

EDUC 30- PRELIMINARY

MEASUREMENT

- process of determining or describing the attributes or characteristics of physical objects generally in terms of quantity
- quality/quantity
- **ADDITIONAL INFORMATION:** quantifiable, numerical.

TYPES OF MEASUREMENT

1. **OBJECTIVE**
 - Standardized
 - More/few outcome
 - **ADDITIONAL INFO:** only one answer (Ex. Multiple Choice Test)
2. **SUBJECTIVE**
 - Assessor dependent
 - Varied outcome
 - **ADDITIONAL INFO:** changing, unstable, questionable due to different perspective or opinion. (Ex. Essay, enumeration)

ASSESSMENT

- Latin word "assidere"- to sit beside
- It is the process of gathering evidence of students' performance over a period of time to determine learning and mastery of skills
- Teaching/learning
- Doing something to improve the learning of the students

KIND OF ASSESSMENT

1. **ASSESSMENT OF UNDERSTANDING-** determines your knowledge and mastery of the lesson. Test is a common form of assessment as well as short quiz and diagnostic test.
2. **ASSESSMENT OF LEARNING-** summative judging
 - This is being done after the unit or lesson for grading purposes.
 - Ex. Prelim, midterm and finals
 - To determine if the target or expected outcomes are attained or not.
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HOW ASSESSMENT DIFFERS FROM EVALUATION?

EVALUATION

- From the word "value", it seeks to judge the quality of results.
- We decide if we adopt, accept, reject or revise what has been evaluated and then interpret it.
- Giving judgements to the assessment done

WHY DO WE CONDUCT TEACHER EVALUATION EVERY END OF SEMESTER

- Find out the rank of the teachers
- Find out those things that are unnecessary and make their teaching ineffective
- It is a judgment after assessing something
- In school after the school year you as a teacher evaluating if the students will be promoted or not (passed or fail)

EVALUATION

- It is a process designed to provide information to make judgment about particular situation

2 TYPES OF RESPONSES

1. Selected- only one response in the answer
2. Constructed- essay, short answer and enumeration.

ASSESSMENT OF SKILLS

- Writing, reading, experiments, etc.,

ASSESSMENT PRINCIPLES

1. Assessment should be **valid**- measure what is intended to measure
2. Assessment should be **reliable**- using standardized tests, must provide consistent result.
3. Assessment should be **equitable**- differentiated tasks, flexible enough to cater to diversity of the students.
4. Assessment should be **explicit and transparent**- instruction and goals should be clearly stated.
5. Assessment should **support learning process**- should be the means of student learning and improvement, provide immediate feedback, leads them to improve.

APPROACHES TO ASSESSMENT

1. **ASSESSMENT AS LEARNING-** self "AS"essment
 - Monitoring yourself to realize your strength and weakness
 - Ex. Self review before exam
 - You are assessing how much you learned from previous lesson
 - This assessment is for student.
2. **ASSESSMENT FOR LEARNING-** "FOR"mative feedbacking
 - It is being done before, during and after the process of learning to improve teaching
 - Ex. A diagnostic exam, kwil chart.
 - This is done by a teacher

CATEGORIES OF EVALUATION

1. **FORMATIVE EVALUATION**
 - It is a method of judging the worth of a program while program activities are in progress
 - Answers the question "Is it helpful or relevant?"
 - Evaluation that evaluates how important and helpful something is
 - It is being done while in progress.
2. **SUMMATIVE EVALUATION-** it is a method of judging a worth of a program after the program activities
 - Evaluating the effectiveness of something
 - This is being done after the course program

ROLES OF ASSESMENT IN INSTRUCTIONAL DECISION

TYPES OF ASSESMENT

1. **PLACEMENT ASSESMENT**
 - It is an assessment that determines the degree to which pre-requisite entry behavior or skills are present or absent
 - **KEYWORDS:** starting line, pre-requisite skills, "place" into a course, level or program, beginning of school year
 - To place students into a course
 - Ex. Qualifying exam
2. **DIAGNOSTIC ASSESMENT**
 - It is an assessment that detects learning problems or difficulties so that corrective measures will be done

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