J. H. McMillan (Ed.), *Sage handbook of research on classroom assessment*. California, USA: Sage.

Cumming, J., & Maxwell, G. S. (1999). Contextualizing Authentic Assessment. *Assessment in Education: Principles, Policies and Practices*, 6(2),

Source Books on Assessment for Grades I-V for Hindi, English, Mathematics and EVS NCERT (2008)