

Professional Graduate Certificate in
Education & Training
Professional Certificate in Education &
Training
Principles of assessment and evaluation in education

Question

- Why do we assess learners within education?



Some of the reasons

- **Diagnostic** – entry behaviour, learning needs/difficulties
- **Feedback** – progress reporting (teachers and students), identifying strengths and areas for development, reinforce learning, motivation
- **Standards** – maintain standards, certification, progression, prediction of future performance, fitness to practice, provision of data for quality assurance mechanisms

The significance of assessment

- Race (2005) assessment drives learning for students and they devote energy to those aspects which count towards their final grade, often at the expense of other elements that could enhance the quality of their overall learning.
- Therefore it is important that we consider how we can use assessment to our best advantage to acknowledge this with our learners.

Types of assessment

Formative

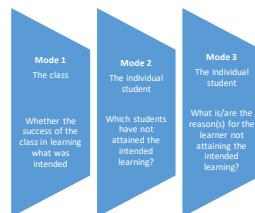
- Takes place during a course of study to inform how the learning is proceeding and how the students are engaging with the programme.
- Can inform methods of teaching
- Gives students an indication of their success with the programme

Summative

- Typically takes place at the end of a programme of study for certification purposes
- Can be used by employers
- Used to award grades/certificates by exam boards
- Can be used by students for progression to further study

Formative assessment

- Effectively diagnostic in nature
- What might your considerations be for mode 3?



Black (1989)

How do we use formative assessment in the classroom?

- Use short-term informal assessment
- Provide rapid feedback
- Ensure motivation is provided to the student
- What might be the practical ways in which you could do the above in your teaching practice?

Norm and criterion referenced assessment

- Examinations (typically A level, GCSE) are marked using **norm referencing**. In other words they follow a normal distribution curve and the purpose of this is to ensure that standards are maintained.
- **Criterion referenced assessment** is far more common now that we have an increasing emphasis on mastery learning as a concept within education. Assessing in this way relates to the objectives or competences a student needs to obtain in order to successfully pass the programme of study.

Factors to consider in relation to assessment instruments

- **Power of discrimination** – how an assessment can allow for discrimination between good and poor achievers.
- **Objectivity** – tests will often be objective or subjective.
- **Validity** – how well does the test measure what it is supposed to measure?
 1. **Content validity** – needs to contain a representative sample of the content in order to be valid
 2. **Construct validity** – to what extent is the assessment method chosen appropriate to the course, subject or vocational area concerned?
- **Reliability** – to what extent does the assessment consistently measures what it's supposed to measure?

Factors that can influence reliability

- Constructing a mark scheme – this can be particularly important for low reliability assessments such as essays
- Weighting, marking and grading – awarding more marks for the more difficult questions and fewer for the easier ones
- Any challenges or problems with this?

Assessing practical skills