

Classroom Assessment (EDU405)

Assignment 1 (Fall 2021)

Assignment Questions

Total marks = 20

1. Exemplify the concepts of formative assessment and summative assessment. Also, which type of assessment do you think should be increased or decreased at school level? Discuss with justification. (2+3+2+3=10 marks)

Formative Assessment:

The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- help students identify their strengths and weaknesses and target areas that need work
- help faculty recognize where students are struggling and address problems immediately

Formative assessments are generally *low stakes*, which means that they have low or no point value. Examples of formative assessments include asking students to:

- draw a concept map in class to represent their understanding of a topic
- submit one or two sentences identifying the main point of a lecture
- turn in a research proposal for early feedback

Summative Assessment:

The goal of summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark.

Summative assessments are often *high stakes*, which means that they have a high point value.

Examples of summative assessments include:

- a midterm exam
- a final project
- a paper
- a senior recital

Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.

Difference between formative assessment and summative assessment with Example:

Basis	Formative Assessment	Summative Assessment
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Meaning	Formative Evaluation is a going-on process and take place during the program or learning activity.	Summative Evaluation refers to the evaluation of learning that sums or summarizes the development of student at the end of a course or academic year.
Purpose	It finds out whether after a learning experience student are able to do what they previously unable to do.	Its main purpose is to certifying /grading/ranking or to pass/fail students at the end of course and academic year.
Use	It is use to check student under-standing and to plan subsequent instruction.	Summative assessment often used to result in grades or in prepare academic results.
Scope	It is narrow in scope as it has less no, of chapters or unit or topics.	It is broader in scope as it involves many topics are unit are whole syllabus or academic year.
Nature	It is judgmental in nature but not terminal in nature as it is on-going process.	It is judgmental in nature and also terminal in nature.
Formal/Informal	It is less formal, conducted at the school level by the teacher class.	It is more formal and may be conducted at school level with instructions from prior education authorities.
Examples	Giving writing assignments, test, asking question, unit test, class test.	A final project, mid term exam, final exam or annual exam.

Why Formative Assessment Increase at School Level:

I think formative assessment increase at school level because in this type of assessment students learn enough in the classrooms. In this assessment teacher not only measure the students progress but also identify their learning needs and respond to them also. Here is the list of advantages of formative assessment.

- Develops knowledge
- Plans for the future
- Achieves successful outcomes
- Continuous improvement
- Provides rich picture

- Provides quick feedback
- Documentation
- Setting goals and plans

Why Summative Assessment Decrease at School Level:

Summative Assessment is less effective at school level because it demotivates the average students and it build lots of pressure on students and the students who are below than average students can not handle the syllabus so they do not perform well in annual exams. Here is the list of some disadvantages of Summative Assessment

- Can demote individuals (students who don't perform well.)
- Can be disruptive for the class (stressful for students.)
- Not always the perfect gauge of student understanding (students don't always test well.)
- Students could underperform due to a poorly made assessment.
- In most schools, there isn't time to address students' weaknesses found by assessments.

1. **Describe with relevant examples that how Norm-referenced assessment is different form Criterion-referenced assessment? Also explain, which type of assessment is better and why?**
(2+3+2+3=10 marks)

Answer:

Norms Referenced Assessment:

Norms-references test are made with compare test takers to each. Test determines a student's placement on a normal distribution curve. Students compete against each other on this type of assessment. This is what is being referred to with the phrase grading on a curve.

Criterion Referenced Assessment:

Criterion referenced test are intended to measure how well a person has learned a specific body of knowledge and skills. In classes this test assesses specific skills covered in class. Criterion referenced tests measure specific skills and concepts.

Difference Between criterion referenced assessment and norms referenced assessment:

Criterion Referenced Assessment	Norms Referenced Assessment
The criterion referenced assessment is designed to measure a student's academic performance against some standard of criteria. Example: ❖ Driving test ❖ Annual exam ❖ Final exam ❖ Class test	A norms referenced assessment is allows teachers to compare a student's result to someone else in their peer group. Example: ❖ Aptitude test ❖ IQ test ❖ Entry test ❖ Competition test

Better Assessment:

The following are a few representative arguments typically made by proponents of criterion-referenced testing: The tests are better suited to measuring learning progress than norm-referenced exams, and they give educators information they can use to improve teaching and school performance.

Why criterion assessment is better:

It should be noted that norm-referenced tests cannot measure the learning achievement or progress of an entire group of students, but only the relative performance of individuals within a group. For this reason, criterion-referenced tests are used to measure whole-group performance

