

Session 2

Fundamental Concepts in Assessment

A. Introduction



Image 1: Group urges gov't to make National Achievement Test 'truly useful' in reforming PH education. (Source: Hernando-Malipot, 2023: Online)

Assessment is the systematic collection of evidence of student performance across time to evaluate progress toward learning goals (Lucas & Corpuz, 2020). A discussion record, notebook, written work, portfolio, test, or any other type of learning endeavor can serve as such proof. Journal entries, reports, essays, stories, presentations, research papers, tests, and many different types of written and oral work must all be reviewed to make

an accurate assessment.

Assessments help students learn better and give educators, parents, and students accurate reports on how well they are doing in meeting learning objectives. The grade- or year-specific learning objectives serve as the basis for the assessment, together with the corresponding levels of achievement and criteria. The assessment findings provide a clearer picture of the student's abilities and evidence of learning that lasts over time.

Session 1 Conclusion

Holistic education is when the learner develops thinking skills (cognitive) strengthened by a positive attitude (affective) and practiced in real-life situations (psychomotor) in the service of humanity. Designing and assessing holistic teaching and active learning is initiated by crafting complete learning outcomes.

B. Session Objective

At the end of this session, you are expected to describe and distinguish the various assessment forms according to the assessor's intentions and purposes.

C. Session Content

1. The Four Fundamental Terms in Assessment

The term "assessment" is used in education to refer to the vast array of approaches or instruments that teachers use to evaluate, measure, and document students' academic preparedness, learning progress, skill development, or educational requirements.

However, school managers and teachers use the four most basic terms for various purposes. Therefore, we must recognize their distinctions despite being interchanged at times. Their meanings and applications can be observed in multiple functions and reports assessing student learning.

The four fundamental terms in assessment resemble the acronym D.A.T.E.: Diagnosis, Appraisal, Testing, and Evaluation.

Diagnosis. A diagnosis is often associated with assessing learning disorders, disabilities, and difficulties. It primarily intends to determine why a learning deficiency occurs and how it can be reinforced.

A learning diagnostic assessment determines the best approach to teaching a pupil and discovers any learning difficulties that may hold them back. As a result of the research, interventions are developed to help pupils thrive in the classroom.

Most children with learning difficulties are not diagnosed until they start school. The school's "Response to Intervention (R.T.I.)" procedure may identify children with learning difficulties (Kubiszyn & Borich, 2007). To make a diagnosis, specialized testing is needed. Implementing R.T.I. often entails systematically monitoring students' academic progress to detect potential learning difficulties. Children experiencing problems may get assistance at several levels, sometimes called tiers. These tiers are designed to offer escalating degrees of support to children based on their development. If a child fails to demonstrate adequate improvement, they may be transitioned to higher tiers that provide more intensive care.

Appraisal. If a diagnosis is used chiefly to assess learning disorders, an appraisal is devised to determine the strengths and abilities of a learner. Appraisal for learning works in tandem with other school procedures, such as those used to determine the student's strengths, areas of improvement, and areas of interest. It is incorporated fluidly into the professional learning teachers engage in when they investigate how well they educate and expand their professional knowledge.

To prepare for and assess the efficacy of professional learning, school administrators utilize assessment data in conjunction with their knowledge of students' needs and goals. Educators collaborate and learn from one another by discussing and reflecting on common challenges in the classroom. Data is utilized to verify or refute hypotheses and keep the spotlight squarely on desired student outcomes. As pupils go through school, everyone recognizes that they have an obligation to do their part to ensure each student succeeds.

Testing. Testing is the most commonly used term to mean the instrument used to assess learning and any other areas being assessed, not only in education but also in all fields of respect.

To distinguish it from the other fundamental concepts, educational testing is the process of determining a student's level of knowledge, abilities, and experience on a specific topic or subject of a course through the administration of an examination or test. They intend to measure what the learners already know or comprehend quantitatively.

In the preceding thought, testing is often associated with measurement. Numerical scores are used to determine the extent and degree of learning as well as the capabilities and abilities of the students to engage in school lessons.

Evaluation. The most general term for assessing learning is "evaluation." It is more inclusive than only diagnostic, evaluation, or testing procedures, making it more thorough. It takes precedence over measurement, which just indicates the numerical value. This provides a value judgment of the numerical figure. It encompasses both the tangible and the intangible aspects of value.

Standardized tests are used to determine a child's level of academic ability across various subject areas as part of an educational evaluation. The evaluation will reveal whether or not a student is falling behind in each of their subjects uniformly or whether or not specific obstacles are keeping that student from functioning at grade level in one of their subjects.

Educational evaluations give evidence-based arguments on whether intervention strategies can improve academic performance. The evaluation aims and educational assessment parameters are expanding.

2. Different Forms of Assessment

Evaluating how well students learn and teachers teach is a fundamental purpose of assessment (Navarro, Santos, & Corpuz, 2019). It is a fantastic gauge for determining whether or not a course or topic's learning goals have been met. Teachers can gauge their pupils' academic progress via the use of a variety of assessment tools. It's a tried-and-true strategy for monitoring pupil development. Furthermore, with the help of evaluation strategies, students and educators can identify areas of development need. As a result, you should realize that assessment and education work hand in hand. The evaluation procedure should take place in real-time to maximize learning gains. Let's look at the definition of assessment to grasp the concept better.

a. Forms of assessment as to mode of response

The assessment instrument is devised so students can reflect on their learning according to how they provide their answers. The common assessment forms for the response mode may be written, oral, or performance-based.

Written Test. Also known as the pen-and-paper test, students' cognitive abilities are tested using a standardized form. The printed or textualized assessment tool organizes the student's thoughts and ideas before providing the answers. The assessor uses this form to allow the test taker to measure his broader thought spectrum.

Oral Test. This assessment form is given to evaluate the spontaneous thinking of the student primarily. Instead of writing down answers or accomplishing a test paper, the student must speak about his ideas, concepts, and understanding of the evaluated lesson. In this form, the student is measured in his cognitive abilities and the affective domain, as attitudes and behaviors can also be observed.

Performance-based Test. Students may learn and apply their abilities in contexts that are more like real life with the help of performance-based techniques, which can be tailored to include real-world challenges and activities. These pedagogical methods have been found to better prepare pupils for college and the job by encouraging in-depth knowledge acquisition and the development of higher-order thinking abilities—this form of test measures all the domains of learning, especially psychomotor.

b. Forms of assessment as to measuring response

The test structure can be based on how students are expected to respond depending on the nature of the learning competency being measured. The mechanics of the test are designed so that all the specific skills can be applied by the students and scored accordingly.

Objective-type Tests. The objective test's main characteristic feature is that the test-taker's expected response is limited and defined. Practically, there is only one correct or best answer for every test item. The test items are closed-ended, meaning the exact response is expected. The most commonly used objective-type tests are identification, multiple-choice, true or false, enumeration, key list, matching type, etc.

Subjective-type Tests. This type of test is open-ended. It means that test items or questions can be answered in many ways. The assessor uses this type to measure the unlimited potential of the student and its ability to explain, elaborate, or infer regarding the learning competency being measured. However, a rubric or scoring mechanics is designed and used so that subjectively observed skills can be quantified. Some examples include essays, practical tests, completion, simulation, illustration, and other similar tests.

c. Forms of assessment as to mode of administration

Other than the content and learning skills, students are also assessed on how they could demonstrate the learning competencies regarding being a classroom community member. Teachers vary how tests, especially performance tasks, are administered to check whether learners can work individually or in groups.

Individual Test. This is the most common form of administering the test of learning. Students are tested individually to verify learning capabilities and abilities.

Paired/Partnership Test. Instead of a big-group activity, teachers may use paired assessment so that students get to experience how to cooperate with another student dealing with only one personality aside from self. Social development is more concentrated on the other person.

Group Test. This type of test is also known as collaborative learning assessment. The test is performed by three or more students working together for a common goal. The teacher uses this test to determine how students work differently but in synergy.

d. Forms of assessment as to test constructor

Bias and prejudice in assessment often alter the assessment results, which could cause misinterpretation in the assessed learning competencies. This conflict arises because there are flaws in the construction of the test items. That is why curriculum leaders encourage teachers to assess learning using tools that could reasonably provide results and reports.

Teacher-Made Tests. Teachers design their tests according to how they implement instruction. These tests are considered valid when the test mechanics and items are derived from the objectives and pedagogy of the lesson being evaluated. However, the risk is in the teacher's probable inability to construct valid and acceptable tests.

Standardized Tests. Curriculum experts construct these tests. The purpose of standardizing tests is to ensure that the items are valid and academically acceptable. Before administering them to the students, a pool of reviewers and validators scrutinizes the tests to prevent errors and other factors that may invalidate results. However, the risk of using standardized tests is that the way the items are constructed may not be appropriate for a specific group of learners with a different comprehension language.

e. Forms of assessment as to the mode of interpreting results

Various test forms can dynamically describe the student's learning abilities. Likewise, interpreting test results in various manners can also provide meaningful and more comprehensive descriptions of the learning competencies of the students.

Self-referenced. You can use pupils' past exam results and their current level of performance to demonstrate their growth. You will better understand how the pupils are doing academically this way. This is a powerful method for inspiring kids to step up their game.

Norm-referenced. Students' relative standing in relation to the rest of the class can be evaluated using this method. Students' results can be compared and contrasted so that adjustments can be made to improve their learning. This aids them in identifying the most effective strategies based on the majority's level.

Criterion-referenced. Students are expected to meet learning objectives by the end of any course. This method evaluates student progress using learning outcomes. You assess whether students are meeting course objectives and moving toward educational goals.

f. Forms of assessment as to purpose in instruction

This classification of assessment mechanics concerns how and why students are assessed. Learning competencies vary from purely cognitive to highly psychomotor. Therefore, the teacher needs to vary the assessment tools according to the purpose of instruction and the nature of the learning competencies being evaluated.

Diagnostic/Appraisal Tests. As discussed earlier in this lecture, a diagnostic test determines the student's learning weaknesses, disorders, difficulties, and deficiencies. On the other hand, an appraisal identifies the students' values, strengths, and potential to succeed in a learning task. The results of both techniques are used in planning the lessons and learning activities.

Aptitude Tests. This test is a type of appraisal primarily intended to assess students' interests, capacities, and potential to succeed in specific developmental tasks. Usually, these tests are used for career direction.

Formative Tests. These tests are essential in checking learning progress, monitoring students' needs and weaknesses, and evaluating current instructional activities. Daily quizzes, drills, and exercises are the most common examples of formative assessment.

Summative Tests. Students are assessed on their collective learning after the chapter or unit of learning competencies. The summative test is given when, after a series of formative examinations, the students are finally evaluated if they have achieved the minimum learning competencies required in the curriculum. Some examples of summative tests are quarterly tests, periodic tests, final exams, achievement tests, trade tests, performance-based tests, and other similar assessment tasks.

D. Conclusion

Various evaluation methods can facilitate the comprehension of student development across many dimensions. This comprehension can provide valuable insights for selecting and implementing instructional approaches, perhaps resulting in various modifications.

E. References

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