

ASSESSMENT TECHNIQUES

Assessment is a formative rather than a summative approach to assessment. Its purpose is to improve the quality of student learning, not to provide evidence for evaluating or grading students. It provides faculty with feedback about their effectiveness as teachers and it gives students a measure of their progress as learners. The aim of assessments is to provide faculty with information on what, how much and how well students are learning. Such assessments are created, administered and analyzed by teachers themselves.

Advantages of using Assessment Techniques

- They are formative in nature. Unlike final exams or major term papers, Assessment Techniques provide faculty with feedback on student learning while the teaching/learning relationship is still intact, so that faculty can intervene during the semester (as opposed to the next semester) to help students learn more completely.
- They are speedy. They often consume just a few minutes of classroom time to administer and can be read easily and quickly by faculty.
- They are flexible.
- They can be tailored to the unique and specific concerns of the instructor.
- They can be anonymous for students (although they need not be).
- The aim of classroom assessment is not necessarily to grade individual student work or to provide individual students with feedback on their performance; rather, the aim is to provide the instructor with feedback on student learning. Anonymity may prove useful in freeing students to express not only what they do understand but also what they do not understand.

SELECTION OF TECHNIQUES

1. Assessing Prior Knowledge, Recall, Understanding
2. Assessing Skill in Synthesis and Creative Thinking
3. Assessing Skill in Application and Performance
4. Assessing Skill in Analysis and Critical Thinking

Techniques Which Assess Prior Knowledge, Recall and Understanding :-

This technique is designed to collect specific and useful feedback on students' prior learning. "Background Knowledge Probes" are short, simple questionnaires prepared by instructors at the beginning of a course at the start of a new unit or lesson, or prior to introducing an important new topic. Such "probes" may require students to write short answers, to circle the correct responses to multiple - choice questions, or both. They can be used as both pre - and post - assessments : before instruction, to find out the students' "baseline" knowledge level; and immediately after, to get a rough sense of how much and how well they have we learned the material.



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Techniques Which Assess Skill in Synthesis and Creative Thinking :-

The instructor asks students to answer the questions about a given topic : “Who does what to whom, when, where, how and why”? Then the student is asked to transform responses to those questions into a single, grammatical sentence. Faculty gauges the extent to which students can summarize a large amount of information concisely and completely. Students are constrained by the rules of sentence construction and must also think creatively about the content learned. Students practice the ability to condense information into smaller, interrelated bits that are more easily processed and recalled.



Techniques Which Assess Skill in Application and Performance :-

The instructor asks students to paraphrase part of a lesson for a specific audience and purpose, using their own words. This is especially useful for pre - professional students who will be asked in their careers to translate specialized information into language that clients or customers can understand. This technique allows faculty to examine students' understanding of information and their ability to transform it into a form that can be meaningful to specific audiences other than the student and instructor. This task is more complex than simple paraphrasing in that the faculty member directs the student to speak/write to a particular audience and purpose.

Analytic Memo of Assessing Skill in Analysis and Critical Thinking :-

The analytic memo is basically a simulation exercise. It requires students to write a one - or two - page analysis of a specific problem or issue. The person for whom the memo is being written is usually identified as an employer, a client, or a stakeholder who needs the student's analysis to inform decision making. This technique assesses students' ability to analyze assigned problems by using the discipline specific approaches, methods, and techniques they are learning. In addition, it assesses students' skill at communicating their analyses in a clear and concise manner.