ICT IN ASSESSMENT

INTRODUCTION

Assessment is always considered a key component in the process of teaching and learning. A major role is being played by ICT in making the process of assessment easy for teachers. As the use of ICT is increasing, the assessment is made now in a new and innovative manner. While employing ICT in assessment, the recording of responses and providing necessary feedback is likely to grow as virtual learning environments is growing day by day. Not only this the students are being empowered to make use of online or web-based assessments which in return help the students to do self-assessment of their learning. This paper is in support of applying ICT in conducting assessment for students. The paper analyses the concept of assessment with its types and explores various technological tools which will empower the teachers to make assessment much more effective in a class room situation.

ICT in Assessment discusses about the basics of assessment practices and explores how various technology tools can be integrated effectively for assessing student learning. The concept map below gives an overview of how ICT can be used for assessment. Assessment is the process of identifying, gathering and interpreting

information about students' learning. Assessment involves using wide variety of methods and tools to evaluate, measure, and document the student learning. Assessment basically helps one to improve learning and also set direction for ongoing teaching and learning process.

Technology is supposed to play in effective and efficient assessment of learning. The technology in modern times has reshaped the teaching learningprocess as it offers various number of tools that can be used in the classroom to enhance the learning to a great extent. Technology has the ability to support teachers by assessing students' learning in terms of their performance in the classroom. The use of ICT in assessment is now common where it utilizes digital devices which help in construction of assessment tasks for students. It helps in delivery of assessment tasks. Not only construction or delivery, the ICT has the ability to give grades or feedback to students. It is essential for schools to encourage themselves to strengthen their commitment to developing a better assessment practice which can support teachers, tudents and other stakeholders.

OBJECTIVE

- revise the basic concepts related to assessment
- explain the role of ICT in assessment
- explain the concept of computer assisted and computer adaptive testing
- list various technology tools and possibilities for assessment of student learning
- design and create digital assessment portfolio
- create tests/ quizzes/rubrics using online and offline software tools
- explore various digital online and offline assessment alternatives available
- describe the current and future trends in technology based assessment practices

USE OF ICT IN ASSESSMENT

- Computer based concept mapping with automated scoring can be used for summative assessment of critical and creative thinking about complex relationships.
- The use of ICT can help teachers by storing and recording information about how students are developing understanding of new material; and by taking over some of the role of assessing and providing feedback to students so that teachers can focus on other aspects of supporting learning.
- Feedback from the computer during the use of test material improves student performance in later use of the same test material.
- Several studies showed that interacting with a computer provides feedback that supports better performance even if this only reflects back to the students the moves and links they made in a visual representation of relationships.

MISUSAGE OF ICT IN ASSESSMENT

- Use of computers to assess teamwork did not provide evidence that aspects of collaboration result in increased problem solving (as measured by computer-based knowledge mapping).
- Using technology probed students' understanding to a greater degree than conventional tests.
- Automated collection and scoring of the processes used in problem solving provided additional information relevant to problem-solving performance.
- Using a computer program both to test and give feedback to students can increase the level of performance as compared with students taking the same tests on paper.
- Use of a computer program involving diagrammatic representation provided useful information about students' causal reasoning thinking through analysis of their diagrams, but not from the log files of their computer moves.
- Computers were shown to provide information about processes in reaching a solution that gives additional feedback to students and teachers.
- Students' experience with computers and attitude towards them can influence computer-based test performance.
- A conventional multiple-choice test gave a false impression of understanding compared with the analysis of multimedia presentations on the same topic.
- Subject matter used in computer assessment of problem solving affected the outcome for girls more than boys.

- The performance of middle-school students was not improved by training in the use of computer graphics aimed at helping them make meaning of new material.
- There was conflicting evidence from two studies relating to the impact on performance of using the web to search for information.