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# UNIT 10 ASSESSMENT: BASICS

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## Structure

- 10.1 Introduction
- 10.2 Objectives
- 10.3 Assessment of Learning
  - 10.3.1 Teaching – Learning Process
  - 10.3.2 What is Assessment?
  - 10.3.3 Why Assessment?
- 10.4 Role of Assessment in the Teaching – Learning Process
  - 10.4.1 Role of Assessment in the Teaching – Learning Process
  - 10.4.2 Enhancing Teaching-Learning by Strengthening Assessment System
- 10.5 Types of Assessment
  - 10.5.1 Placement, Formative, Diagnostic and Summative
  - 10.5.2 Assessment of Scholastic and Co-Scholastic Abilities
- 10.6 Let Us Sum Up
- 10.7 Unit-End Activities
- 10.8 Points for Discussion
- 10.9 References and Suggested Readings
- 10.10 Answer to Check Your Progress

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## 10.1 INTRODUCTION

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As a teacher, you know that the main objective of carrying out any teaching-learning activity is to achieve student learning. For achieving this objective, a teacher provides learners a lot of learning experiences through a series of activities. These activities include deciding about teaching-learning objectives, identifying learning experiences, transacting these learning experiences in the classroom with the help of appropriate methods and media, and ensuring that teaching-learning objectives formulated in the beginning are achieved through the teaching-learning process. Assessment is basically carried out by a teacher to ensure that teaching-learning objectives formulated for a given learning task have been achieved through the task of teaching and learning. In this Unit, we explain the meaning and purposes of assessment, how assessment acts as a teaching-learning tool, and different types of assessment which are carried out by a teacher.

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## 10.2 OBJECTIVES

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After going through the unit, you will be able to:

- describe teaching – learning process;
- explain the need and importance of assessment of learning;
- define measurement, assessment and evaluation;
- discuss the importance and role of assessment as a teaching-learning process;
- distinguish between formative and summative evaluation;

- cite examples of placement, diagnostic, formative and summative evaluation; and
- illustrate the uses of assessment in development of scholastic and co-scholastic abilities of the learner.

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## **10.3 ASSESSMENT OF STUDENT LEARNING**

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### **10.3.1 Teaching – Learning Process**

As teachers, we are involved in teaching-learning process. Teaching-learning process comprises three major stages or activities. These are: i) Planning teaching-learning activities; ii) Organising learning experiences; and iii) Assessment of student learning. Let us discuss what an elementary school teacher does at each of these stages.

#### **i) Planning Teaching-Learning Activities**

Planning constitutes the most important part of any activity. A well planned activity generally yields the desired results. In Unit-8 of Block-2, we have discussed in details about how to plan teaching-learning activities. This involves preparing annual course plan, unit plans and lesson plans. Planning includes selection of unit and sub-units, identification of teaching-learning points, formulation of learning objectives to be achieved, the amount of content and nature of content to be covered, the kinds of teaching-learning activities to be organised, the kinds of methods and techniques to be adopted, the kinds of media to be used, the feedback mechanism to be used, etc. If the topic requires laboratory work, the teacher has to ensure the required logistics, laboratory equipment to be used, the seat arrangement of the class, and the like. Similarly, if the topic involves some group work or collaborative work, the teacher has to plan for the kinds of groups to be formed, the steps of organising the group work, etc. Apart from this, the teacher can also plan for humorous jokes to make teaching-learning interesting.

#### **ii) Organising Teaching-Learning Activities**

After planning for teaching-learning activities, the next step is to organise teaching-learning activities. This involves a series of activities starting from introducing the lesson to concluding the lesson. Introducing the lesson includes creating interest and motivation among learners, understanding prior learning experiences of learners, relating the new topic to the prior learning experiences or to the topic already taught, etc. Presentation of the teaching-learning points includes explaining concepts, principles, theories, etc, using illustrations and examples, using analogies, use of different media starting from chalkboard, chart, map, to PowerPoint slides and Internet, use of gestures and postures, use of humour, use of stimulus-variation, etc. Apart from all these, organisation of teaching-learning experience also involves management of classroom activities which include creating a conducive learning environment, management of diversities in classroom such as linguistic, cultural diversities, etc.

#### **iii) Assessment of Student Learning**

The last stage in the teaching-learning process is assessment of student learning. At this stage, a teacher intends to know whether learning objectives

formulated by him/her have been achieved by students or not. This is done by conducting different types of student assessment. Let us now understand the meaning of assessment.

### 10.3.2 What is Assessment?

As a teacher, you might be familiar with the words-measurement, assessment and evaluation. Sometimes, we use the above three words inter-changeably as if they are synonymous. But each of these words has its own meaning and connotation in teaching-learning process. Let us understand the meaning and function of measurement, assessment and evaluation and examine, how they are related to each other with the help of the Case given in the Box-10.1:

#### Box 10.1: Case of Sushma(A Student of Class-VII)

*Sushma is a student of Class-VII in a Government Elementary School in the State of Madhya Pradesh. She has received her progress report of the half-yearly examination. After going through Sushma’s progress report other students of her class congratulated her. Sushma’s half-yearly progress report reveals that, she had scored **91 in Mathematics, 72 in Science, 68 in Social Science, 64 in Hindi, 55 in English and stood first in her Class.** It was also written in her half-yearly progress report that she has **improved significantly** in comparison to her performance in the earlier examinations. Receiving appreciation, Sushma became more and more motivated and was inspired to do better in the final examination.*

What do you understand by reading this case?

The information relating to achievement of Sushma helps us to understand the concept of Measurement, Assessment and Evaluation. Let us examine the Figure.10.1 and understand what is measurement, assessment and evaluation.

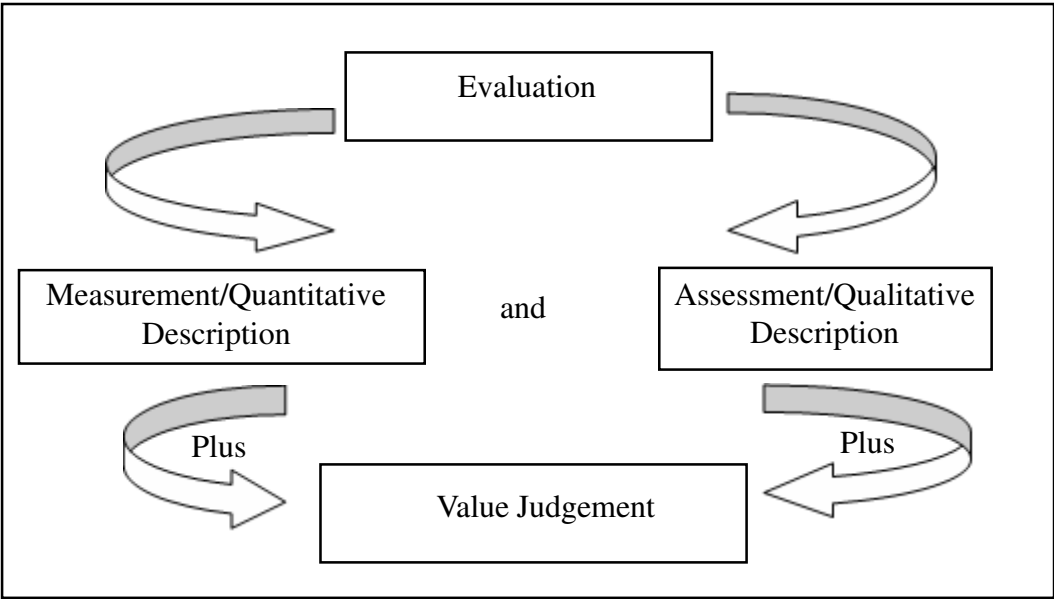


Fig. 10.1: Measurement, Assessment and Evaluation

#### Concept of Measurement

According to Figure 10.1, **Measurement** is the quantitative description of one’s performance. When you go through the case of Sushma, you come to know that

she scored 91 in Mathematics, 72 in Science, 68 in Social Science, 64 in Hindi, and 55 in English. This information represents quantitative description of Sushma’s performance in half-yearly test. We can conclude by saying that measurement always represents the quantitative value like; certain score, number, or any quantity. It is a process of assigning numerals to objects or an attribute according to certain rules. It is used in physical sciences when we measure the weight or height of an object. For example, we measure the weight of iron bars or measure the length of a cloth piece. Similarly, it is used in Education, Psychology, and Social Sciences when we measure the attributes of human beings such as achievement, intelligence, attitude or any personal or social quality. In physical sciences, measurement of an object is done in absolute term whereas in Education, Psychology and Social Sciences, measurement of an attribute is done in relative term. Now, you might have understood that the achievement scores that Sushma obtained in the half-yearly examination is an example of Measurement.



Fig. 10.2: Concept of Measurement

After understanding the concept of Measurement, let us try to understand, what assessment is?

### Concept of Assessment

In case of Sushma, it is mentioned in her progress report that she stood first in her class.

*What do you mean by this?*  
*How could the school management decide that Sushma stood first?*

The answer to the above two questions provides an understanding of the concept of assessment. The description that Sushma stood first in the class represents the concept of assessment. **Assessment** is the second step of evaluating student’s performance. It makes student’s performance more meaningful. Unless we interpret, analyse, rank-order, and compare one’s individual score with the average score of the group, we cannot find out one’s relative position in a group. In the case of Sushma, the teacher must have come to the conclusion that she stood first in the class, after analysing and rank-ordering the score of all the students in her class. Therefore, assessment is the next step of evaluation. After getting the scores of all students of a class, a teacher analyses and interprets these scores as per certain criteria. In Figure-10.1, it is depicted that assessment is the qualitative description of an attribute according to some standards or criteria. So the description that Sushma stood first in the class is an example of assessment.



Fig. 10.3: Concept of Assessment

After having an idea of the concept of assessment, let us understand the meaning of evaluation.

### Concept of Evaluation

In the case of Sushma, we find that she has ‘improved significantly in half-yearly examination’ in comparison to her performance in the earlier examinations. What does it mean? We can conclude that this type of judgement carry certain value and add to the performance of Sushma to make it more meaningful. While forming the judgement like ‘improved significantly’, the earlier performance of Sushma in the previous examinations has been taken into consideration by the teacher. When we add value to the assessment of student performance, we carry out evaluation of their performance. We can define **Evaluation** as a process of collecting information on the basis of which comparison of two or more sets of information is carried out and judgements about attainment level, in terms of intended learning outcomes, are formed, which in turn are used for making decisions. The decisions are generally made pertaining to improvement of teaching, grading, promotion, certification, etc. Diagrammatically, evaluation can be presented as in the Figure 10.4.



Fig.10.4: Concept of Evaluation

From the preceding discussions, it is clear that assessment and evaluation are not the same processes. Evaluation of student performance takes place when a value is placed on the outcome of an assessment. It is rightly said that, “*Measurement and Assessment are the means and Evaluation is the end*”. In the assessment process, measurement is the first activity and provides data for better assessment. Assessment is followed by evaluation which is carried out at the end.

Table 10.1: Indicators of Assessment and Evaluation

<i>Comparative indicators of an Assessment</i>	<i>Comparative indicators of an Evaluation</i>
More / Less	Better / Worse
Greater / Lesser	Stronger / Weaker
Larger / Smaller	Improved
Higher / Lower	Significant
Farther / Closer	Enhanced
Louder / Softer	Enriched
Increased / Reduced	Satisfactory / Dissatisfactory

(Source: Levin, S. J., Evaluation in Distance Education, Retrieved from <http://www.LearnerAssociates.net>. Retrieved on 13.05.2013)

**Activity 1**

*As a teacher, you must have dealt with assessment decisions of your students to whom are you teaching. Relating to individual performance of the students with the group performance, state few examples, which clearly illustrate measurement, assessment and evaluation.*

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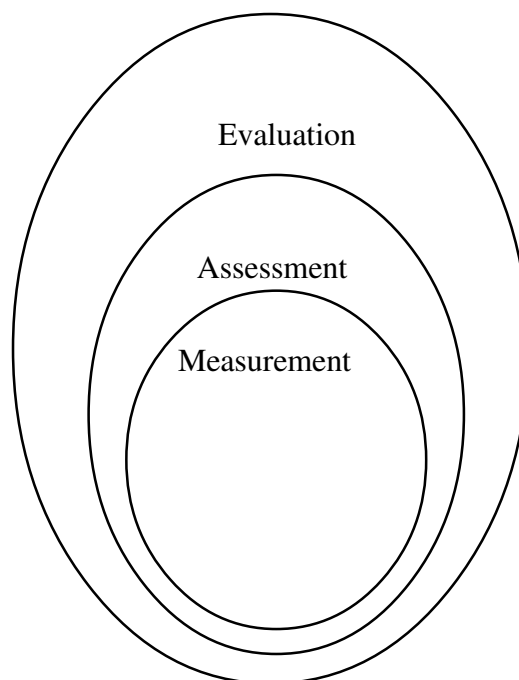
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After going through the preceding discussion on the concepts of measurement, assessment and evaluation, you may examine the definition of evaluation given by Beeby (1977) i.e. “*Evaluation is the systematic collection and interpretation of evidence leading as a part of process to a judgement of value with a view to action*”. From this definition, it is clear that the following four key elements constitute the process of evaluation. These are:

- i) Systematic collection of evidence;
- ii) Its interpretation;
- iii) Judgement of value; and.
- iv) With a view to action.



**Fig.10.5: Relationship among Measurement, Assessment and Evaluation**

Fig.10.5, depicts how evaluation includes assessment and measurement. Measurement is concerned with ‘collection of information systematically’. ‘Interpreting the evidences is the function of assessment’ and ‘judgement of value’ pertains to evaluation’. With a view to action is concerned with making decisions based on the results of evaluation.

<b>Check Your Progress 1</b>		
<b>Notes:</b> a) Write your answers in the space given below b) Compare your answers with those given at the end of the Unit.		
<b>1) Instruction:</b> Against each statement four options have been given as follows: Measurement / Assessment / Evaluation / None of these. Select the suitable option and write it in the space given below.		
<i>S.No.</i>	<i>Statement</i>	<i>Measurement/Assessment/ Evaluation/None of these</i>
1.1	<i>Zakir scored 62 in Environmental Education.</i>	
1.2	<i>Shasikala is appreciated by all the teachers for her well conduct.</i>	
1.3	<i>Harjeet was placed in the below average group.</i>	
1.4	<i>Karuna did well than Snehasish in the school annual examination.</i>	
1.5	<i>Juli obtained a position among top 10 percent of the students.</i>	
1.6	<i>Abhijeet improved a lot in the annual examination in comparison to half yearly examination.</i>	
1.7	<i>Anupriya has never shown any interest in studies.</i>	
1.8	<i>Sudhakar did excellent in all the subjects in the second Unit test.</i>	

### 10.3.3 Why Assessment?

Assessment plays a significant role in the teaching-learning process. Assessment of learning helps a teacher to design his/her teaching in a better way and to know the attainment level of learners in the subject content. Assessment helps a learner to know his /her learning progress. It also benefits the school management (including the principal), parents, curriculum designer, subject experts, planners, guidance workers, counsellors and the content writers. From the assessment it is revealed that if the desired level of mastery has not been attained by learners, the teaching-learning process may be repeated and certain remediation may be provided to them.

Assessment of performance of learners not only helps a teacher to make academic decisions but also provides him/her feedback on the teaching strategies adopted by him/her, his/her level of teaching, selection of teaching-learning materials (TLMs), selection of methods and media, techniques and maxims, and finally

on whether the specific instructional objectives formulated for the topic or the contents have been achieved or not. Assessment of learning provides feedback on achievement of students in scholastic and co-scholastic areas like: academic progress in various subjects from time to time, mastery in subject contents, self-construction of knowledge, reconstruction of old experiences and gaining new experiences, interaction with peers groups, play mates, etc. Thus, assessment and evaluation occupy very important position in the teaching-learning process. They help teachers, students, and others in the following ways:

- it helps the teachers to re-design instructional objectives;
- it helps the teachers to make better evaluative judgement;
- it helps the curriculum constructors to examine whether the courses or topics included in the curriculum are properly planned, whether chronology of the content is maintained, or any change or modification is needed;
- it helps parents to know the progress of their children and the areas of difficulty and remediation needed;
- it helps students to know their progress in learning, and learning difficulties in different subject areas;
- it not only assigns students grades or marks but also develops their learning habits;
- it helps in diagnosing learning difficulties of students;
- it helps in planning new learning experiences;
- it facilitates teacher to make a decision about promoting students to next class, grouping them, and grading them based upon their special abilities;
- it assists students in their problems of adjustment;
- it helps a teacher to prepare student cumulative record card (CRC) or report card;
- it helps teachers to decide whether to continue with their teaching methodology or to change it;
- it helps the curriculum developers to modify the curriculum; and
- it helps the parents to provide proper guidance and timely assistance to their children.

To conclude, assessment of student learning plays an important role in strengthening teaching-learning process.

<p><b>Check Your Progress 2</b></p> <p><b>Notes:</b> a) Write your answers in the space given below b) Compare your answers with those given at the end of the Unit.</p> <p>2) How is measurement different from evaluation?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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3) “Evaluation is the end; measurement and assessment are the means”  
Clarify the statement.

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4) Stating a suitable example of student’s performance specify which are  
the work of measurement, assessment, and evaluation.

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5) Write two benefits each of assessment of learning for teachers and for  
students.

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**Activity 2**

*List three examples from your own subject area showing how evaluation is  
integrated with different components of the curriculum. Write in about 100  
words.*

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## 10.4 ROLE OF ASSESSMENT IN THE TEACHING – LEARNING PROCESS

### 10.4.1 Role of Assessment in the Teaching-Learning Process

The five questions, which are fundamental in a teaching-learning process for teachers to take cognizance of are:

- Why or for what purpose should I teach a particular subject/unit of teaching? (to take cognizance of instructional objectives)
- What have I to teach in that subject/unit of teaching? (to take cognizance of content of teaching or learning)
- How best can I teach or can students learn the subject/teaching unit? (to take cognizance of teaching-learning strategies)
- How best have I taught it or how best have the students learnt? (to take cognizance of assessment of student performance)
- In what way can I improve my instruction or students’ learning? (to use results of students’ performance for improving teaching and learning)

The first question refers to instructional objectives which indeed relates to the aims of the teaching-learning process; the second pertains to content of teaching and learning; the third relates to teaching-learning strategies; the fourth refers to assessment of performance; and the last one refers to feedback for improvement of students’ learning and instructional efficiency. How closely these five questions are related can be visualised clearly from the following diagram (Fig. 10.6) which depicts the inter-relationship among different components of the teaching-learning process.

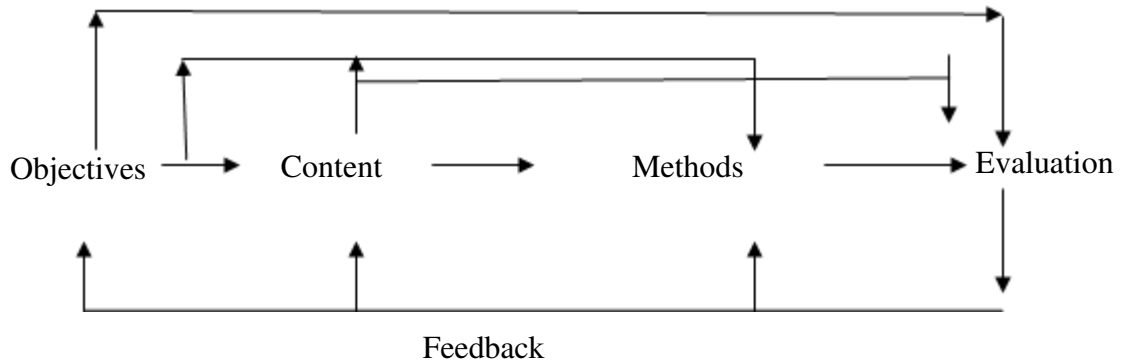


Fig. 10.6: Inter-relationship among components of teaching-learning process

Source: IGNOU(2003)

#### Activity 3

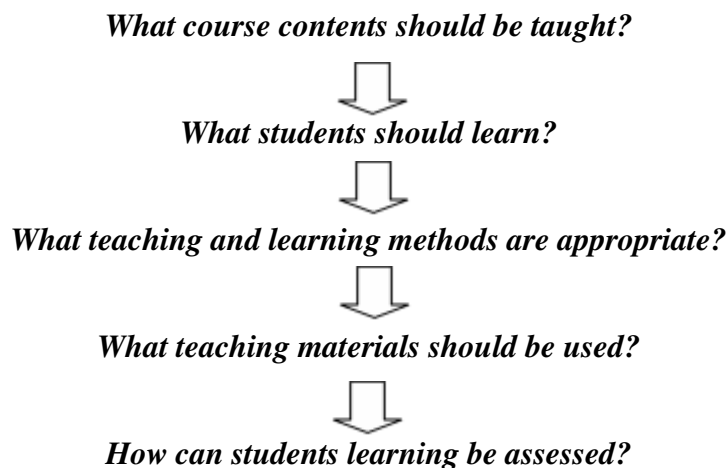
List three examples from your own subject area showing how evaluation is integrated with different components of the curriculum. Write in about 100 words.

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Assessment is always considered an integral part of teaching-learning process. Assessment reflects how well classroom instruction has been organised by teacher and how far learners have progressed in their learning. That's why it is called as a strategic tool for enhancing teaching and learning. As we know, teachers design their teaching keeping in mind the strategies to optimize student learning and to achieve learning objectives. A teacher tries to answer the following questions while designing for teaching-learning process.



Although assessment is the final consideration in the design of the teaching learning process, it is the most crucial consideration as it provides answers to all previous questions.

From the above discussion, it may be concluded that assessment plays an important role in teaching-learning process.

#### **10.4.2 Enhancing Teaching- Learning by Strengthening Assessment System**

You will agree with the fact that assessment plays a crucial role in enhancing quality of teaching and learning for elementary students. Well designed assessment in elementary education sets clear expectations, establishes a reasonable workload which does not push learners into rote learning and provides learners opportunity to self monitor, rehearse, and practice. Moreover, assessment provides learners feedback on his/her performance during classroom instruction, in unit tests, term-end test, etc. Feedback helps learners to know about their strengths and weaknesses. Accordingly, teacher can provide remedial inputs and learners can improve their learning.

The strategies for assessing student learning at elementary level comprise the following:

- i) assessment that guides and encourages effective approaches to learning;
- ii) assessment that measures expected learning outcomes in a valid and reliable way; and
- iii) assessment that ensures academic standards.

Assessment is, therefore, a potent strategic tool for teachers to reward good performance of learners and to guide them to adopt effective approaches to study. However, poorly designed assessment has the potential to hinder learning or stifle curriculum innovation.

That’s why, assessment is directly linked with learning. The quality in assessment decides the quality in learning. If you carry out assessment effectively, learning will be enhanced otherwise learning will not match the expectation of assessment. It signifies how assessment is important and used as a tool for teaching – learning process.

**Check Your Progress 3**

**Notes:** a) Write your answers in the space given below

b) Compare your answers with those given at the end of the Unit.

6) How does teacher proceed in the class to achieve the objectives of final assessment of learning?

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7) How are learning and assessment linked?

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## 10.5 TYPES OF ASSESSMENT

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### 10.5.1 Placement, Formative, Diagnostic and Summative

Assessment is conducted in different phases of teaching-learning process. Some assessments are conducted before beginning of the teaching-learning process; some assessments are carried out during the teaching-learning process; and other kinds of assessment are conducted at the end of the instructional process. Assessment can be classified into four types on the basis of their purposes:

- 1) Placement Assessment
- 2) Formative Assessment
- 3) Diagnostic Assessment
- 4) Summative Assessment

Each of four types of assessment serves different purposes. In the teaching-learning process, it starts with placement assessment and ends with summative assessment. All four types of assessment are important, and are unique in their functions. The four types of assessment and their functions are presented in Table 10.2 for your understanding.

**Table 10.2: Types of Assessment and their Functions**





Areas of Function	Types of Assessment and their functions
After Instructional Process	<i>Summative Assessment</i> (to certify the learner) 
During Instructional Process	<i>Diagnostic Assessment</i> (to solve learning difficulties) 
	<i>Formative Assessment</i> (to provide feedback on the teaching-learning process and to know mastery in content) 
Before Instructional Process	<i>Placement Assessment</i> (to know entry behaviour) 

Table 10.2 represents different types of assessment which are conducted in the teaching- learning process. Generally, assessment starts with measuring the entry behaviour of learners to form judgement about their terminal behaviour. Let us discuss the main purpose and functions of different types of assessment:

- 1) **Placement Assessment:** Placement evaluation is conducted before the organisation of teaching-learning activities to measure the entry behaviour or previous knowledge of learners. Another purpose is to know whether learner is able to acquire the new learning experience which is related to the previous knowledge. The key word which is used for placement assessment is the “entry behaviour”. Assessment of entry behaviour is done just before teaching starts. In the teaching-learning process, before teaching a new topic, a teacher should know the previous knowledge of students. This helps teacher to organise teaching-learning activities according to the previous knowledge of learners.
- 2) **Formative Assessment:** For the first time in the year 1967, Michel Scriven used the concept of formative assessment in the field of curriculum evaluation. Scriven (1991) defined it as “*Formative assessment is typically conducted during the development or improvement of a programme or product (or person, and so on) and it is conducted, often more than once, for in house staff of the programme with the extent to improve*”. If we analyse the definition, it is clear that the purpose of conducting formative assessment is to monitor the learning progress of the learner; it is also conducted to know whether the learning objectives have been achieved or not and to provide feedback on the teaching-learning process. The key word in formative evaluation is mastery of learning or learning progress. According to Table 10.2 it is conducted during the instructional process. It is considered as the second stage of assessment which is conducted during the teaching-learning process. It is carried out from the very beginning of instruction and continues till the end of the course. The examples of formative assessment are unit end examination, monthly examination, quarterly examination, half yearly examination, etc. It provides the teacher feedback about the progress of learners in the programme and about the effectiveness of the programme. It also provides data for diagnostic assessment. Let us discuss the diagnostic assessment.

- 3) **Diagnostic Assessment:** It is the assessment which is conducted along with formative assessment during the instructional process. It is carried out based on the data obtained from formative assessment. Diagnostic assessment is specially conducted for removing the learning difficulties of learner. For example, if it is found that a learner has not understood certain concepts in a particular subject, then to help him/her understand these concepts, diagnostic assessment is conducted and remediation is provided. This is conducted by diagnostic remedial test. The key word in diagnostic assessment is assessment of learning difficulties. Diagnostic assessment not only solves learning difficulties of learners but also identifies and provides remedies for personal and psychological problems.

**Observation 1**

*Mrs. Rashmi is a teacher in St. Xavier School. She teaches Std. VIIIth students. She observed that a child named Gaurav in her class was continuously getting less marks in mathematics. He had secured more than 80 marks in the annual exam. of std. VIth. Subsequently, he scored 70 in first unit test in std. 7<sup>th</sup>, 62 in second unit test, 54 in quarterly test and his mark was reduced to 33 in half yearly exam. It made Mrs. Rashmi to think that there are some difficulties with Gaurav. Formative assessment, which Mrs. Rashmi conducted, provided her information for carrying out diagnostic assessment. For removing the difficulties, she closely observed Gaurav and recorded his behaviour in mathematics class, and interviewed his parents, and peer groups about the problem. She also personally talked to Gaurav and checked all his class notes and home tasks in mathematics. After discussing the matter with different persons associated with Gaurav, she found that Gaurav is not bad in Mathematics but he is not interested to work on school assignments in mathematics as well as carrying out practices in mathematics. Gradually, he developed a negative attitude towards mathematics and felt it as a difficult subject.*

*Mrs. Rashmi talked to Gaurav and established a good rapport with him and made him understand, how important mathematics is. She also made him able to solve some of the mathematics problems which were directly linked with day-to-day life. It continued for a couple of months and in the next unit test it was observed that Gaurav scored 65 in mathematics. It made Gaurav and Mrs. Rashmi happy.*

To conclude, diagnostic test and remedial treatment helped Gaurav to overcome the learning difficulty that was identified through formative and diagnostic tests. It is the clear from the case that formative and diagnostic assessment are integral part of teaching-learning process.

**Activity 4**

*As a teacher, you must have observed learning difficulties with your students. Identify those students, who have learning difficulties, and find out the reasons of their difficulties and suggest remedial measures to overcome these difficulties.*

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- 4) **Summative Assessment:** Summative assessment is conducted to know the terminal behaviour of learner. The key word in summative assessment is “certification”. Summative assessment is conducted after completion of the whole course. Feedback provided in summative assessment is terminal in nature and can not be used for modification of learners’ behaviour because it is conducted at the end of a term. Learners get certificate or are promoted to the higher class based on summative assessment. Different techniques and tools used in summative assessment are verbal or non-verbal tests, and teacher made or standardised tests.

Now we learnt four types of assessment. You might have observed the similarities and differences among them. The similarity among them is that all are concerned with the assessment of learning. All are conducted during different phases of the teaching-learning process. But they differ in terms of their purposes, processes, techniques and tools used in collecting evidences, processes of providing feedback, functions, time/period in the teaching-learning process and their uses for future purposes.

### 10.5.2 Assessment of Scholastic and Co-Scholastic Abilities

Assessment can be classified into scholastic and co-scholastic based on the abilities of learners being assessed. As you know, the main goal of education is to bring out all-round or holistic development of learners. Holistic development of learners refers to balanced development taking place in all aspects of learners-physical, mental, psychic, emotional, social, and moral. Right from the beginning, assessment of cognitive abilities of learners was given more emphasis in the school system. However, there is a need to assess student performance in co-scholastic areas in order to achieve the goal of holistic development of learners in the school system. Let us understand the meaning of the two forms of assessment.

#### Scholastic Assessment

Scholastic assessment refers to assessment of cognitive abilities of learners in various academic activities, which are associated with various subjects. Therefore, all those abilities in cognitive domain, namely, knowledge, understanding, application, analysis, synthesis, evaluation and creativity comes under scholastic abilities. According to CBSE Manual (2010) on Continuous and Comprehensive Evaluation, the objectives of the Scholastic domain are:

- i) Desirable behaviour related to learner’s knowledge, understanding, application, evaluation, analysis and the ability to apply it in an unfamiliar situation.
- ii) To improve the teaching learning process.
- iii) Assessment should be both Formative and Summative.

Scholastic assessment of student performance in various subject areas is done through formative assessment and summative assessment. According to CBSE Manual (2010), tools for formative assessment are questions, observation schedule, interview schedule, checklist, rating scale, anecdotal records, document analysis, tests and inventories and portfolio analysis. Similarly, techniques for formative assessment are examination, assignments, quizzes and competitions, projects, debates, elocution, group discussions, club activities, experiments, research. Tools for summative assessment are end of term written test comprising

long answer, short answer and objective type questions. Different scholastic areas include subjects like mathematics, languages, sciences, social sciences, work experience, physical education, arts and crafts, music and painting etc. We have discussed earlier formative and summative assessments in details.

**Activity 5**

*List out the scholastic activities you conducted in your school. Do you think it is important for the students? If yes, in what ways.*

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**Assessment of Co-Scholastic Abilities**

As has already been mentioned, holistic development of learners cannot take place only with assessment of scholastic abilities. Assessment of co-scholastic abilities constitutes an integral part of a comprehensive evaluation system. Co-scholastic assessment aims at assessing desirable behaviour related to learner’s life skills, attitudes, interests, values, co-curricular activities and physical health. Broad co-scholastic areas identified by CBSE Manual (2010) are life skills, work education, visual and performing arts, attitudes, values and co-curricular activities. Life skills include self awareness, problem solving, decision making, critical thinking, creative thinking, interpersonal relationships, effective communication, empathy, managing emotions, dealing with stress. Attitudes of learners include attitude towards teachers, school mates, school programmes and environment, value systems. Co-curricular activities cover literary and creative skills, scientific skills, Information and Communication Technology (ICT), organizational and leadership skills (clubs), community participation, picnic, study tours, visit to zoo, museum as well as health and physical education related activities like sports/ indigenous sports, NCC/NSS, scouting and guiding, swimming, gymnastics, yoga, first aid, gardening/shramdaan.

**Further details about assessment of scholastic and co-scholastic abilities are discussed in Unit-11 of this Block.**

**Activity 6**

*Prepare a list of five activities each in co-scholastic areas, which you practice in your class and mention techniques you use to assess them.*

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**Check Your Progress 4**

- Notes: a) Write your answers in the space given below
- b) Compare your answers with those given at the end of the Unit.

8) Differentiate *Formative and Summative Assessment*?

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9) Critically discuss with examples, how placement, formative, diagnostic and summative assessment are used in your school.

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10) Describe how scholastic abilities of the students are assessed?

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11) Explain the need of assessing co-scholastic abilities among learners.

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12) How do co-scholastic abilities supplement in developing scholastic abilities of learners?

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## 10.6 LET US SUM UP

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In this unit, we attempted to illustrate assessment and its basics in teaching-learning process. The concept of measurement, assessment and evaluation were explained with suitable examples. The similarities and the differences among these three concepts were also highlighted. The importance and role of assessment in teaching-learning process was also discussed. In the second section of the unit, you have learnt the role of assessment in the teaching learning process. The important points, which have been focused in this section, are how we optimize learning through effective assessment strategies. At the end of this section, a checklist of indicators of effective assessment, which signifies how cautiously and carefully we should do assessment work in teaching-learning process, was provided. In the last section, assessment and its types have been discussed. More specifically you have studied Placement, Formative, Diagnostic, and Summative assessments with suitable examples. You have understood purpose, nature, function, similarities, differences and importance of Formative and Summative assessment. Finally, we discussed assessment of scholastic and co-scholastic abilities of learners.

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## 10.7 UNIT END ACTIVITIES

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- 1) Select an educational programme from your subject area and explain three major elements of the programme i.e. objectives, learning experiences and assessment of learning
- 2) Illustrate, with suitable examples from your subject area, how you can use measurement, assessment and evaluation for making decisions about students' performance.
- 3) "Optimising student learning is possible through effective assessment". Justify the statement.
- 4) "Assessment in teaching-learning process starts from placement assessment and ends with summative assessment". Discuss the statement with suitable examples.
- 5) Differentiate between assessment of scholastic and co-scholastic abilities of learners.

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## 10.8 POINTS FOR DISCUSSION

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Suppose an innovative technique, say, Computer Assisted Instruction (CAI) has been implemented by you in your class to teach students and you have been asked by the school authorities to evaluate the effectiveness of the new technique on student learning.. What major aspects will you keep in mind for its evaluation?

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## 10.9 REFERENCES AND SUGGESTED READINGS

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## 10.10 ANSWER TO CHECK YOUR PROGRESS

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- 1) a) Measurement
- b) Evaluation
- c) Assessment
- d) Assessment
- e) Assessment
- f) Evaluation
- g) Evaluation
- h) Evaluation

- 2) Measurement is the quantitative description of students performance whereas evaluation is quantitative, qualitative and added with the value judgment of students performance. Measurement defines how much of something, whereas evaluation defines how good of something.
- 3) The work of measurement and assessment are included in evaluation. Both measurement and assessment provide data for evaluation. Evaluation is only possible when measurement and assessment are done.
- 4) Self-exercise.
- 5) a) To make decision about the achievement of specific instructional objectives, b) To diagnose and provide remedial measure for solving the learning difficulties, c) Help teachers whether to retain or redesign their teaching and d) Grouping the students based on their special abilities.
- 6) Teacher proceeds in a definite sequence in the class like; decision about course content taught, what student should learn, what methods and materials should be employed in teaching and finally how learning is to be assessed.
- 7) Assessment is the determinant of learning. Learning can be enhanced by enhancing suitable assessment strategies.
- 8) Formative assessment is conducted during the instructional process, whereas summative assessment is conducted after the instruction. Formative assessment is to know learning progress and mastery of the students in content taught, whereas summative assessment is to certify the students after successful completion of the programme.
- 9) Self - exercise.
- 10) Scholastic abilities are assessed by using suitable assessment tests. It can be done verbal or non-verbal and individual or in group.
- 11) Self – exercise.
- 12) Co-scholastic abilities bring freshness in mind; it facilitates recreation in body and mind which helps in a great deal for better achievement in scholastic areas.