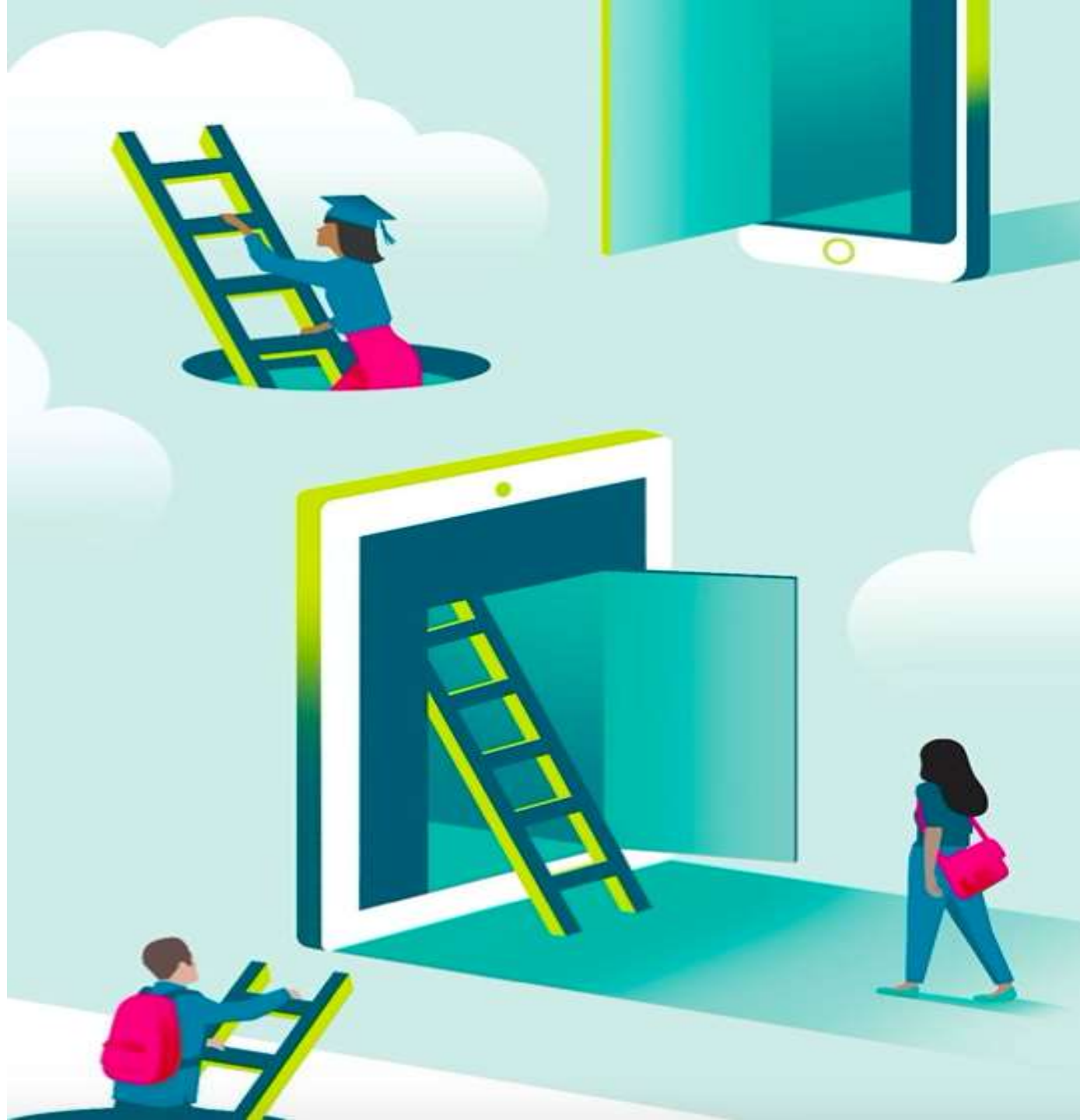


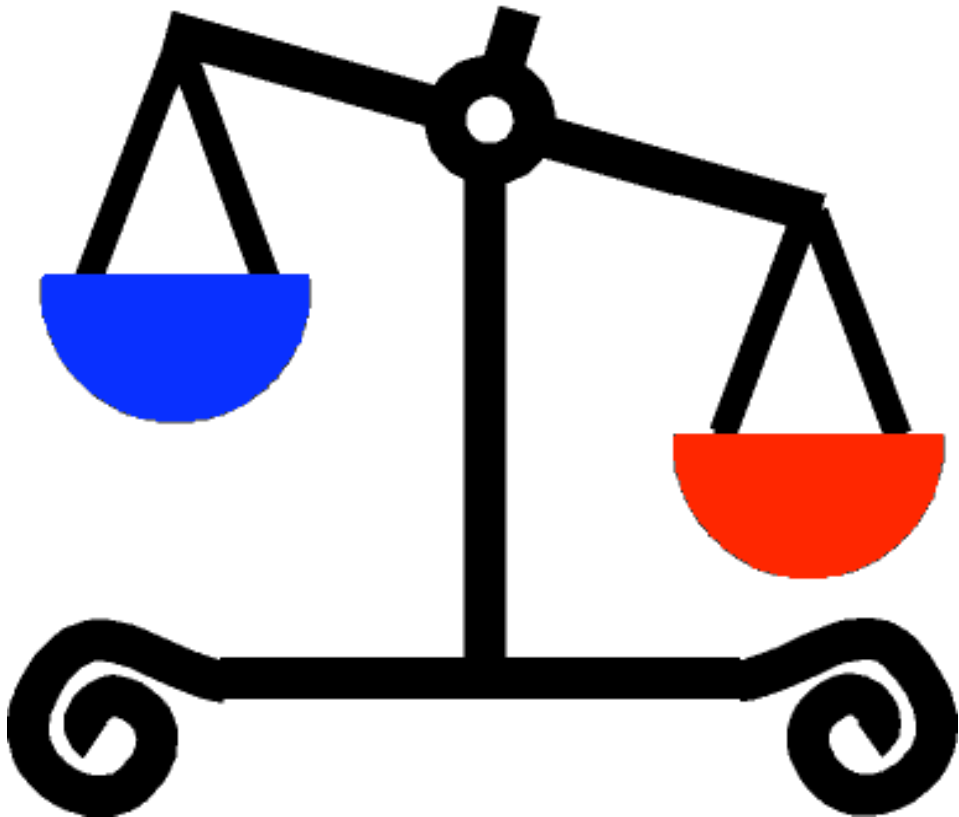
# Assessment



Karma Utha  
Module Tutor

# Introduction to Assessment

The word 'assess' comes from the Latin verb 'assidere' meaning 'to sit with'.



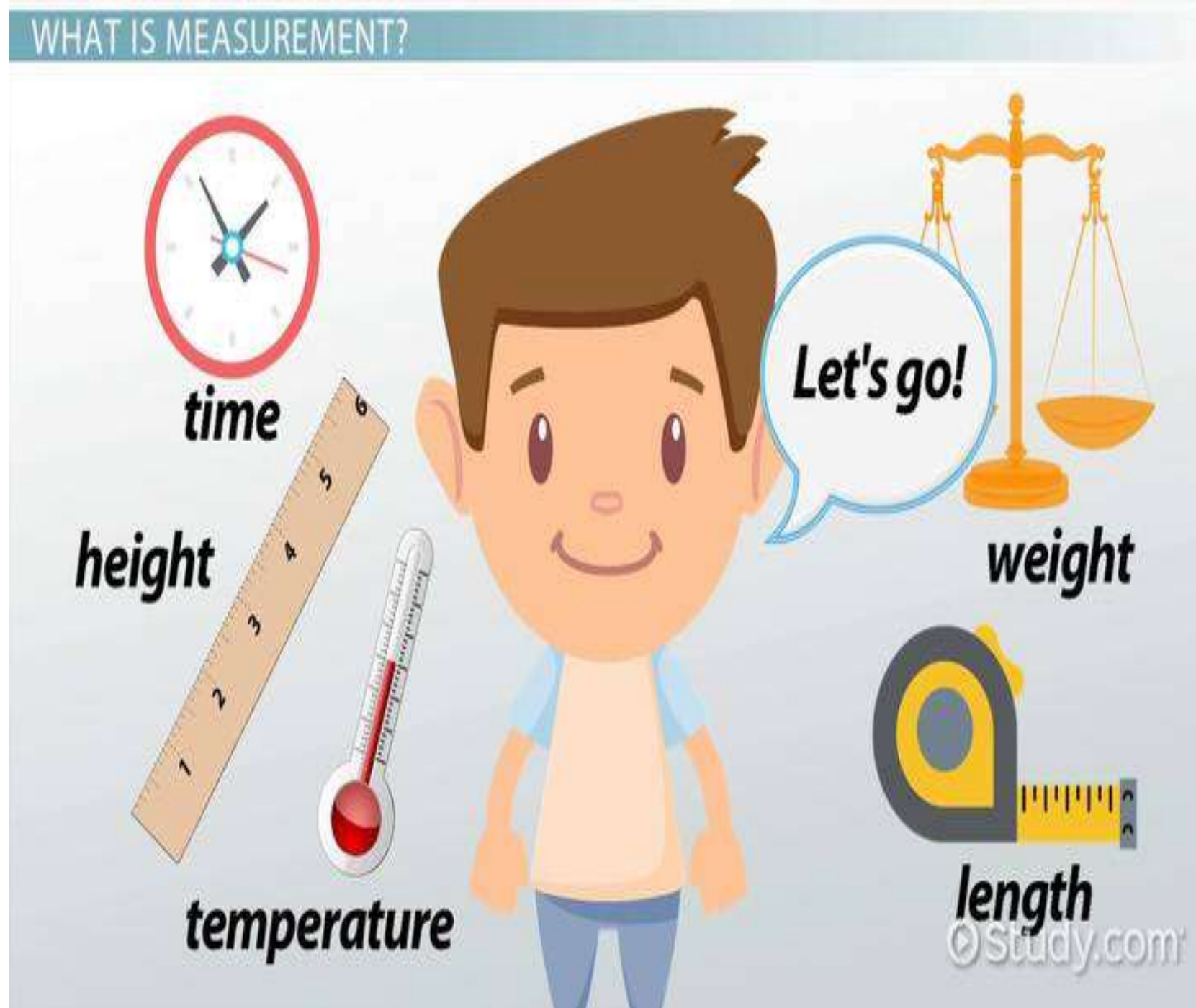
Assessment is striking a balance between teaching and learning

# Terminologies in use

## 1. Measurement.

Refers to the process involving the assigning of a number to an individual characteristics/events based on an established set of rules.

The “events/characteristics” under consideration are students' test performances (the numerals assigned based on the students' numbers of correct responses).



## Terminologies in use



Evaluation is when the comparison is being made between the score of a learner with the score of other learners and judge the results

2. Evaluation – a process of making value judgment against a desired goal.

# Measurement Vs evaluation

- Quantitative
- Objective & impersonal
- Precise & scientific
- Not a continuous process, occasional
- Qualitative
- Personal & subjective
- Interpretative & philosophical
- Continuous process

## Terminologies in use

3. Assessment – the process of gathering information.





# Assessment types

- Norm referenced tests
- Criterion referenced tests
- Authentic assessment

# Norm referenced

1920



World War I — IQ Screening

- Comparing students to students
- Used for screening people in and out



# Criterion referenced

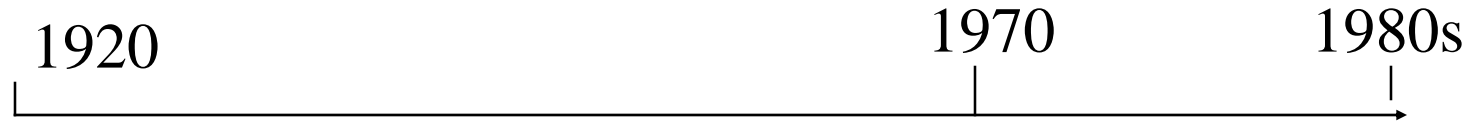
1920

1970

- Specific standards established
- Students learning compared to the criteria or standards (NOT to each other)
- If students do not reach standards, other means of teaching were sought
- Banks of testing items created to match different types of curriculum (mostly multiple items)

Criterion  
referenced  
testing began

# Authentic assessment



- Not all of what we teach can be assessed by paper and pencil tests nor by multiple choice items.
- Students need to demonstrate what they learned: performance based (based on constructivist learning theory).
- Assessment is different than testing or grading
- Multiple means of assessment

Authentic  
assessment

# Assessment Practice in Bhutanese Education system

- Modern education - early 1960
- Some form of examination started with the onset of modern education though each school had their own practice
- Early 1970 – Mid term and annual examination
- Late 1980 – Ongoing, mid term and annual exam
- 1986 onwards - Continuous Assessment (CA) introduced as a corrective measures to curb for high school dropout and failure rates. **It is summative in nature.**
- Around mid 1990s - CA was bifurcated to Continuous Formative Assessment (CFA) and Continuous Summative Assessment
- Till 2019, the assessment practice is focused more on summative assessment
- Starting 2020, MoE is giving emphasis on formative assessment starting with classes PP to III.

# Purpose of assessment

Basically assessment is discussed from three major areas

# Three purposes of assessment

## Student Learning

- Provide feedback to improve student learning
- Motivate students
- Diagnosis students strengths and weaknesses

## Certification

- To pass/fail a student
- To grade/rank
- To license to proceed/practice

## Quality Assurance

- Provide feedback to teachers
- Improve teaching
- Monitor standards over time

Thank you