B.Ed. Two Year Programme

F.7: Assessment for Learning

Unit 1: Basic Concepts and Overview
1.1 Basic Concepts: assessment, evaluation, measurement, test, examination, formative and summative evaluation, continuous and comprehensive assessment mandated under RTE, and grading.

1.2 Purpose of assessment in different paradigms: (a) behaviourist (with its limited view on learning as behaviour), (b) constructivist paradigm and (c) socio-culturalist paradigm; distinction between 'assessment of learning' and 'assessment for learning'; assessment as a basis for taking pedagogic decisions

Unit 2: Analysis of Existing Practices of Assessment
2.1 A critical review of current evaluation practices and their assumptions about learning and development; examination for selection or rejection; role of traditional examinations in maintaining social and cultural hierarchy; impact of examination-driven teaching on school culture and on pedagogy; content-confined testing; critique of prevailing quiz culture and popular tests such as ASSET and Olympiad; commercialization of testing

2.2 Impact of the prevailing assessment practices on students’ learning, their motivation and identity; detrimental effects of labeling students as slow or bright or declaring them failures; perspective behind no-detention policy in elementary grades under RTE

Unit 3: Assessment in the Classroom and Record Keeping
3.1 Expanding notions of learning in a constructivist perspective; ability to develop indicators for assessment; tasks for assessment: projects, assignments, formulating tasks and questions that engage the learner and demonstrate the process of thinking; scope for original responses, observation of learning processes by self, by peers, by teacher; organising and planning for student portfolios and developing rubrics for portfolio assessment, teachers’ diaries, group activities for assessment

3.2 Dimensions and levels of learning, assessing conceptual development, recall of facts and concepts, application of specific skills, problem-solving; application of learning to diverse and new situations.

3.3 Assessment of meaning-making propensity, abstraction of ideas from experiences, identifying links and relationships; inference, analysis and reflection, originality and initiative, flexibility.
Unit 4: Feedback

4.1 Feedback as an essential component of assessment; types of teacher feedback (written and oral); feedback to students and feedback to parents; peers’ feedback, scores, grades and qualitative descriptions, developing and maintaining a comprehensive learner profile; challenges of assessment

Suggested Reading List

Deshpande, J.V. Examining the Examination System Economic & Political Weekly, April 17, 2004 Vol XXXIX, No. 16.


Peer feedback and evaluation in Sanctuary Schools Dr Sudha Premnath and Ranjani Ranganathan (http://www.ashanet.org/projects-new/documents/701/Peer%20feedback%20and%20evaluation%20in%20Sanctuary%20Schools.pdf)


