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# UNIT 5    TECHNIQUES OF ASSESSMENT AND EVALUATION

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## 5.1 INTRODUCTION

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In Unit 1, you have studied about the concepts of measurement, assessment and evaluation and by now, you might be able to differentiate these terms from one another. Assessment is an integral part and ongoing process in the educational context. To learn effectively, students need to know as to how they are performing. Similarly, to be an effective teacher, you must be informed about what the student knows, feels, and can do, so that you can help him/her build on her/his skills, knowledge, and attitudes. Therefore, you and your students need continuous feedback on their progress and difficulties in order to plan appropriate learning activities and to make adjustments to those already planned. Assessment means the way by which teachers and other stakeholders involved in students' learning collect information systematically and then use it to know their level of achievement in academic, behavioural and social areas. In this Unit, you will study various techniques of evaluation.

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## 5.2 OBJECTIVES

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After going through this Unit you will be able to:

- describe the techniques of assessment and evaluation,
- explain the significance of self-report techniques,
- analyze students' characteristics through observation,
- use interview as a tool of evaluation,
- recognize the use of assignment as an assessment technique,
- identify the importance of peer ratings,
- conduct socio-metric technique in classroom,
- evaluate project work by using a rubric,
- assess portfolios for understanding students' progress, and
- evaluate the techniques used for group processes.

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## 5.3 PURPOSE OF ASSESSMENT AND EVALUATION

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Let us start with the discussion on the purpose of evaluation. Generally evaluation is used for the following purposes:

- **To assist in student learning:** A good evaluation provides information to teachers about the progress of students' learning. For students also, it draws a road map to understand their learning progress.
- **To identify students' strengths and weaknesses:** Identification and assessment of students' strengths and weaknesses are necessary for two reasons: i) to structure and restructure the learning activities and ii) to restructure the curriculum.
- **To assess the effectiveness of a particular instructional strategy:** It is important for a teacher to know as to how well a particular teaching strategy helps to achieve the learning objectives.
- **To assess and improve the effectiveness of curriculum programmes:** Components of the curriculum are continually assessed through formative and summative assessments.
- **To assess and improve teaching effectiveness:** To enhance student learning, teachers are continuously evaluated on the basis of a) their commitment to the job, b) their ability to cope with students of a particular age, c) their ability to show mastery of appropriate instructional techniques.
- **To communicate with and involve parents and guardians in their childrens' learning:** Parents, guardians and community need to share with accountability for the effectiveness of learning of the students. Parents or guardians are eager to know the progress of their children in school. Evaluation feedback is necessary to communicate to parents, guardians and the community. For example, distributing progress card of students by conducting a parent-teacher meeting.

### Check Your Progress 1

**Note :** a) Write your answer in the space given below.

b) Compare your answer with those given at the end of the unit.

1. Why do teachers use assessment?

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## 5.4 TECHNIQUES OF ASSESSMENT AND EVALUATION

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Assessing students' performance is an integral part of the teaching-learning process. For this, you need to adopt various techniques of evaluation. Choice of evaluation techniques should be aligned with the learning objectives. Students learn information at different pace. You, as a teacher, have to find out the extent of students' learning and the interventions required for facilitating rather than to master the desired content.

When you assess your students, you collect information about their level of performance where as in evaluation, you compare a student's achievement with other students with a set of standards. Effective assessment is a continuous process and it is not simply that has to be done at the end of a Unit. Evaluation is integrated into all aspects of the curriculum, thus providing both students and teachers useful and relevant data to gauge progress of students. Not only teachers but also students play an important role in assessing their own learning progress. While assessing students, you need to keep the following points in mind:

- Which technique should I use to get the adequate feedback?
- How will I apply this technique in my class?
- Will the assessment technique provides adequate information about what students are learning in classrooms?
- Does the technique focus on various variables that can be changed to promote better learning?
- Are the results derived from the use of a particular evaluation tool easy to analyze?
- How will I know that the technique is useful or not to assess students?
- What effort should I make to arrange better teaching-learning practices based on the information I received?

In the subsequent section, we will discuss about the various techniques of evaluation. The various techniques of evaluation are summarized in the Figure 5.1.

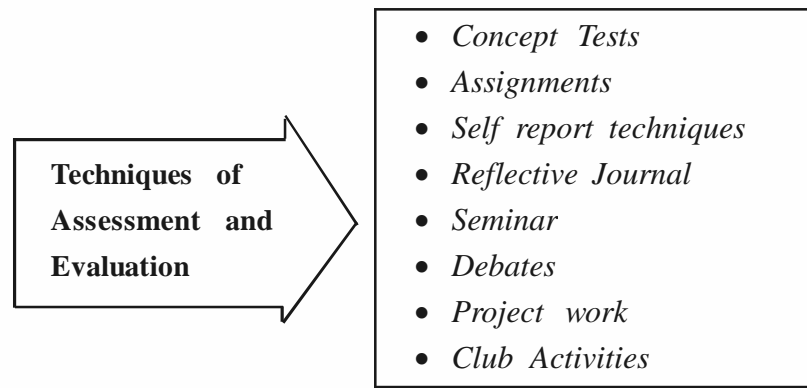


Figure 5.1: Techniques of Assessment and Evaluation

### 5.4.1 Concept Tests

Concept tests are informal and short tests are conducted by teachers to evaluate students' understanding of key concepts. These tests can be used to assess students' previous knowledge about a concept or after the instruction. In this technique, class time is divided between short lectures and conceptual multiple-choice questions. In the concept test, the understanding of students about the basic concepts are evaluated. These questions are framed to assess students' understanding of the principal concepts in the content. Next, let us discuss how to design a concept test.

Frame a question that describes an event, problem or situation. Read the following example:

**Example:** *This problem is designed to help students understand the functioning of the circulatory system in the human body. Suppose you are staying on the second floor of the building and due to low pressure of the water, the water reaching the taps in your floor is not sufficient. Then you are advised to install water pump at your house. Predict:*

- *What will happen?*
- *What if there is any blockage in the water pipes supplying water to your house taps?*
- *Which concept is relevant here?*

*(Source: Dogra, B., 2010)*

In the above example, the teacher presented a situation and then asks some questions related to prediction, problem-solving and clarification of concept. Such kind of test helps you to know how much your students attain understanding of concepts.

### 5.4.2 Self-report Techniques

Self-report techniques are data gathering tools where respondents provide information about themselves. There are various self-reporting techniques such as interview, diaries, questionnaire, reflective journal, etc. These techniques are widely used to assess various traits or attitudes possessed by the individuals. Though these are subjective techniques, they provide means for extracting the hidden treasure of one's own behaviours and patterns of personality. Let us discuss in detail about the various self-reporting techniques such as interview, focus group discussion, questionnaire and reflective journal.

**Interview:** An interview is a data collection method through which an interviewer asks questions to an interviewee on a particular topic. It can be semi-structured

or structured and may use different media (e.g., phone, e-mail, and in person). In semi-structured interview, the interviewer has an idea about the types of questions but the order and way of asking questions may vary. A structured interview on the other hand, is a specified set of questions that are asked in the same order during each interview. Interviewing is considered as an interpersonal encounter. Establishing rapport is an important element in interviewing. Keeping impartiality to the responses given by the interviewee is important; otherwise it leads to bias responses.

During interviewing, you may know whether the student understands a particular concept. The student may be asked to give a personal explanation of a specific concept and to use that concept to solve a problem. Through this technique, besides getting information, it is also possible to observe a student's body language and facial expressions. For assessment purpose, interview may serve the following functions:

- to identify the areas of difficulty and gaps in understanding a concept among students,
- to understand how students are able to apply their knowledge in new situations,
- to examine how students' understanding change with teaching-learning process,
- to obtain verbal feedback about teaching techniques, new concepts, etc.

Through the feedback received from students, you may be able to refine your teaching along with assessing the understanding level of students.

**Focus group discussion:** It is a systematically planned discussion led by the teacher who acts as a moderator to collect detailed information on a particular topic. In focus group discussion, a moderator leads the discussion with a small group of individuals to analyze in detail the thinking and feeling of the group members about a topic. It is called 'focus group' because the moderator keeps the individuals in the group focused on a particular topic taken for discussion. The moderator generates group discussion through the use of open-ended questions, and he/she acts as a facilitator of the group process. It is used for multiple purposes as follows:

- Generating new ideas and concepts,
- Obtaining general background information about a topic of interest,
- Generating research hypotheses that can be submitted to further research,
- Diagnosing the problem in a new way,
- Examining how respondents talk about the selected topic, and
- Interpreting previously obtained results.

You might be thinking how an interview differs from a focus group discussion. In interview, the interviewer has a prominent role in asking specific questions. The depth of information received from an interview is less. In the case of focus group discussion, the number of participants varies from four to eight members and you will get a great deal of information.

**Questionnaire:** A questionnaire is a self-report data collection technique that each participant fills out in the given form. There are open-ended and closed-ended questionnaires. Through questionnaires, one can obtain information about the thoughts, feelings, attitudes, beliefs, values, perceptions, personality, and

behavioural intentions of participants. Open-ended questions are valuable when the researcher needs to know what people are thinking. Such questions help the interviewer to understand participants' inner worlds in their natural languages and categories.

**When do we use questionnaires?**

Questionnaires will be used for the following purposes:

- To collect feedback from a large number of students,
- To know students' opinions, attitudes, feelings and perception about a particular issue, and
- To allow each student to give anonymous feedback.

**Reflective Journal:** Reflective journal is a tool where students can reflect on and write about their progress in learning. They can write their achievements and difficulties in learning. Students can write whatever they found to be innovative or what made them think and ponder about their learning experiences. Journal writing is a non-threatening way to get information about students' thinking and feeling. The following points give you an idea about how to use and what to be included in the journal.

- **When should I use it?**
  - Daily or weekly
- **How could I use it?**
  - As a self- assessment tool for students
  - At the beginning or end of a unit, topic or project
  - As a communication tool for students and teachers
- **Why should I use it?**
  - It enhances higher order thinking
  - It leads to self-assessment
  - It sets goals for future learning
  - It gives students a sense of ownership and control on their own learning

Students' reflective thinking can be supported by giving opportunities to reflect on their own learning and their own context of learning. Thereby, it promotes students' responsibility of learning. Reflective journal permits students to practice their writing skill in a free environment that encourages critical thinking. In this way, reflective journals can be used as an assessment tool that provides teachers an insight into how students value their own learning and achievement.

**Check Your Progress 2**

- Note :** a) Write your answer in the space given below.  
b) Compare your answer with those given at the end of the unit.

2. Explain how self reporting techniques can be used as assessment tools.  
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### 5.4.3 Assignments

Assignments are teacher-assigned task that students are expected to complete during or after the school hours and enable to assess students' understanding. It is essential to keep in mind that class-appropriate assignments may be chosen for your students. For first-or second class students, hands-on-activities are more preferable than paper-and-pencil assignments. The time required for assignments should be set based on the age of the children. If you want to give a comprehensive project as an assignment, consider breaking it into manageable sections with due dates. The types of assignments you give should motivate the students. Through this technique, you can find out students' perspective, their interest and learning levels. The students' progress in learning, their understanding and critical thinking can also be assessed through assignments.

### 5.4.4 Observation Technique

As prospective teachers, you might have observed students while they solve problems, interact with peers in different learning situations or in the playground. It provides insight into student learning and growth. Observation is used as a technique to evaluate various aspects of behaviour in controlled or uncontrolled situations. Through observation, behaviour is captured in a particular situation. It is a means of first hand information as experienced at a specific moment. It is pre-planned and purposeful activity that provides immediate recording of events. With the help of observation checklists, teachers could record information quickly. The reliability of observation can be increased by repeated observation or through observation done by many individuals. While preparing observation checklist, the following points may be kept in mind:

- Write down the criteria to be observed
- Inform students about the criteria to be observed
- Determine the specific outcomes to assess
- Develop a data gathering system such as checklist or rubric or anecdotal points
- Target observation on one or two specific outcomes
- Record the date of observation
- Share observation details with individuals or target groups
- Use the collected information to modify your instruction.

Observation is an important technique of collecting information about people because people do not always do what they say. This statement is equivalent to the maxim in behavioural and social sciences that 'attitudes and behaviour are incongruent'. Generally there are two types of observation: i) Participant observation, and ii) Non-participant observation.

- i. **Participant observation:** In participant observation, the observer becomes a member of the group. The participant observer plays a dual role such as becoming a member of the group and observing the participants carefully. This kind of observation provides reliable results. An advantage of this technique is that, for ethical reasons, the researcher can request permission to collect and record data as needed. In addition, the researcher can obtain

feedback about his/her observations and tentative conclusions from the participants. A weakness is that the participants might not behave naturally because they are aware that they are being observed.

- ii. **Non-participant observation:** In non-participant observation, the observer observes the group passively from a distance without his/her presence in the group. Non-participant observation helps in recording and studying the behaviour of a particular person or group in detail. It is considered as an unobtrusive method of data collection to study focused aspects of a setting in order to answer specific questions within a study.

### 5.4.5 Peer Assessment

It refers to one student or a group of students assessing other students. It develops interpersonal skills and may help the student to develop an impartial attitude, improve listening skills, inculcate team spirit, leadership quality and time management. Students internalize the quality of the work by evaluating the work of their peers. Peer assessment has its roots in theories of active learning. In active learning, students involve in doing things and think about the things they are doing. The learning environment in the classroom should be supportive for effective peer evaluation. There must be a comfortable and trust atmosphere to promote constructive feedback. The following table shows the benefits of peer assessment.

#### **Benefits of peer-assessment**

- An educational process that installs autonomy in learners.
- Empowerment of the learner in a learning environment.
- Development of learner confidence in assessing/ marking peers (through practice).
- Development of learner ability to self-evaluate and reflect.
- Greater understanding of what is required by tutors for assessment at various levels.
- Interactive classes for marking/feedback.
- Reflection on recently completed assessments with full explanation of the answer (improving information and understanding).
- Clear, open marking systems (seeing what is required and improving work).
- Seeing standards set by peers as well as mistakes of others (and avoiding them in the future).
- Gaining an ability to 'stand back' from own work for assessment purposes (an essential ability of an 'objective', 'unbiased' scientist).
- Rapid way for a tutor to assess a large amount of student work and provide specific feedback.

*(Source: Langan, Mark A. & Wheeler, P., 2003)*



**Check Your Progress 3**

- Note :** a) Write your answer in the space given below.  
b) Compare your answer with those given at the end of the unit.

3. List out the benefits of peer-assessment.

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**5.4.6 Sociometric Technique**

The sociometric technique gives an objective picture of social relationships in a classroom. Jacob Levy Moreno developed this technique to study the relationship between social structures and psychological well-being. The words 'sociometry' is originated from Latin word 'socius' meaning companion and 'metrum' meaning measure. The main purpose of a sociogram is to find out the basic network of friendship patterns. Another type of information that can be obtained from a sociogram is to know the relation of any one child to the group. Through sociogram, you will get greater understanding of group behaviour.

We can construct sociogram in a variety of ways. Now, let us learn the procedure of constructing a sociogram. The following questions may be asked to the group members to collect information:

- Who are your three best friends in your class?
- Which three friends in the class would you like to work with in a small group in your class?
- Which three friends would you like to sit with at lunch time?
- Which three friends would you like to go with for a picnic?

The above questions are examples of a 'fixed positive nomination technique'. The term fixed is used in the sense that in the questions, the choices are restricted to three friends. Through these questions, it is possible to find interpersonal acceptance among students. In order to find interpersonal rejection, the following questions may be asked:

- Which three friends do you like the least?
- Which three friends you don't like to include in your group work?
- Which three friends you don't like to go with for a picnic?

The study of rejection helps a teacher to know the unfavourable emotional reaction of students. The graphical representation of relationships between a specific group is known as sociogram. It is a chart to know the interrelationships within the group. An example of a sociogram is depicted below:

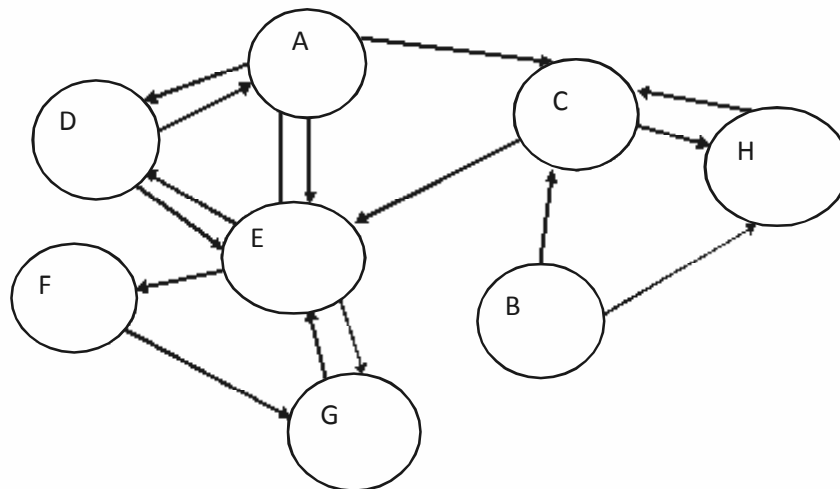


Figure 5.2: Sociogram Showing Pattern of Choices

In the figure 5.2, you notice that student 'B' is not selected by others. Hence, 'B' is considered as an isolate. Students 'A', 'D' and 'E' choose each other and thus form a clique. Student 'E' is liked by most, thus becoming a star. Sociogram also provides details about the relationship among the members of the group. The sociogram, thus helps the teacher to build a supportive learning environment. Between students 'C' and 'H', reciprocity is both sided while for 'E' and 'F' it is one-sided only. Sociometry is thus an important technique for peer ratings.

**Sociometric technique as an assessment technique:** You might be thinking how sociometric technique can be used for assessment purposes. As an assessment technique, sociometry is useful to assess social behaviour, relatedness and interpersonal trust that exists within the group. You can use the results of sociometry for studying social patterns in the group such as acceptance, status, cohesiveness and different roles. Through sociogram, you can locate sub-groups and mutual attraction patterns of your classroom. It also helps you to know interpersonal acceptance-rejection among students. Through sociogram, you will be aware of the impact of friendships within your classroom, and how it will affect students' academic motivation and achievement. While going through the interpersonal rejection, problems related with academic and socio-emotional adjustment could be found out. Moreover, peer rejection can be treated as a predictor of academic dysfunction.

### 5.4.7 Portfolios

The details of portfolio have been discussed in Unit-7 of this Block. A portfolio is a systematically organized collection of a student's work that covers a specific period of time. It proved to be an excellent vehicle for gathering together student writing and displaying the changes in the proficiency over a period of time. Portfolio assessment represents a blend of the instructional process and the evaluation process. You might know that portfolio is not something static but it is an ongoing dialogue between teacher and student and, often, between the individual student and others in the class or between the students and parents. Components of portfolios will vary depending on the subject that is being taught and preferences of teachers and students. Portfolios can contain the following items:

- Completed assignments
- Journal writings
- Reflections on discussions that have been held in or out of class
- Photos, sketches, and other visuals
- Summary statements made at different points regarding what has been learned
- Self-assessment statements

Use of portfolios is consistent with reflective teaching. There is an ongoing dialogue between the teacher and student that takes the form of written comments about the materials in the portfolios. Portfolio assessment focuses evaluation of students' progress, processes, and performance over a period of time. Generally there are two basic types of portfolios:

- Process portfolio is used for classroom-level assessment. It reflects both formative and summative assessments.
- A product portfolio is more summative in nature. It is meant for a major evaluation and is accompanied by an oral presentation of its contents.

A variety of tasks that elicit planned performance for a variety of purposes are included in both types of portfolios and demonstrate reflection about learning, including goal setting and assessment. Portfolios can be used to demonstrate processes and growth in relation to the selected learning objectives. They can be used to display 21st century skills such as problem-solving, creativity, and information literacy. It can also reflect strengths and weaknesses, time management skills, and meta-cognitive abilities.

On the point of assessment, a portfolio exhibits the progress of students and provides teachers, students as well as parents the evidence of learning progress. The overall aim of a portfolio is to provide evidence about a set of learning objectives mastered by a student. It is like a personal album containing various tasks and achievements of a student. It is a symbolic representation of what the student does know. Student portfolios promote and support student learning in three ways:

- Students' participation in the selection of contents
- Students' written reflection about learning
- Students' communication with teachers regarding their reflections

### **5.4.8 Project Work**

Project work allows students to think beyond the limits of classroom and develop among them various skills, behaviours, inquisitiveness and confidence. Providing learning environments that allows students to question, analyze, evaluate leads them to higher-order thinking. The learning that occurs during the process of project work assesses the skills of collaboration, problem-solving, decision-making, and communication. As a teacher or prospective teacher, you can also assess work quality and understanding of students throughout the project-building process.

For example, for Class IX, you have given a group project work on ‘Indian Rivers and Their Uses’. After assigning the task, you must be continuously observing the progress of the project work. Next, you have to assess the project report. How would you assess it? Assessment doesn’t happen at the end of the task or unit. It is linked with all three learning aspects namely the content, the process, and the product. It is performance-based and on-going one. We should give multiple opportunities to students to reflect on their learning. For assessing a project report, you may develop a rubric. You should not forget that assessing the project is equally important that of assessing students’ achievement. Hence, your assessment rubric should match to the content and format of your instruction. The rubric for project work may contain the following questions:

- Did your rubric contain criteria related with learners’ engagement in a real-world task?
- Did your rubric have criteria to assess group work?
- Did your rubric assess students’ use of higher-order thinking and problem-solving skills?
- Did your rubric evaluate the students’ progress throughout the task?

A format of a rubric related to a project work is given below:

**Table 5.1: Rubric for ‘Indian Rivers and their Uses**

<b>Descriptive Indicators Content</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Poor</b>
<b>Different rivers and its tributaries are covered</b>	The content is of high quality and utilizes many sources.	The content is complete	Content has little coverage	Content is irrelevant
<b>Maps showing potential uses of rivers</b>	Maps are drawn properly and include new and useful information. Symbols are correctly used	Maps are complete	Maps are vague to understand	No maps are prepared
<b>Relevance of the Content</b>	Content is up-to-date and creatively written. There are few or minor grammatical errors.	Content is complete and have a few grammatical errors.	Content lacks latest information and has numerous grammatical errors.	No up-to-date content
<b>Process</b>				
<b>Use the Internet to search relevant information concerning rivers and its uses</b>	Students express the ability to search for a topic by using several search engines.	Students collect the information through internet	Students search content with minimal assistance	Students do not have the ability to use internet to search for content.

Descriptive Indicators	Excellent	Very Good	Good	Poor
<b>Group participation</b>	All the members in the group take part in the project work effectively	The participation of group members is satisfactory	Some students did not participate up to their level	No group participation
<b>Outcome/Product</b>				
<b>Presentation of content</b>	Complete coverage of content, clear writing, relevant examples, and have very few errors.	Descriptions are complete, and have few errors.	Incomplete presentation and with several grammatical errors.	Improper presentation of content
<b>Validation of findings</b>	Multiple validation techniques are used that produce summative conclusion	Validation techniques are good and produce conclusive results.	Efforts are made to validate the information but are inconclusive	There is no validation of information
<b>Develop a plan on how to protect rivers</b>	The plan is complete, well organized, and viable.	The plan is nearly complete and minimum viable.	The plan is not currently ready to be implemented.	The plan suggested is not viable

### 5.4.9 Debate

Debate is a kind of dialogue about a significant topic. It acts as a useful technique to promote independent learning about a topic selected for debating. Sometimes you are familiar with this technique and its procedure. In this technique, you have to play the role of a moderator. The first task is to decide the topic to be debated. You have to give an overview of the topic prior to the task being set. Then you should set the scene and allocate the team. Generally, the ideal team size is 10, out of which 5 present a case in favour of the topic and the rest 5 defend the topic. During the conduct of debate you, as a moderator, can give clear guidelines on the structure of the debate, timings and the roles to be performed.

The next task is how to evaluate the debate. For evaluation, you can prepare a rating scale containing the following indicators:

- Relevance of the content
- Presentation style
- Clarity of the argument
- Logical approach
- Quality of the rebuttal

This technique develops skills such as listening, rapid response, speaking, and debating the issues in a professional manner. It also promotes skills such as team spirit, synthesizing data, negotiation, argumentation, and rebuttal skills.

#### **5.4.10 School Club Activities**

You might be familiar with the club activities that have been initiated in your school. Various disciplines have different school clubs such as literary, science, social science, mathematics, sports, tourism, aesthetic, etc. Activities such as quiz competition, seminar, debate, elocution competition, tour, field trip, gardening, awareness campaigns, are undertaken by these various clubs. Through these activities, you can assess students' team spirit, general awareness, self-discipline, individual and group responsibility, initiation, accountability, endurance, time management, dignity of labour, sense of engagement and attachment to their school. By joining clubs, students learn to work together towards a common goal and learn to respect each other. It gives chance to relieve their stress and gain confidence in performing various activities. Students will also understand the process of planning and organizing work.

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### **5.5 ASSESSMENT OF GROUP PROCESSES**

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Present day classroom instructional strategies emphasize on group work, collaborative and co-operative learning. Through group work, students' analytical and cognitive skills, team work skills, collaborative skills, organizational and time management skills can be assessed. In the next section, we will discuss how co-operative learning and seminar help in assessing the students.

#### **5.5.1 Cooperative Learning and Social Skills**

The purpose of a cooperative learning group is that individuals within the group must learn. The achievement of the group then depends on the learning of individuals within the group. Rather than competing for rewards for achievement, members of the group cooperate with each other by helping each other to learn. When small groups of students of mixed backgrounds with their varied, skills and capabilities work together, their likings and respect increase. As a result, there is an increase in each student's self-esteem and academic achievement. Through cooperative learning, students learn several social skills such as respecting others' ideas, sharing materials, taking turns, providing encouragement, paraphrasing, active listening, managing conflict and building consensus. Working in groups can provide your students with valuable learning opportunities. They learn to see other's point of view and learn from others. Working collaboratively is an important life skill. Problem-based learning frequently involves elements of group work and enhanced student learning. During co-operative learning and post collaborative learning activity, assessment takes place either at the individual or group levels. While enacting each role, teacher can assess the behaviour of students.

#### **5.5.2 Seminar and Report as Assessment Techniques**

Seminar is an activity where the social skills of students can be enhanced. It can be done individually or in group. The goal of the group may be pre-determined by the facilitator or decide by the individual or the group collaboratively. The use of seminar as an assessment tool can be done at three

phases: pre-seminar stage, seminar stage and post seminar stage. During pre-seminar stage, students can ponder over the topic, drafting a good seminar topic and think how to present. During the seminar stage, students present the topic and in post-seminar stages they reflect on their ideas in the presence of an audience and finally a seminar report will be prepared. Seminar report is used as a self assessment tool or as a group assessment tool. While doing self assessment, a student examines the feedback given by others and how his/her paper could be improved for the next time. The facilitator's assessment indicators may consist of the following:

- Understanding of concept
- Critical thinking and reasoning
- Ability to build new knowledge
- Self-confidence and self-discipline
- Presentation style

After the seminar presentation, assessment of the reports can be made based on the following indicators:

- Clarity of presentation
- Accuracy of report writing
- Organization of the report
- Analysis of team work (if the reports are made in group)
- Generation of new ideas

**Check Your Progress 4**

- Note :** a) Write your answer in the space given below.  
b) Compare your answer with those given at the end of the unit.

4. What points would you keep in mind while assessing a seminar?

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**5.6 LET US SUM UP**

In this Unit, the techniques of evaluation are discussed. You have read about the various techniques of evaluation such as concept tests, self-reporting techniques, observation technique, portfolios, peer assessment, assignments, and project work. Though some of the generally used techniques such as assignments, and concept tests are implemented by teachers, in this Unit you have learnt about the details of how these techniques can be used for proper assessment. While going through self- reporting techniques, you have found that they are of different types such as interview, questionnaire, and reflective journal. By now, you might have developed the ability to assess student learntly by using various

self-reporting techniques. You might have understood how evaluation of your students is possible through observation, socio-metric technique, portfolios, project work, debate and club activities. Also, you might have understood how you can interpret group assessment techniques. In the last section, it was also discussed how seminar and report can be used as an assessment tool.

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## 5.7 REFERENCES AND SUGGESTED READINGS

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## 5.8 ANSWERS TO CHECK YOUR PROGRESS

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1. To assist in student learning, to identify students' strengths and weaknesses, to assess the effectiveness of a particular instructional strategy, to assess and improve the effectiveness of curricular programmes, to assess and improve teaching effectiveness and to communicate with and involve parents and guardians in their childrens learning.
2. Self reporting techniques such as interview, focus group discussion, questionnaire and reflective journal provide means for extracting the hidden treasure of one's own behaviours and patterns of personality.
3. Autonomy in learning, learner confidence, ability to self-evaluate and reflect, improving information and understanding, improving one's own work, avoiding mistakes in future and able to assess a large amount of student work.
4. Understanding of concept, critical thinking and reasoning, ability to build new knowledge, self-confidence, self-discipline and presentation style.