

ASSESSMENT: WHAT IT MEANS & WHAT IT MEANS TO ME

Introduction – give the similarity and differences between a ruler and a set of MCQ.

- Similarity
 - Tool for assessment (measuring tool)
 - Knowledge
 - Skill
 - Competency
 - Can be used for continuous assessment.
- Differences
 - Ruler is more objective compare to MCQ.
 - Accuracy
 - Validity?
 - Reliability?

1. What is assessment?

- Measurement
 - Process producing numbers
- Evaluation (psychometric)
 - Adding values (meaning) to the numbers
 - E.g. number is 50%, meaning is who get marks above than 50% is considered pass and less than 50% is considered fail.
 - When we come to the meaning of value than we will talk about validity.
- Test & Examination

2. Purposes of assessment:

- To the teacher
 - How is the student doing?
 - How good are the students?
 - How am I doing?
- To the student
 - How am I doing?

- How should I learn?
- Others
 - How good are they
- Purposes (from discussion in the class)
 - Steering student learning.
 - How far/good student doing.
 - To ensure standard of products.
 - Achievement of goals and objectives.
 - Continuous assessment of student progression.
 - Improvement of program.
 - To correct the weakness of student and teachers.
 - For change of plan of teaching.
- Purposes (a handbook for medical teachers 4th edition David Newble & Robert Cannon)
 - Judging mastery of essential skills and knowledge.
 - Rank ordering students.
 - Measuring improvement overtime.
 - Diagnosing student difficulties.
 - Providing feedback for the students.
 - Evaluating the effectiveness of the course.
 - Motivating students to study.
 - Setting standard.
 - Quality control for the public.

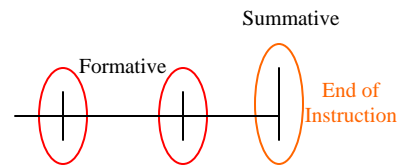
3. Assessment in the instructional process

- Identifying instructional goals.
- Pre-assessing learners' need.
- **Providing relevant instruction.**
- Assessing intended learning outcomes.
- Using the results.

4. Types of assessment

- In terms of functional roles in the instruction:
 - Placement (usually at the beginning).

- Usually to determine students' achievement in the beginning of study or course for example class determination according to their achievement.
- Formative
 - Details and focus.
 - Repeated through out the course.
 - Use as diagnostic assessment
 - To students
 - To teachers
 - To determine the specific items example weakness and strength.
 - Cannot be use as decisive assessment.
 - Detailed feedback on performance is high.
- Diagnostic
 - To detect students' difficulty during learning process.
- Summative
 - Summary or overall the course.
 - At the end of instruction.
 - Use to determine the course of instruction (use as decisive assessment) for example pass or fail to progress to next year of study.
 - Detailed feedback on performance is less.
- In terms of interpretation
 - "How good are the students?"
 - Compared to each other
 - Norm-referenced (normative)
 - Use usually for student selection
 - Student compare with peers
 - Compared to a set standards (standard criteria)
 - Criterion-referenced
 - Usually use for professional course e.g. doctor, lawyer and etc.



5. Principles and limitations

- Knowing what to assess has top priority.

- Selection of procedure follows later.
- Comprehensive assessment requires a variety of procedure.
- Be aware of limitations of assessment procedures.
- Assessment is a tool, not an objective.