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**PROJECT**

**HISTORY OF ASSESSMENT**

**AND**

**ETHICAL ISSUES**

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**1.INTODUCTION:**

Wherever people live and work together, they evaluate their own actions and those of others as good or bad, justified or unjustified, fair or unfair, and they ascribe to others and to themselves in particular situations the responsibility for doing what should be done and not doing what should not be done. The entirety of the rules that these evaluations follow in everyday life is characterised as morality. Anyone publicly violating them incurs the disdain of the others. Insofar as people acknowledge the existence of moral rules, they also judge themselves before their own conscience. Moral rules therefore have a high status in subjective experiencing, thinking, and acting. Morality, however, can also be misused in order to give others a bad conscience. It can likewise be employed as a weapon 54 to question the privileges of others or to defend one's own privileges. Finally, it can be used to create solidarity with others.

**a) Definition and significance of assessment:** Assessment may be defined as "a conceptual, problem solving process of gathering dependable, relevant information about an individual, group, or institution to make informed decisions" (Turner, DeMers, Fox, &Reed, 2001, p. 11(0). The importance of assessment to psychology cannot be overstated, as psychological testing may be considered "a defining practice of professional psychology since the field's inception" (Camera, Nathan, & Puente, 2000, p. l41). The outcomes of psychological assessment may be life altering, such as placing a child in special education classes, 'denying an applicant a job, or altering treatment of a patient.

**b) Purpose and goals of assessment:**

After completing this unit, you will be able to:

* + Describe ethics in assessment;
  + Elucidate the common fallacies in psychological assessment;
  + Explain the main ethical considerations involved in psychological testing;
  + Discuss the specific norms and principles that a tester is expected to adhere while testing;
  + Explain confidentiality issues;
  + Elucidate the APA Ethics code; and
  + Describe the ethical issues in assessment.

**c) Overview of the project:** This project aims to explore the history of assessment and shed light on the ethical issues associated with it. Assessment is a vital component of education, employment, healthcare, and various other fields. Throughout history, societies have employed different methods to assess individuals' abilities, knowledge, and skills. However, alongside the development of assessment practices, ethical concerns have emerged, raising questions about fairness, bias, privacy, and the potential impact on individuals and society. This project provides a comprehensive examination of the historical evolution of assessment methods and the ethical issues they have confronted.

**2.HISTORICAL OVERVIEW OF ASSESSMENT:**

**a) ANCIENT METHODS:** Ancient civilizations employed various assessment methods to gauge individuals' knowledge, skills, and abilities. These methods were often context-specific and varied across cultures. Here are some examples of ancient assessment methods:

1. **Oral Exams:** In societies where writing systems were not yet developed or not widely accessible, oral exams were common. Students would demonstrate their knowledge and skills through verbal responses to questions posed by teachers or elders. This method was prevalent in ancient Greece, where students were tested orally on subjects such as rhetoric and philosophy.
2. **Apprenticeships:** In craft-based societies, apprenticeships served as a form of assessment. Individuals seeking to learn a trade would work under the guidance of a skilled master. The master would evaluate the apprentice's progress and skill development through observation, practical tasks, and real-world application of the craft.
3. **Socratic Method:** Developed by the ancient Greek philosopher Socrates, the Socratic method involved a dialogue-based assessment approach. The teacher would engage students in critical thinking and questioning, challenging their understanding and encouraging them to develop their own insights and arguments.

**b) EARLY STANDARDIZED TESTING:** The definition of a standardized test has changed somewhat over time. In 1960, standardized tests were defined as those in which the conditions and content were equal for everyone taking the test, regardless of when, where, or by whom the test was given or graded. The purpose of this standardization is to make sure that the scores reliably indicate the abilities or skills being measured, and not other things, such as different instructions about what to do if the test taker does not know the answer to a question. (or) the extent to which the assessment and procedures of administering the assessment are similar, and the assessment is scored similarly for each student.

**c) ASSESSMENT DURING THE INDUSTRIAL REVOLUTION:**

The Industrial Revolution was a period of major mechanization and innovation that began in Great Britain during the mid-18th century and early 19th century and later spread throughout much of the world. The British Industrial Revolution was dominated by the exploitation of coal and iron.

The American Industrial Revolution, sometimes referred to as the Second Industrial Revolution, began in the 1870s and continued through World War II. The era saw the mechanization of agriculture and manufacturing and the introduction of new modes of transportation including steamships, the automobile, and airplanes.

How Did the Industrial Revolution Impact Society?

Although the Industrial Revolution occurred approximately 200 years ago, it is a period that left a profound impact on how people lived and the way businesses operated. Arguably, the factory systems developed during the Industrial Revolution are responsible for creating [capitalism](https://www.investopedia.com/terms/c/capitalism.asp) and the modern cities of today.

Before this period, most households made their living farming and lived primarily in small, rural communities. With the advent of factories during the 18th century, people began working for companies located in urban areas for the first time. Often the wages were low, and conditions were harsh. However, working for such businesses still paid a better living wage than farming.

## Advantages of Industrialization

## The Industrial Revolution created an increase in employment opportunities. [Wages](https://www.investopedia.com/terms/w/wage-expense.asp) at factories were higher than what individuals were making as farmers. As factories became widespread, additional managers and employees were required to operate them, increasing the supply of jobs and overall wages.

Since most of the factories and large companies were located near cities, populations migrated to urban areas searching for jobs, often overwhelming the available housing supply. This led to significant improvements in city planning.

## Disadvantages of Industrialization

Although there were numerous advancements during the Industrial Revolution, rapid progress caused many issues. As workers left their farms to work in factories for higher wages, it led to a [shortage](https://www.investopedia.com/terms/s/shortage.asp) of food production.

The sharp increase in the number of factories caused an increase in urban pollution. Pollution wasn't contained only in the factories; as people flocked to the cities, living conditions became deplorable as the urban resources were overwhelmed.

Pros

* Advancements in production
* Growth in innovations and inventions
* Workers earned higher wages
* Improvements in transportation networks

Cons

* Deplorable working conditions and child labor
* Unsanitary living conditions and pollution
* Food shortages

**d) EMERGENCE OF STANDARDIZED TESTS:** Standardized tests refer to assessments that are administered and scored following a standardized procedure, ensuring consistent conditions and scoring across test takers.The Binet-Simon Scale introduced the concept of mental age, which compared an individual's performance on the test to the average performance of children at different chronological ages. The results were expressed as an IQ score, which was calculated by dividing a person's mental age by their chronological age and multiplying it by 100. This scoring system allowed for the quantification and comparison of intelligence levels.

Critics of IQ tests argue that they have inherent limitations and biases. Concerns have been raised regarding cultural and linguistic bias, as the tests may favor individuals from certain cultural or linguistic backgrounds. Additionally, IQ tests primarily measure cognitive abilities, neglecting other important aspects of intelligence, such as creativity, emotional intelligence, and practical skills.

Despite these criticisms, standardized tests, including IQ tests, have had a significant impact on educational and psychological assessment. They have influenced educational policies, placement decisions, and the measurement of academic achievement. Over the years, efforts have been made to address the limitations and biases associated with standardized tests and develop more inclusive and comprehensive assessment practices.

**e)SHIFTS IN ASSESSMENT PARADIGMS:**Assessment is an indispensable tool in the school system for determining students’ academic performance. The paper examines paradigm shift in assessment from assessment of learning to assessment for learning in the Nigerian schools’ system. Paradigm shift in the field of educational evaluation and assessment in Nigerian educational system is to ensure that assessment achieves its basic purpose and objective, which is to improve students’ learning. The paper reviews the concepts, types and shift in assessment. The paper recommends that school administrators, teachers and other educational stakeholders should not rely solely on the data derived from assessment of learning which basically categories students into brilliant and dull individuals only. But, maintain balance in two forms of assessment so as to achieve quality and basic purpose of assessment in Nigerian schools and to conform with the best practices by school teachers worldwide. The effective use of assessment for learning must be mandatory for all teachers in Nigerian schools.

**3.KEY FIGURES IN THE HISTORY OF ASSESSMENT:**

**a) ALFRED BINET AND THE DEVELOPMENT OF IQ TESTING:**

Alfred Binet developed the world's first official IQ test. His original test has played an important role in how intelligence is measured, as well as the future development of additional tests that are still in use today. While IQ testing remains a divisive topic, it continues to be widely used for a variety of purposes including for the purpose Binet originally designed his test—to help identify children who may need additional educational assistance.

Interest in intelligence dates back to more than a century ago.1 But it wasn't until psychologist Alfred Binet was asked to identify which students needed educational assistance that the first intelligence quotient (IQ) test was born.

Although it has its limitations, Binet's IQ test is well-known around the world as a way to assess and compare intelligence. It also set the stage for the development of several of the IQ tests that are still in use today.

**b) Benjamin Bloom and taxonomy of educational objectives:**

In 1956, Benjamin Bloom with collaborators Max Englehart, Edward Furst, Walter Hill, and David Krathwohl published a framework for categorizing educational goals: Taxonomy of Educational Objectives. Familiarly known as [Bloom’s Taxonomy](http://teaching.uncc.edu/sites/teaching.uncc.edu/files/media/files/file/GoalsAndObjectives/Bloom.pdf), this framework has been applied by generations of K-12 teachers and college instructors in their teaching.

A group of cognitive psychologists, curriculum theorists and instructional researchers, and testing and assessment specialists published in 2001 a revision of Bloom’s Taxonomy with the title [*A Taxonomy for Teaching, Learning, and Assessment*](http://acorn.library.vanderbilt.edu/cgi-bin/isbn-search/0321084055). This title draws attention away from the somewhat static notion of “educational objectives” (in Bloom’s original title) and points to a more dynamic conception of classification.

**c) WILLIAM SPADY AND OUTCOMES-BASED EDUCATION:**

**William G. Spady** is an academic, [educational psychologist](https://en.wikipedia.org/wiki/Educational_psychologist), [sociologist](https://en.wikipedia.org/wiki/Sociology) and is considered the father of [Outcome-Based Education](https://en.wikipedia.org/wiki/Outcome-based_education) (OBE). He is largely noted for his works that attempt to expand and enhance the philosophical grounding and performance of educators, leaders, educational systems, and learners.

Spady coined the term outcome-based education in 1988 as an extension of the works completed by [John Franklin Bobbitt](https://en.wikipedia.org/wiki/John_Franklin_Bobbitt) and [Ralph W. Tyler](https://en.wikipedia.org/wiki/Ralph_W._Tyler). In his conceptualization, Spady described OBE as the reorientation in educational system towards what is essential for all students to be successful at the end of their learning experiences. This primarily entails the identification of what is important for the learners to be able to do so that the curriculum, instruction and assessment are organized accordingly.

Spady's research is still widely cited in nations such as [Australia](https://en.wikipedia.org/wiki/Australia) which are still adopting OBE.

Spady also participated in the Task Force on Education Organization created in [Minnesota](https://en.wikipedia.org/wiki/Minnesota) by a 1988 legislative session. The task force's draft for outcomes system followed his approach.

**d) OTHER INFLUENTIAL THEORIES AND PRACTIONERS:**

John Dewey is credited with developing the Experiential Learning Theory, which argues that learning should be [based on experiences](https://www.structural-learning.com/post/lego-therapy) rather than on [abstract ideas](https://www.structural-learning.com/post/concrete-pictorial-abstract-approaches-in-the-classroom). He argued that by engaging in hands-on activities and participating in group [projects](https://www.structural-learning.com/post/project-based-learning), learners could better understand concepts, retain knowledge and apply their understanding to other areas. These experiences become the basis for ongoing education and allow students to engage more actively in their [learning process](https://www.structural-learning.com/post/what-is-solo-taxonomy).

This idea of 'learning by doing' is still used in classrooms today and it largely supports the concept that students learn better when they are actively engaged in their own learning process. John Dewey believed in tailoring education to meet the [needs of each individual learner](https://www.structural-learning.com/post/barriers-to-learning-a-teachers-guide), as opposed to having a uniform curriculum dictated by textbooks. He wrote extensively on this concept and his work continued to heavily influence educational theories up until the present day.

## ****B.F. Skinner and Operant Conditioning****

[**B. F. Skinner**](http://www.structural-learning.com/post/skinners-theories) was one of the most famous [operant conditioning](https://www.structural-learning.com/post/operant-conditioning) theorist and educational psychologists of the 20th century who proposed that changes in behavior take place as the outcome of a person's response to stimuli (events) occurring in the environment.

In his [operant conditioning](https://www.structural-learning.com/post/operant-conditioning) theory or Reinforcement theory**B.F. Skinner**states that the human behavior is guided by the consequences. **Skinner**believed in power of association that negative behaviours must not be rewarded positively or must be punished. Positive behaviours must be rewarded.

**Skinner** states that positive reinforcement increases the likelihood of a specific response by incorporating a stimulus after performing a positive behaviour. Skinner mentioned that the negative reinforcement increases the likelihood of a specific response but by eliminating an unwanted consequence.

## ****Albert Bandura's Social Learning Theory****

**Albert Bandura** is famous for his [Social Learning Theory](https://www.structural-learning.com/post/social-learning-theory-bandura) and Social Cognitive Theory. Albert Bandura’s social learning theories of education focus on the significance of observation, [modelling](https://www.structural-learning.com/post/modelling-learning) and imitating the attitudes, [emotional reactions](https://www.structural-learning.com/post/semh-a-teachers-guide) and behaviour of others.

**4.ETHICAL ISSUES IN ASSESSMENT:**

**a) FAIRNESS AND EQUITY IN ASSESSMENT:**

**Equitable**, as a reflection of fairness, is also more challenging in lower-income communities. Equity means that an action, amount, or extent is appropriate for the people, situation, conditions, and context. For example, in a race around the world contest, if one group has access to jet planes and another to rowboats, it could be viewed as unfair or inequitable. For learners, educational and assessment equity means endeavoring to achieve the best possible outcomes for each learner.

If you were asked to decide which is better, equality in assessment or equity in assessment, **equity** would be the better choice. Throughout the school year, students routinely take the same or equal measures of their learning. (For example, standardized tests or quizzes derived from teacher’s guides.) The greater challenge is providing assessments that are **equitable** and fair for all learners.

**Reframing assessment through a lens of fairness and equity** means that every student has multiple and/or varied opportunities to show what they know, understand, and can do in response to visible learning intentions and well-defined and anticipated outcomes of learning.

**b) CULTURAL AND LINGUISTIC BIAS:**

Culturally biased language refers to communications that make assumptions and generalizations about people based on where they live, how they look, or what language they speak. Our CMO Sophie, a Vietnamese American born and raised in California, [encounters cultural bias](https://resources.unbabel.com/blog/but-where-are-you-really-from-how-my-experiences-with-bias-led-me-to-unbabel) every time someone asks, “Where are you really from?” when she says that San Francisco is her hometown. Cultural bias is often interlinked with language bias; for example, blocking a qualified professional from a job opportunity because of their accent.

Even in a time when [great strides are being made to connect humanity on a global scale](https://unbabel.com/language-operations/), biased language is still capable of promoting a limited, insular worldview that neglects rather than celebrates the things that make us different.

Language bias refers to the idea that we are inclined to favor those who communicate in the same way as us: People who speak our language, have the same accent, and use similar slang.

Research indicates that some language bias is innate (we are born with it) while other varieties are acquired (we learn it from others). [In a study of 450+ infants](https://news.ubc.ca/2017/07/13/ga-ga-goo-goo-why-a-baby-likes-you-or-not/), researchers from Bar-Ilan University and the University of British Columbia discovered that babies indicate a preference for speakers of their native tongue by the age of one. Previous research found that children don’t exhibit the capacity to respond negatively to unfamiliar languages until the age of three.

Whether we are examining our natural or learned tendencies, we must recognize that all forms of bias can lead to discrimination and prejudice toward marginalized groups. Let’s take a look at some other pervasive forms of bias in language that can be harmful when unaddressed.

**c) HIGH-STAKES TESTING AND ITS CONSEQUENCES:**

High-stakes testing refers to assessments with significant consequences, impacting individuals and institutions. These tests determine outcomes such as grade promotion, diplomas, teacher evaluations, and funding allocations. The pressure and stress associated with high-stakes tests can lead to anxiety for individuals being assessed. Students may fear failure and the potential negative impact on their future prospects. The emphasis on these tests can narrow the curriculum, focusing primarily on subjects and skills that are directly tested. This narrowing may sideline important areas such as art, music, physical education, and critical thinking.

One of the significant consequences of high-stakes testing is the exacerbation of achievement gaps among different student populations. Factors such as socioeconomic status, race, ethnicity, and language proficiency can influence test performance. This can lead to unequal outcomes and perpetuate educational disparities. Furthermore, the pressure associated with high-stakes testing can contribute to increased dropout rates. Students who struggle academically or face other challenges may feel discouraged by the fear of not meeting test requirements, leading them to disengage from their education.

High-stakes testing can also have unintended consequences. Instances of cheating scandals have been observed in environments where the stakes are high. Teaching to memorization rather than promoting deep understanding can limit students' ability to apply knowledge in real-world contexts. Additionally, there have been instances of manipulating test scores to meet desired outcomes, undermining the integrity and validity of the assessment process.

In conclusion, high-stakes testing carries significant consequences for individuals and institutions. The pressure and stress it generates can have negative effects on students' well-being and their educational experience. It can narrow the curriculum, promote teaching to the test, and exacerbate achievement gaps

**d) PRIVACY AND DATA PROTECTION CONCERNS:**

Privacy and data protection concerns are significant ethical issues associated with assessment practices. The gathering and storage of personal data in the context of assessments raise important considerations regarding individuals' privacy rights and the responsible use of their information. Here are key points related to privacy and data protection concerns in assessment:

**1. Gathering Personal Data:** Assessments often require the collection of personal information, including demographic data, academic records, and potentially sensitive information related to health or disabilities. Care must be taken to ensure that only necessary and relevant data are collected.

**2. Data Security:** Adequate measures must be in place to safeguard personal data from unauthorized access, loss, or misuse. Secure storage systems and encryption techniques should be employed to protect data from breaches or cyberattacks.

**3. Data Sharing and Third Parties:** Assessments may involve sharing data with third-party organizations or individuals involved in the assessment process. Clear guidelines and agreements should be established to ensure that data sharing is done responsibly and in accordance with relevant privacy laws and regulations.

**4. Anonymity and Confidentiality:** Individual data should be anonymized whenever possible to protect privacy. Confidentiality should be maintained throughout the assessment process, and data should be accessible only to authorized personnel.

**5. Data Retention and Disposal:** Personal data should not be retained for longer than necessary. Clear policies and procedures should be in place to determine the retention period and secure disposal of data once it is no longer needed.

**6. Compliance with Privacy Laws and Regulations:** Assessment practices must adhere to applicable privacy laws and regulations, such as the General Data Protection Regulation (GDPR) in the European Union or the Family Educational Rights and Privacy Act (FERPA) in the United States.

Addressing privacy and data protection concerns in assessments requires organizations and institutions to establish robust policies, procedures, and technical safeguards. Regular audits and assessments of data handling practices can help identify and rectify any privacy vulnerabilities. It is essential to strike a balance between gathering necessary data for assessments while respecting individuals' privacy rights and ensuring data security.

**e) ASSESSMENT AND STUDENTS WITH DISABILITIES:**

Assessment plays a crucial role in evaluating the progress and learning outcomes of students with disabilities. However, it is essential to approach assessment practices for students with disabilities in a fair and inclusive manner. Here are key considerations related to assessment and students with disabilities:

**1. Accommodations and Accessibility:** Students with disabilities may require accommodations to ensure equal access to assessments. Accommodations can include extended time, assistive technology, modified formats, sign language interpretation

**2. Individualized Education Programs (IEPs):** Students with disabilities often have IEPs that outline their specific educational needs and accommodations.

**3. Universal Design for Assessment:** Applying the principles of Universal Design for Learning (UDL) to assessment can benefit all students, including those with disabilities. UDL promotes.

**4. Multiple Assessment Methods:** Employing a variety of assessment methods allows students with disabilities to showcase their abilities in different ways. Assessments can include written tests, oral presentations, projects, portfolios, demonstrations, and other.

**5. Individualized Approach:** Recognizing that each student with a disability has unique strengths, challenges, and learning goals, assessments should be tailored to meet their specific needs. Individualized assessment plans can help identify the most effective methods and accommodations for each student.

**6. Collaboration and Communication:** Collaboration among educators, specialists, and parents/guardians is essential for effective assessment of students with disabilities

By adopting inclusive assessment practices and providing appropriate accommodations, students with disabilities can participate fully in the assessment process and demonstrate their knowledge, skills, and potential.

**5.ADDRESSING ETHICAL ISSUES IN ASSESSMENT:**

**a) STRATEGIES FOR REDUCING BIAS IN ASSESSMENT:**

When we meet people, we often judge them based on what we see, like their age, weight and attractiveness. But we may also judge them on their accent, where they studied and their socio-economic status.

Rapid processing occurs when our brains make quick judgements of people and situations around us, often without realising it. This can sometimes lead to unconscious bias. Our biases are likely influenced by our background, culture and personal experiences. However, these biases can lead to out-groups being treated less favourably and even discrimination.

**10 Ways to Reduce Unconscious Bias in the Workplace**

**1. Accept that we all have unconscious biases :** Bias is part of being human, but we can't tackle it if we don't acknowledge this. Take an Implicit Association Test (IAT) to become more aware of your own biases.

**2. Make considered decisions :** Unintentional bias is more likely when you make fast decisions or act on the spur of the moment, so be sure to take a step back.

**3. Monitor your behaviour :** Question your first impressions and extreme reactions to people; reflect on any rapid decisions you make (i.e. were they made objectively or was unconscious bias at play?

**4. Pay attention to bias related to protected characteristics :** For example, age, disability, sex, maternity, race, religion, etc. - as this is discrimination and hence illegal.

**5. Widen your social circle :** Don't sit with the same colleague every day. Move around and spend time with people from different cultural and academic backgrounds etc. This will build your cultural competence and lead to better understanding.

**6. Set ground rules for behaviour :** Don't tolerate interruptions in your team; make sure everyone gets a fair hearing and has an equal chance to give their opinion.

**7. Avoid making assumptions or relying on gut instinct :** For example, "My boss said that she didn't offer me the project because I have a new baby and there's some travel." Don't assume you know best, as you may jump to the wrong conclusion.

**8. Use rotas to avoid stereotyping :** Have rotas for 'housekeeping' tasks, such as taking the minutes in a meeting, organising refreshments, etc., to ensure fairness and reduce the potential for gender stereotyping.

**9. Speak out if you notice bias :** For example, if a male colleague talks over a female colleague, tactfully point out that you wanted to hear what she had to say. If your boss only ever assigns the stretching projects to the guys or your white colleagues, have a quiet word.

**10. Apologise if you get it wrong :** Remember that we can only deal with bias if we're honest and admit our mistakes.

**b) ALTERNATIVE ASSESSMENT METHODS:**

Are you craving more organic and genuine ways of observing and documenting student achievement and progress? Many educators are, particularly in our modern world of overwhelmingly restrictive and prescriptive standardized testing requirements. Fortunately, education sciences support several alternatives to traditional assessment by leveraging creativity, student involvement, and strategic curriculum development.

Alternative assessment is any classroom assessment practice that focuses on continuous individual student progress.

Examples of Alternative Assessments

Alternative assessments are designed to foster higher order, critical thinking skills in students through the design of more authentic tasks. One type of alternative assessment is authentic assessment. According to Wiggins, authentic assessments are "engaging and worthy problems or questions of importance, in which students must use knowledge to fashion performances effectively and creatively. The tasks are either replicas of or analogous to the kinds of problems faced by adult citizens and consumers or professionals in the field" .

Example 1: Evaluation Plan for a Graduate Course on Evaluation

Context:

You are the principal consultant of a monitoring and evaluation company based in a Caribbean island and your company is bidding to provide an evaluation of the CARICAD Leadership Development Programme for CARICOM. Winning this bid would put your company in the spotlight and ensure that you can keep your staff of five, after a very difficult year financially. CARICOM is requesting that you provide them with an evaluation plan for this project and have indicated that in order to fulfil the requirements of the funding agency, the plan must include the following components:

1.Programme Description

2.Stakeholder analysis

3.Evaluation Methodology

4. Dissemination plan

5. Application of the Evaluation Standards

**c) ENSURING FAIRNESS AND EQUITY IN ASSESSMENT PRACTICES:**

6 Ways to Ensure Your Assessment Practices are Fair and Unbiased

No one wants to use an assessment tool with obvious stereotyping or offensive material, of course. But it's easy to assess in ways that inadvertently favor some students over others. Effective assessment processes yield evidence and conclusions that are meaningful, appropriate, and fair to all relevant subgroups of students (Lane, 2012; Linn, Baker, & Dunbar, 1991). The following tips minimize the possibility of inequities.

**1. Don't rush :** Assessments that are thrown together at the last minute invariably include flaws that greatly affect the fairness, accuracy, and usefulness of the resulting evidence.

**2. Plan your assessments carefully :** Aim not only to access your key learning goals but to do so in a balanced, representative way. If your key learning goals are that students should understand what happened during a certain historical period and evaluate the decisions made by key figures during that period, for example, your test should balance questions on basic conceptual understanding with questions assessing evaluation skills.

**3. Aim for assignments and questions that are crystal clear :** If students find the question difficult to understand, they may answer what they think is the spirit of the question rather than the question itself, which may not match your intent.

**4. Guard against unintended bias :** A fair and unbiased assessment uses contexts that are equally familiar to all and uses words that have common meanings to all. A test question on quantitative skills that asks students to analyze football statistics might not be fair to women, and using scenarios involving farming may be biased against students from urban areas, unless you are specifically assessing student learning in these contexts.

**5. Ask a variety of people with diverse perspectives to review assessment tools :** This helps ensure that the tools are clear, that they appear to assess what you want them to, and that they don't favor students of a particular background.

**6. Try out large-scale assessment tools :** If you are planning a large-scale assessment with potentially significant consequences, try out your assessment tool with a small group of students before launching the large-scale implementation. Consider asking some students to think out loud as they answer a test question; their thought processes should match up with the ones you intended. Read students' responses to assignments and open-ended survey questions to make sure their answers make sense, and ask students if anything is unclear or confusing.

**d) DATA PRIVACY AND SECURITY MEASURES:**

Indeed, protecting data privacy is urgent and complex. This protection is necessary because of the ubiquity of the technology-driven and information-intensive environment. Technology-driven and information-intensive business operations are typical in contemporary corporations. The benefits of this trend are that, among other things, the marketplace is more transparent, consumers are better informed and trade practices are more fair. The downsides include socio-techno risk, which originates with technology and human users (e.g., identity theft, information warfare, phishing scams, cyberterrorism, extortion), and the creation of more opportunities for organized and sophisticated cybercriminals to exploit. This risk results in information protection being propelled to the top of the corporate management agenda.

The need for data privacy protection is also urgent due to multidirectional demand. Information protection becomes an essential information security function to help develop and implement strategies to ensure that data privacy policies, standards, guidelines and processes are appropriately enhanced, communicated and complied with, and effective mitigation measures are implemented. The policies or standards need to be technically efficient, economically/financially sound, legally justifiable, ethically consistent and socially acceptable since many of the problems commonly found after implementation and contract signing are of a technical and ethical nature, and information security decisions become more complex and difficult.

Data privacy protection is complex due to socio-techno risk, a new security concern. This risk occurs with the abuse of technology that is used to store and process data. For example, taking a company universal serial bus (USB) device home for personal convenience runs the risk of breaching a company regulation that no company property shall leave company premises without permission. That risk becomes a data risk if the USB contains confidential corporate data (e.g., data about the marketing strategy, personnel performance records) or employee data (e.g., employee addresses, dates of birth). The risk of taking the USB also includes theft or loss.

Using technology in a manner that is not consistent with ethical principles creates ethical risk, another new type of risk. In the previous example, not every staff member would take the company USB home, and those who decide to exploit the risk of taking the USB may do so based on their own sense of morality and understanding of ethical principles. The ethical risk (in addition to technical risk and financial risk) arises when considering the potential breach of corporate and personal confidentiality.

Data privacy protection is complex due to socio-techno risk, a new security concern. This risk occurs with the abuse of technology that is used to store and process data. For example, taking a company universal serial bus (USB) device home for personal convenience runs the risk of breaching a company regulation that no company property shall leave company premises without permission.

Using technology in a manner that is not consistent with ethical principles creates ethical risk, another new type of risk. In the previous example, not every staff member would take the company USB home, and those who decide to exploit the risk of taking the USB may do so based on their own sense of morality and understanding of ethical principles. The ethical risk (in addition to technical risk and financial risk) arises when considering the potential breach of corporate and personal confidentiality.

Methods for Data Privacy Protection

The method is modeled on a framework originally perceived and developed to provide a fresh view to decision makers and is based on the following three major instruments:

1.The International Data Privacy Principles (IDPPs)1 for establishing and maintaining data privacy policies, operating standards and mitigation measures

2.Hong Kong’s Data Protection Principles of personal data (DPPs)2 for reinforcing those policies, standards and guidelines

3.The hexa-dimension metric operationalization framework3 for executing policies, standards and guidelines

**6.ETHICAL GUIDELINES AND BEST PRACTICES:**

**a) OVERVIEW OF ETHICAL QUIDELINES FOR ASSESSMENT:**

Assessment Principles

Assessment is the process of forming a judgement about a student’s attainment of knowledge, understanding or skills.

Each programme of study should include a series of assessment tasks, which together make up the ‘assessment scheme’ for the programme. The scheme is summarized in the Programme Specification and should satisfy three sets of principles, described further below.

**(a) Educational:** the processes of assessment should help students learn, or reinforce previous learning, or both.

**(b) Ethical:** the processes of assessment should be fair and transparent, and must not discriminate according to gender, sexual orientation, ethnicity, religion or belief, age, class or disability.

**(c) Regulatory:** the processes of assessment should conform to University expectations, as detailed in its regulations, policies, procedures and guidance.

Online assessment should be carefully considered in relation to these principles.

**1. Educational principles :** Assessment tasks should form an integral part of the curriculum and the teaching and learning process. There should be an appropriate mix of formative and summative assessment throughout the programme, with summative assessments being used formatively, where possible.

Feedback to students should be rapid, and should contain positive, encouraging comments where possible as well as pointers for future improvement. All staff contact with students is a potential mechanism for feedback to and from students.

Peer assessment (assessment of students’ work by other students) should be used, especially formatively, to provide rapid feedback and promote understanding of assessment criteria and marking scales.

**2. Ethical principles :** Assessment tasks and marking criteria should focus on the intended learning outcomes for the programme or unit.

The assessment scheme should allow students to demonstrate their achievement of all the intended learning outcomes by the end of the programme.

Students should be informed in advance about the assessment tasks, marking scheme and marking criteria for their programme units. Students should be helped to understand the requirements of assessment, e.g. through guidance, discussion with tutors, model answers or peer assessment.

Students should be made aware of the procedure to follow if they wish to query or appeal against an assessment decision.

**3. Regulatory principles :** The assessment scheme should provide enough evidence of students’ achievement to enable robust decisions to be made about their progression through the programme and the award of the intended academic qualification

Assessment tasks should be managed across the programme, to achieve appropriate variety in assessment tasks, avoid unnecessary concentrations of assessment at particular times and reflect intellectual progression through the programme.

**b) THE ROLE OF PROFESSIONAL ORGANIZATIONS IN PROMOTING ETHICAL ASSESSMENT:**

Types of professional organizations : There are four types of professional organizations. Some of these organizations offer the same benefits. Learning about each one can help you decide which organization could be right for you:

These organizations focus primarily on benefiting their individual members through access to physical resources, like journals and conferences. They also offer resources like peer support, networking and resume building.

**Designation-granting associations :** Designation-granting associations are organizations that offer a certification for members to show their dedication to the field. Designation-granting organizations usually issue a certification after a candidate completes professional learning hours, demonstrates their knowledge of work products, passes an exam or completes a combination of these items. Members who earn these certifications usually need to renew them every few years by earning continuing education hours.

**Certifying bodies :** Certifying bodies are organizations that issue credentials to their members once they meet set requirements. Unlike designation-granting associations, the main purpose of certifying bodies is to issue and track certifications. Applicants may need to have some education or professional experience as a prerequisite.

**How to select a professional organization :**Knowing how to select the right professional organization for you is an important part of accessing the great benefits that professional organizations offer. Here we outline four steps you can follow to select a professional organization:

1. **Determine your career goals:** Outlining your career goals is a good first step in the process of selecting a professional organization because it will help you narrow your focus. Make a list of your career goals, including salary, title and short- and long-term goals. You can then approach the search process with the objective of finding an organization that offers the specific resources, professional development or other services necessary to help you meet your goals.
2. **Research your company and the larger industry :** Learning if your company prefers membership in one organization over another is helpful as you begin your search. Knowing this could impact your likelihood for promotion or other leadership roles within the organization. You can research this through your organization’s website or by asking your peers and supervisors.
3. **Consider any necessary requirements :** Researching any financial, education, credential or experience requirements for organization membership can be very valuable, especially on a practical level. Organizations can vary significantly in cost, as well as education requirements, which impacts your time and money. This information should be easy to find on the organization’s website.
4. **Compare organization benefits :** You should be able to narrow down the list of professional organizations based on the research and work you performed. Once you have a shortlist, you can compare the organizations in terms of the benefits they offer. Consider which organization’s benefits will be most helpful in meeting your career goals. For example, if your career goal is to become a manager, and later a senior executive, choose the organization that offers the most growth and development opportunities for aspiring leaders

**c) CASE STUDIES HIGHLIGHTING ETHICAL CHALLENGES AND SOLUTIONS:**

**Case study :**

A manufacturing company provides jobs for many people in a small town where employment is not easy to find. The company has stayed in the town even though it could find cheaper workers elsewhere, because workers are loyal to the company due to the jobs it provides. Over the years, the company has developed a reputation in the town for taking care of its employees and being a responsible corporate citizen.

The manufacturing process used by the company produces a by-product that for years has flown into the town river. The by-product has been considered harmless but some people who live near the river have reported illnesses. The by-product does not currently violate any anti-pollution laws.

What are the issues of integrity, ethics and law posed in the case study? What options does the company have, and what should it do and why?

Lecturer Guidelines

Some of the issues raised by this case study include the factors and decisions that led to the current situation, such as worker loyalty caused by scarce employment and the power the company holds over the town; whether the company is acting consistently with its reputation as a good corporate citizen and whether not doing so affects its integrity; the ethics of companies compared to persons, and whether companies should have more or fewer obligations and why; whether and why the company should take action even though the by-product does not violate any laws, and if it should take action, whether the company should establish criteria for helping it decide when to address complaints that do not raise illegal actions.