



# ASSESSMENT

- 👉 It is a process of gathering information using various methods to measure the learners' behaviour.
- 👉 It is concerned with how learners are assimilating what has been learnt.
- 👉 In many cases it is equated to tests and examination. However, a test is a particular situation or condition set up for the purpose of making assessment whereas examination is a large scale test or a combination of several tests and other assessment procedures.

# PURPOSES OF ASSESSMENT

☞ Before formulating and administering the assessment, the teacher should be aware of the reasons why he/she wants to assess learners.

## a. **DIAGNOSIS**

☞ To identify the challenges faced by the learners.

☞ To monitor progress and find out how the learners are assimilating what is being taught.

☞ **Specific actions** can be instituted as a result of diagnostic assessment.

## **b. EVALUATION**

- ☞ To evaluate (measure) the effectiveness of the teaching and learning process.

## **c. GUIDANCE**

- ☞ To assist learners in making good decisions about their future. E.g. choice of a course or career.

## **d. PREDICTION**

- ☞ To discover potential abilities and aptitudes which can assist to predict probable future successes whether in school or outside school.

## e. SELECTION

☞ To determine the most suitable learners for progression to the higher class level.

## f. GRADING

☞ To assign learners to a particular group and rank them according to their performance.

# **ASSESSMENT MODES & FORMS**

☞ Assessment comes in different modes and forms depending on the activity learners are doing.

## **a. MODES OF ASSESSMENT**

☞ The general nature, style or characteristics of assessment. These include;

### **1. Formal and informal assessment**

☞ Formal assessment include public and school examinations

- ☞ Informal involves a teacher's interaction with his/her learners. E.g. praises or sarcasm, a smile or rebuke.
- ☞ Does not require formal procedures

## **2. Final & continuous assessment**

- ☞ Final (summative) assessment occurs at the end of the course/term. Are in most cases based on the curriculum content covered.
- ☞ Summative assessment is concerned with a final summing up and often used for grading, ranking and promoting learners.

- 👉 Continuous(Formative) assessment takes place throughout the course usually at regular intervals.
- 👉 Formative assessment supports learners to progress through positive encouragements and constructive criticism. e.g. remedial sessions helps learners to master intended skill.

### **3. Internal & External assessment**

- ☞ Internal assessment may be conducted for in-school purposes .e.g. to decide on who follows which course or may be entirely for the teacher's information and learners.
- ☞ External assessment is set and marked by external bodies e.g. MANEB, University entrance selection

## **b. FORMS OF ASSESSMENT**

☞ media through which the assessment is governed

### **i. WRITTEN**

☞ done through writing (paper and pencil).

### **ii. PRACTICAL**

☞ done by performing an activity.

### **iii. ORAL**

☞ done verbally (by the word of mouth).

### **iv. BEHAVIOURAL**

☞ The performance may be assessed through observation

# **IMPORTANCE OF CONTINUOUS ASSESSMENT**

- ☞ gives the teacher and learners timely feedback and information about whether the learning objectives are being achieved.
- ☞ provides information on areas of weaknesses and strengths of learners.
- ☞ helps to motivate and encourage the learners.
- ☞ it provides the teacher with constant feedback if the teaching resources and methods are being effective.

# **IMPORTANCE OF SUMMATIVE ASSESSMENT.**

- ☞ differentiates learners so that selection can be made.
- ☞ helps parents and employers to check education outcomes and standards.
- ☞ help to compare the performance of learners with other members of their class or year.

# **ASSESSMENT TOOLS**

- ☞ instruments that teachers use to measure and evaluate expected learning outcomes.
- ☞ These include;

## A. PAPER AND PENCIL TESTS

- ☞ A test is a systematic procedure which is used to measure learners' achievement.
- Include written assignments.
- are categorised into objective and free response tests.

### 1. Objective tests

- ☞ called objective tests because they are free from any biased marking.

☞ usually have **one correct answer** to the question and learners select the answer from a given list.

☞ **Multiple choice questions** are good examples.

☞ Multiple choice questions comprise of;

### i. **Stem**

✓ A question or a statement

## ii. Items

- ✓ are **alternatives** from which the correct answer is selected (are usually four or five)

## iii. Key

- ✓ the correct alternative

## iv. Distractors/foils

- ✓ wrong alternatives.
- ✓ intended to distract the candidates who are in doubt about the correct answer

👉 example

1. What is the capital city of Malawi? (stem)

- A. Zomba - distractor
- B. Mzuzu - distractor
- C. Lilongwe - key
- D. Machinga - distractor

items

👉 Options should be based on common mistakes learners are likely going to make

# **TYPES OF MULTIPLE CHOICE QUESTIONS**

## **i. Single correct answer**

- ☞ have only one correct answer.
- ☞ Requires the examinee to chose only one correct answer

Who was the first president of Malawi?

- A. Reverend John Chilembwe
- B. Bakili Muluzi
- C. Dr Hastings Kamuzu Banda
- D. Chakufwa Chihana

## **ii. BEST ANSWER**

☞ All the options are correct, but learner is required to identify/choose the best

Which of the following teaching skills builds confidence in the pupils?

- A. reinforcement
- B. variation
- C. explanation
- D. illustration

### **iii. TRUE OR FALSE**

- ☞ In this type, a presupposition is presented which is either true or false and learners are asked to choose the correct option.
- ☞ e.g. In Malawi most rains fall in July. True or False?

## iv. MATCHING TYPE

- ☞ Comprises of a stimulus and responses.
- ☞ Learners are asked to make a link between the stimulus, **list A** and responses, list B.
- ☞ e.g. match the crops with the district where the following crops are grown.

Crops	District
Tea	Karonga
Sugar	Thyolo
Rice	Chikhwawa
cotton	Nkhotakota

## v. GAP or BLANK FILLING

☞ Learners supply the missing word in the blank space or gap in the sentence.

☞ e. g. The boys \_\_\_\_\_ to the market yesterday.

- i. go      ii. goes      iii. went      iv. rushes

## 6. MULTIPLE COMPLETION

- 👉 Has two tiers
- 👉 The first consists of a number of responses among which one or more correctly answer the question.
- 👉 The second tier provides options containing different combinations of answers from which the examinee must choose the combination that he/she feels is correct

## Example

The learner's good memory is revealed by his/her ability to

1. Imitate the teacher talking
2. Recognize any previous work
3. Retain what has been learnt
4. Pronounce words well
  - A. 1 and 2
  - B. 2 and 3
  - C. 1 and 4
  - D. 3 and 4

# Guidelines in writing multiple choice questions

- ☞ Good multiple choice items requires an adequate amount of time, proper planning,
- ☞ Guidelines are aimed at increasing clarity and reduces confusion of what is being asked
- ☞ Reduces the effects of guessing and “**test wiseness**”
- ☞ Guidelines include;

- i. Items must measure **specific skill** to ensure both reliability and validity
- ii. Be sure that the **level of reading skill** required by the item matches the students' ability
- iii. The stem must clearly formulate the problem to be addressed. (i.e. the stem should communicate what the candidate is expected to do before reading the options)

iv. Keep options as short as possible. If the same words or phrases are repeated in all the options, the repetitious words should be included in the stem. E.g.

A school is an institution where

- A. People are taught to respect the elders
- B. People share responsibilities
- C. People receive regular secular instructions
- D. People sit and learn to read and write

v. Be sure that no **unintentional clues** are given to the correct answer

e.g. 1.The term effect of a drug refers to:

- A. additional benefits from the drug
- B. the chain effect of drug action
- C. the influence of drug on crime
- D. any action of the drug on the body other than the one the doctor wanted the drug to have.

2.Writing skills can best be assessed through

- A. Matching test      B. true- false test
- C. Essay test           D. multiple choice test

vi. Be sure that each distracter is plausible (i.e. must be attractive to candidates who are lacking the knowledge about the material the item intends to assess)

e.g. information about learner's absenteeism is found in the

- A. attendance register
- B. punishment book
- C. Visitor book**
- D. log book**

vii. Avoid “none of the above” and “all of the above”.

viii. Alternatives must be arranged in logical order. ( i.e. alphabetically or numerically)

e.g. what is the range in the following scores 15, 4, 28, 10 and 9.

- A. 15
- B. 24
- C. 10
- D. 4

# **ADVANTAGES OF OBJECTIVE TEST**

- ☞ They are easy to mark using hand or computers, hence save time
- ☞ Test a wide range of content from a course
- ☞ Make learners get exposed to same type of questions since there are no choices
- ☞ They are not exposed to biased judgement of various markers

# **DISADVANTAGES OF OBJECTIVE QUESTIONS**

- ☞ Take long time to prepare
- ☞ Do not test ability of learners to be creative
- ☞ Are highly influenced by guessing
- ☞ Need highly technical skills to write the test items.

## 2. FREE RESPONSE TESTS

- These allow and encourage learners to organize, interpret and express their ideas.
- They are of two types which are ;
  - a. Structured question
  - b. Essay type question

## i. Structured questions

- These may be in form of short answer questions.
- They often test recall of facts . E.g.
  - Name three causes of global warming.
  - Give three reason why democracy is important in a country?

## ii. ESSAY QUESTIONS

- essay questions are used to allow learners to show their abilities to express themselves.
- essays can be restricted (controlled) or open ended.
- **restricted** are confined and limited in words or length. e.g. Describe in less than 1000 words or not more than five pages.

- ☛ **open ended** are not confined to number of pages or word limit.
- ☛ **Note** that it is better to give learners restricted essays because they give direction to learners and easy to mark and grade.

# **ADVANTTAGES OF ESSAY QUESTIONS**

- ☛ They are relatively easy to prepare.
- ☛ Responses show originality and resourcefulness of learners.
- ☛ They measure high level skills and knowledge such as application, analysis and evaluation.

# DISAVANTAGES OF ESSAY QUESTIONS

- ☛ They take long to mark.
- ☛ Even with a marking scheme, essay questions are prone to subjective opinion of different markers.
- ☛ Only few essay questions can be assessed in a course or a topic. E.g. Out 20 topics, only five essays can be assessed. They do not therefore provide a true assessment of the entire course and knowledge of learners.

## B. ORAL QUESTIONS

- It is used in formal assessment like summative assessment.
- It is very useful in assessing foreign language acquisition such as English and French.
- It is used to assess whether learners can speak, communicate ideas or engage in logical conversation in that foreign language.

→ It can also be used to assess learners reading ability.

## **ADVANTAGE OF ORAL QUESTIONS.**

→ Covers a lot of ground material in short time e.g. writing examination for three hours can be done in 30 minutes in oral testing.

# **DISADVANTAGES OF ORAL QUESTIONS**

- ☞ Is time consuming especially with large classes as many learners have to be assessed individually.
- ☞ It is subjective as it varies according to twisting and turning of natural conversation.
- ☞ It is not liked by many as they feel threatened, and many think it is difficult to prepare for.

# C. OBSERVATION CHECKLIST

- ☞ Contains a list of behaviours as items that occur in a given situation (a set of prepared questions to evaluate attainment of outcomes)
- ☞ When the behaviour occurs, the observer checks the list and shows that it has occurred by using a tick or any other mark.
- ☞ Checklists are used when a series of steps are completed to perform a task.
- ☞ For example, in a lesson observation checklist, the observer may wish to check for the following:
  - ✓ lesson preparation
  - ✓ Methods used
  - ✓ Skills learnt
  - ✓ Teaching, learning and assessment resources.

# Sample checklist (general)

<b>Is the learner able to:</b>	<b>YES</b>	<b>NO</b>
identify the hour and minute hands of a clock?	√	
read time on a clock as “half past six”?	√	
draw a clock reading half past six?	X	

# Checklist combined with recording instrument

Name of learner	Is the learner able to:		
	identify the hour and minute hand of a clock?	read time on a clock as “half past six”?	draw a lock reading half past six?
Mwayi Khudze	√	√	√
Mbachi Nkupa	√	√	✗
Upile Abudu	√	✗	√
Kaitano Mkhutche	✗	✗	√

- ☞ During observation, the teacher lookouts how learners are performing in a given task.
- ☞ It is important for the observer to position himself/ herself where they can observe most but intrude least in learners activities.

## **ADVANTAGE OF OBSERVATION**

- ☞ It helps teachers to collect information on natural behaviour of learners which may not occur in other forms of testing.

# **DISADVANTAGE OF OBSERVATION**

- ☞ One can be biased towards certain learners.

# D. Scoring rubric

- Contains a list of **outcomes** with corresponding **level of satisfaction**
- Contains:
  - i. Numerical scale(s) ratings that differentiate learners' performance. (e.g. 4, 3, 2 or 1)
  - ii. Description of the ratings ( i.e. excellent, good, average and needs support).
  - iii. Description of performance or indicators of what the learner can display ( statements or questions)

# **Assessment items**

Copy and fill in the missing numbers:

1. 70,000,000 75,000,000 \_\_\_\_ 85,000,000 (2 marks)
2. 49,000,000 \_\_\_\_ 29,000,000 19,000,000 (2 marks)

3. Arrange the following numbers in ascending order:

115,000,000 107,00,000 100,000,000 117,000,000 (2 marks)

4. Write 841,000,038 in words (2 marks)
5. Write eight hundred and thirty million eight hundred and sixty thousand two hundred and ten in figure ( 2 marks)

Total marks is 10

# Levels expressed in terms of required satisfaction

Levels of achievement	Percentage of fulfillment of requirements	Level of satisfaction of requirements
4 - excellent	80 -100	Learner's performance has satisfied the requirements
3- good	60 - 79	Learner's performance has satisfied most of the requirements
2 -average	40 - 59	Learner's performance has partially satisfied the requirements
1- Needs support	0 - 39	Learner's performance has not satisfied the requirements

# Sample scoring rubric

4 - excellent (80-100 %)	3- good (60 -79 %)	2 -average (40 - 59 %)	1- Needs support (0 - 39 %)
A learners has scored 8 or above marks	A learners has scored 6 or 7 marks	A learners has scored 4 or 5 marks	A learners has scored 3 or below marks

## F. PEER ASSESSMENT

- ☞ learners are able to assess, rate and evaluate each other performances.
- ☞ It is mostly used in micro-peer teaching.
- ☞ It is also used when teachers for some reasons may not assess the learners directly. For example marking a short exercise for a large class.

## **ADVANTAGES**

- ☞ promotes responsibility in learners.
- ☞ promotes active participation of learners in teaching, learning and assessment as peer are able to assess each other through active participation.

## **DISADVANTAGES**

- ☞ It is prone to leniency in ratings by fellow learners.
- ☞ It is prone to biases as learner may favour friends or harsh to non friends.

## G. PORTFOLIO

- ☞ This assessment tool is in form a container which contains a carefully selected samples of learners' best performance.
- ☞ These best performances are displayed over a period of time such a whole term.
- ☞ The suitable containers for such learners work can be folders, note books, a bag etc.
- ☞ The portfolios must be updated as learners performance and skills keep on growing.
- ☞ The portfolios are supposed to be kept in a filing cabinet or storage box.

# ADVANTAGES OF PORTFOLIO

- ☞ The assembled learners performances are periodically evaluated by the teacher and the learners themselves. Therefore learners' progress is easily monitored by the teacher and learners themselves.
- ☞ These portfolios are also made available to parents or guardians which allows them contribute to remedial actions of their wards where necessary (teacher has shared responsibilities with parent)

# **DISADVANTAGE OF PORTFOLIOS**

- ☞ It is difficult to assess and score portfolio because they contain products that differ from one learner to another.

## H. PERFORMANCE TEST

- ☞ These are tests that are used to measure skills (abilities) that can not be measured through other means like pencil and paper.
- ☞ They are used to assess those abilities that can be checked only through actual performance E.g. the ability to make or present a speech can be assessed by having someone actually presenting a speech. Or, assessing the way learners conduct an experiment, can be done by having them conduct an actual experiment.
- ☞ they involve practical abilities that rely on cognitive and psychomotor activities.

# I. PROJECTS AND PRACTICALS

- ☞ They are tools used to assess different educational outcomes such as investigative and planning skills .
- ☞ They also check the learners' ability to use appropriate equipment or materials .

## J. ANECDOTAL RECORDS

- ☞ reports of specific incidences attached to particular learners that describe their social behaviour.
- ☞ These are used to assess learners' personality.
- ☞ Most often such social behaviours can not be easily tested by other tools or techniques inside or outside classroom.
- ☞ These assessment tools provide hints on the interests or problems of learners collected over time to indicate how a learner has changed or developed over such time. Punishment for example would provide such information.

## DISADVANTAGES

- ☞ It is time consuming as it requires a lengthy period of time to conclude on the actual behaviour of a learner.
- ☞ It may be subjected to teachers' own decision.

- ☞ No single assessment tool can effectively assess all types of learning outcomes. Some of the tools overlap each other.
- ☞ It is important therefore, that teachers select, construct and use the type of tools that would appropriately measure the type of educational outcomes.

# **IMPORTANCE OF ASSESSMENT TOOLS**

- ☞ enable teachers to use assessment practices and approaches that actually determine what the learner has learnt. e.g. Some tools are suitable for measuring knowledge and skills while others are used to assess attitudes and values.
- ☞ enable teachers to get various pieces of information that assist the schools in planning and evaluating teaching and learning process.

- 👉 Through the use of variety of tool, teachers are assisted to get accurate evidence of students' learning status.
- 👉 help teachers to get assessment results of various domains which help them know how well learners have mastered the course content. This knowledge help teachers to take appropriate remedial measures.