

Bachelor of Education (B.Ed.)
Title of the Course: Perspective Course PC 11: Assessment for Learning
(Semester: III)

Credits: 2
MM: 50 (External: 35 Internal: 15)
Contact Week 15

Introduction of the Course

The aim of this course is to focus on the basics of assessment. This course will introduce learners to understand the assessment in different paradigms. It is focused on enhancing the conceptual understanding of existing practices of examinations and assessment in the light of educational policies. It is important to discern the concept of different types of Assessment, tools and techniques for assessment. The paper will develop an understanding of feedback, challenges of assessment in the present scenario.

Learning Outcomes

After completion of the course student will be able to:

1. Identify the different concepts , types of assessment , measurement and evaluation
2. Analyze and understand Assessment in the light of Educational policies, paradigms
3. Engage with basic concepts necessary for understanding existing practices and evidences for assessment
4. Learn to apply feedback in classroom assessment to enhance learning.
5. Review the policy documents on examination reforms with respect to socio cultural aspects in India

Number of Units (3)

Weeks 15 = 30 hours

Unit 1: Basic Concepts of Assessment

(5 weeks = 10 hours)

- Assessment, measurement, evaluation
- Test and Examination- Concepts, types, Formative and summative Assessments, Assessment for learning, Assessment as learning and Assessment of learning, Continuous Comprehensive evaluation and understanding of Assessment in the light of Educational policies,
- Behaviourist paradigms, Constructivist paradigms, Socio cultural paradigms of Assessment

Unit 2: Analysis of Existing practices and Classroom Assessment

(5 weeks = 10 hours)

- Role of Traditional Examinations in maintaining social and cultural hierarchy, Detrimental effects of learning students as slow, bright, failure, Perspectives behind no detention policy in elementary grades under RTE act 2009,

- Questionnaires, checklists, rubrics, projects, assignments, portfolio, self assessment, peer Assessment, performance based Assessment, teachers diaries, group activities, action research, Achievement tests and its significance.

Unit 3: Feedback

(5 weeks = 10 hours)

- Feed back of assessment–teachers’ feedback to students, Feedback to parents, peers feedback, Interpretation of scores, grading, written learning updates/report cards
- Challenges for Assessment- Academic Credit Cards, CBCS etc., Role of technology in Assessment.

Practicum/ Suggested Projects / Assignments (Any Two)

1. Review of assessment practices in the light of educational policies in India
2. Construction of an achievement/ rubric/ questionnaire/check list/ portfolio
3. Develop a action research proposal keeping in the view of class room assessment
4. Prepare written learning updates / report cards using Ms. Excel or any other software.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- 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.
- 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.
- 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)
- Darling-Hammond, L. (1998), Alternatives to grade retention. *The School Administrator*, 55,7.
- Deshpande, J.V. Examining the Examination System *Economic & Political Weekly*, April 17, 2004 Vol XXXIX, No. 16.



Head/Dean

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- Dweck, C. S. (2006). Mindset : The new psychology of success. New York: Ballantine Book
- िैजयांतीांकर. बड़ेपैमानेपरआंकलन: अनुभिऔरनजररया. शिक्षा- विमिच. मार्च- अप्रैल, 2013.
- 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
- Nawani, D (2015). Re-thinking Assessments in Schools, Economic & Political Weekly, Jan 17, Vol L, No. 3.
- 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/projectsnew/documents/701/Peer%20feedback%20and%20evaluation%20in%20Sanctuary%20Schools.pdf>) ए. के. जलालुद्दीन. (मार्च- अप्रैल, 2011).रटनसेअर्चननमाचणतक: पाठ्यर्याच, शिक्षणिस्रऔरमूलायाांकनमेंफेर -बदल. शिक्षाविमिच.

Additional Readings

- Bacon. Haladyna, T. M. (1999). Developing and validating multiple-choice test items (2nd ed.).
- Finch, W. H and French, B. F (2019). Educational and Psychological Measurement. London: Routledge.
- Haladyna, T. M. (1997). Writing test items to evaluate higher order thinking. Boston: Allyn & amp;
- Keith, C (2010). An Introduction to Psychological Assessment. Los angeles: SAGE.
- Linn, R. L., & Gronlund, N. E. (1995). Measurement and assessment in teaching (7th ed.). Upper Saddle River, NJ: Merrill.
- Mahwah, NJ:Erlbaum.
- R. K. Hambleton & J. N. Zaal (Eds.), Advances in educational and psychological testing (pp.3-43).Boston: Kluwer.

Teaching Learning Resources (Digital and others): Across Units (If any)

- NCERT , DULS,
- Ms. Excel
- UNESCO, UDISE, ACER reports

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

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Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end-semester examination.

Key words: Assessment for learning, measurement, evaluation, Feedback,



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