

There are a number of assessment terms that will appear in any discussion of assessment. Listed below are common interpretations of some of these terms:

- A working definition of Assessment for learning from a widely cited article contends:
- "the term 'assessment' refers to all those activities undertaken by teachers, and by their students in assessing themselves, which
- provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.

Since this seminal article, educators have differentiated assessment according to its purpose:

ASSESSMENT FOR LEARNING

- comprises two phases—initial or diagnostic assessment and formative assessment
- assessment can be based on a variety of information sources (e.g., portfolios, works in progress, teacher observation, conversation)
- verbal or written feedback to the student is primarily descriptive and emphasizes strengths, identifies challenges, and points to next steps
- as teachers check on understanding they adjust their instruction to keep students on track
- no grades or scores are given - record-keeping is primarily anecdotal and descriptive
- occurs throughout the learning process, from the outset of the course of study to the time of summative assessment

ASSESSMENT AS LEARNING

- begins as students become aware of the goals of instruction and the criteria for performance
- involves goal-setting, monitoring progress, and reflecting on results
- implies student ownership and responsibility for moving his or her thinking forward (metacognition)
- occurs throughout the learning process

ASSESSMENT OF LEARNING

- assessment that is accompanied by a number or letter grade (summative)
- compares one student's achievement with standards
- results can be communicated to the student and parents
- occurs at the end of the learning unit

EVALUATION

Diagnostic assessment (now referred to more often as "pre-assessment")

- assessment made to determine what a student does and does not know about a topic
- assessment made to determine a student's learning style or preferences
- used to determine how well a student can perform a certain set of skills related to a particular subject or group of subjects
- occurs at the beginning of a unit of study
- used to inform instruction: makes up the initial phase of assessment for learning

FORMATIVE ASSESSMENT

- assessment made to determine a student's knowledge and skills, including learning gaps as they progress through a unit of study
- used to inform instruction and guide learning
- occurs during the course of a unit of study
- makes up the subsequent phase of assessment for learning

SUMMATIVE ASSESSMENT

- assessment that is made at the end of a unit of study to determine the level of understanding the student has achieved
- includes a mark or grade against an expected standard

PRINCIPLES

Their principal focus is on crucial aspects of assessment for learning, including how such assessment should be seen as central to classroom practice, and that all teachers should regard assessment for learning as a key professional skill.

According to celebrated educators, there are five key components of assessment:

1. The provision of effective feedback to students.
2. The active involvement of students in their own learning.
3. Adjusting teaching to take account of the results of assessment.
4. Recognition of the profound influence assessment has on the motivation and self-esteem of pupils, both of which are critical influences on learning.
5. The need for students to be able to assess themselves and understand how to improve.

OBJECTIVE - MCQs

1. *Present-day philosophy of education lays emphasis upon the adjustment of the whole individual _____ physically, mentally, emotionally, and;*
(A) Socially✓ (B) Politically
(C) Chemically (D) Correctly
2. *It is important that educational outcomes reflect broad _____ objectives.*
(A) Philosophical (B) Practical
(C) Educational✓ (D) Mutual
3. *It no longer is possible or desirable to limit school instruction merely to the direction of subject-matter mastery or skill proficiency. Rather must attention be given to the adjustment of the individual to the many interactions that constantly are taking place between him and the factors and forces of his:*
(A) Development (B) Taste
(C) Intention (D) Environment✓
4. *Which is concerned with desirable development towards adjusted living?*
(A) Science (B) Education✓
(C) Teaching (D) Psychology
5. *Which is a vital component of the teaching-learning process?*
(A) Learning (B) Training
(C) Measurement✓ (D) Curriculum
6. *Learning success cannot be evaluated only through the administration of _____ tests that consist almost exclusively of a verbatim recital of memorized material.*
(A) Individual-prepared (B) Scholar-prepared
(C) Pupil-prepared (D) Teacher-prepared✓
7. *Whether or not the learner has profited from his school experiences must be judged in terms of the power of adaptation to present and future life requirements that he has achieved as a result of his:*
(A) Learning attitudes (B) Learning experiences✓
(C) Learning abilities (D) Learning traits
8. *Interpreted broadly, educational evaluation includes evaluation not only of pupil progress but also of curricular offerings, of school organization, of teaching techniques, and of:*

- (A) Educational outcomes✓
 (B) Educational techniques
 (C) Educational behaviours
 (D) Educational formalities
9. *Evaluation of the learner includes a study of all aspects of his development, such as physical development, general mental ability and specific aptitude, interests and attitudes, emotional status, social adjustment, environmental background or conditions, and:*
 (A) Ability to improve
 (B) Self-respect
 (C) True significance of the measurement
 (D) Achievement in school learning✓
10. *It is well to observe that _____ is always a means to an end, and never an end in itself.*
 (A) Measurement✓ (B) Observation
 (C) Evaluation (D) Training
11. *A measurement is simply a quantitative description of:* pakjobsinfo.com
 (A) Learning (B) Experienced data
 (C) Observed data✓ (D) Achievements
12. *The significance or educational implications of the measurement are rarely self-evident or:*
 (A) Self-associated (B) Automatic✓
 (C) Self-motivated (D) Self-measured
13. *True significance of the _____ can be determined only when it is seen in relation to other relevant factors, and is fitted into the total pattern of the situation.*
 (A) Measurement✓ (B) Result
 (C) Evaluation (D) Recreation pakjobsinfo.com
14. *It must be recognized that recent tendencies in education have enlarged its scope and increased its complexity, and have thereby added to the difficulties of teaching and:*
 (A) Observation (B) Potentialities
 (C) Implications (D) Administration✓
15. *The need for _____ is as great in the modern school as ever before, but the difficulties of providing for it are vastly greater.*
 (A) Proper teaching (B) Proper evaluation✓
 (C) Proper discipline (D) Proper education
16. *If the evaluation of the results of learning is to be functional, it must take into account _____ general factors.*
 (A) Two✓ (B) Three
 (C) Four (D) Five
17. *Physical health, mental ability, emotional status, interests and needs, and home and social environments, as these are reflected in the learner's attitudes and habits, all constitute the foundations upon which are built through the media of formal and informal education whatever knowledges, skills, habits, and attitudes the _____ eventually will achieve.*
 (A) Student (B) Teacher
 (C) Individual✓ (D) Learner
18. *Society has set certain standards of behaviour and attitude which hold for all people regardless of their place or function in this society. In addition to these fundamental behaviour patterns, the learner must be fitted to meet the demands of whatever particular functions he may be expected to serve in the society of which he is a member, his home obligations, his vocational duties, his recreational and social activities, and his:*

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- (A) Mental abilities
(C) Educational philosophies
19. *Guidance in learning requires that the learner's strengths and weaknesses be discovered, and that provision be made for the further strengthening of his already strong characteristics and the elimination or modification of those that are weak or:*
(A) Different
(C) Undesirable✓
(B) Citizenship responsibilities✓
(D) Learning experiences
20. *Evaluation must be continuous from the child's entrance into school throughout his entire _____, no matter how far it may extend.*
(A) Life
(C) Education life
(B) School life✓
(D) Attitude
21. *Evaluation of _____ has a broad connotation which includes not only appraisal in the narrow meaning of the term but also the interpretation of measuring results and recommendations based upon these results as they apply to life situations.*
(A) Educational attitudes
(B) Educational skills✓
(C) Educational bases
(D) Educational outcomes
22. *In his daily association with his pupils, the teacher, consciously or unconsciously, constantly is _____ them.*
(A) Evaluating✓
(C) Changing
(B) Correcting
(D) Training
23. *The more or less unconscious evaluation of a learner during the course of a school term or a school year may have an:*
(A) Economic basis
(C) Social basis
(B) Action basis
(D) Emotional basis✓
24. *The emotional or personal reactions of a teacher towards his pupils cannot be regarded as evaluation in the strict connotation of the term, and may result in much harm both to the learner and to the:*
(A) Society
(C) Parents
(B) Teacher✓
(D) Education
25. *The well-trained, objective, emotionally controlled, and understanding teacher, on the other hand, has many opportunities during his association with his pupils to engage consciously in sound:*
(A) Constructive progress
(C) Constructive evaluation✓
(B) Constructive achievement
(D) Constructive approach
26. *Through observation of pupils responses during recitation, their general classroom behaviour, their attitudes towards him and their fellow classmates, their displayed interests, their habits of work, and other overt expressions of their personal characteristics, the watchful teacher can obtain many concrete data of:*
(A) Cooperation
(C) Application
(B) Curriculum
(D) Evaluation✓
27. *After the results are interpreted, those teaching techniques are then applied that may be expected to asset the learner to progress to the best of his ability towards the achievement of purposeful:*
(A) Constructive goals
(C) Modern goals
(B) Educational goals✓
(D) Administrative goals

28. One of the chief functions of a _____ in cooperation with his teachers is the selection of curriculum materials in light of the needs and interests of learners.
 (A) School✓ (B) School teacher
 (C) School member (D) School student
29. For the administrator, evaluation of pupil potentiality and progress, of educational objectives, of curriculum content, of teaching effectiveness, constitutes a comprehensive and continuous _____ responsibility.
 (A) Educational (B) Inspection
 (C) Administrative✓ (D) Evaluation
30. Much of the _____ in which an individual engages is incidental, achieved almost without his recognizing the changes that are taking place within him.
 (A) Communication (B) Learning✓
 (C) Recognition (D) Selection
31. Every experience through which an individual passes leaves a residuum of knowledge or a changed:
 (A) Data (B) Interest
 (C) Attitude✓ (D) Behaviour
32. If the learner is to make satisfactory he _____ needs to know "from what to what" he is progressing.
 (A) Observation (B) Achievement
 (C) Appearance (D) Progress✓
33. The learner needs to compare his rate and amount of progress with those of his:
 (A) Parents (B) Peers✓
 (C) Students (D) Leaders
34. The learner needs help in evaluating his power to achieve and the degree of _____ that he has attained.
 (A) Success✓ (B) Possibility
 (C) Attitude (D) Interest
35. To the extent that a learner is enabled to evaluate his own behaviour, attitudes, habits of work and study, and subject-matter achievement, he can be encouraged to participate intelligently in:
 (A) Learning approaches (B) Learning processes
 (C) Learning experiences✓ (D) Learning objectives
36. School administrators and teachers as well as community health agencies recognize the importance of the physical aspect of:
 (A) Education✓ (B) Communication
 (C) Learning (D) Criticism
37. The teacher on any school level is alert to the physical and health needs of his pupils. In the elementary school, simple health and cleanliness inspection is a _____ classroom practice.
 (A) Basic (B) Daily✓
 (C) Weekly (D) Monthly
38. No matter how alert a teacher may be, he probably should not be held responsible for a complete _____ of the health of his pupils.
 (A) Check-up (B) Observation
 (C) Evaluation✓ (D) Potential
39. In most school systems provision is made for periodic medical examinations of pupils, with recommendations for treatment and follow-up. Such evaluation of health and physical

condition is given

sanction in most states.

- (A) Moral
- (B) Legal✓
- (C) Effective
- (D) Impartial

40. Evaluation of individual readiness for further learning on increasingly higher levels is becoming a common practice in our:

- (A) Society
- (B) Surroundings
- (C) Universities
- (D) Schools and colleges✓

41. Too great emphasis cannot be placed upon the need of the school's assuming responsibility for the personal and _____ development of children and young people.

- (A) Economical
- (B) Ethical
- (C) Social✓
- (D) Special

42. During the process of evaluation, school people are coming more and more to realize that personality adjustment is not only a necessary objective of education for life in general but for _____ in particular.

- (A) School life✓
- (B) Mature life
- (C) Emotional life
- (D) Social life

43. The child who is nervous, asocial, aggressive, or shy cannot obtain the maximum of benefit from his:

- (A) Childhood
- (B) Learning experiences✓
- (C) Environment
- (D) Educational programme

44. The influences that are present in the home, the school, and the community constitutes educational media that may stimulate or retard desirable:

- (A) Equipment
- (B) Application
- (C) Development✓
- (D) Results

45. An individual may inherit a more or less adaptable nervous system, but what he does with it is the result of his:

- (A) Personality
- (B) Training
- (C) Environment
- (D) Education✓

46. An evaluation of the environmental conditions by which the individual is affected attempts to discover causes for pupil attitudes and behaviour rather than to appraise attitudes and:

- (A) Personality
- (B) Behaviour✓
- (C) Abilities
- (D) Attitudes

47. Studies of the environmental conditions to which children are exposed yield data concerning the behaviour of children that have predictive value for research studies in _____ development.

- (A) Evaluation
- (B) Particular
- (C) Child✓
- (D) Aptitude

48. What have been conducted to determine the factors of adjustment or maladjustment that are inherent in home living?

- (A) Rules and regulations
- (B) Processes
- (C) Examinations
- (D) Investigations✓

49. Some of the environmental factors that have been evaluated from the viewpoint of their effect upon _____ include the radio, motion pictures, comics, general economic conditions, and teacher attitude.

- (A) Children
- (B) Young people✓
- (C) Special people
- (D) Teachers

50. In a case of severe pupil maladjustment, the home and community influences to which the

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