



Peer Reviewed/  
Refereed Journal

ISSN - PRINT-2231-3613 ONLINE-2455-8729  
International Educational Journal

**CHETANA**

Impact Factor SJIF=4.157



Received on 8<sup>th</sup> Jan. 2019, Revised on 18<sup>th</sup> Jan. 2019; Accepted 28<sup>th</sup> Jan. 2019

ARTICLE

## Learning assessment techniques for college students

\* **Dr.Kamalnayan Parmar**

(Associate Professor)

Shree R P Anada College of Education  
Borsad-388540, Dist: Anand Gujarat. India

**Key words:** *complexity, cognitive, affective, sensory domain etc.*

### Introduction:

Educational taxonomy of *Benjamin Bloom (1956)* is a set of three hierarchical models used to clarify learning objectives into levels of complexity and specificity as cognitive, affective and sensory domain. In present days knowledge is not power but application of knowledge is power. *Ausubel (1968)*, an early advocate of this school of cognition, writes that, if I had to use less all of educational psychology to just one rule, I have to say this: "The most important factor affecting on learning is what the learner already knows. In specification of fact and teach him accordingly." If you accept this view of learning, then assessment depends not on tests, in the usual sense of questions asked and problems to be solved, but on the match between the conceptual map of the discipline or subject being taught and the internal cognitive map that illustrates what the learner knows.

Teacher must,

- ✚ Know what and how well your students are learning?
- ✚ Promote active learning in ways that readily integrate assessment?
- ✚ Gather information that can help make grading more systematic and streamlined?
- ✚ Provide evidence of your teaching effectiveness for promotion and tenure review?

### • What are assessment methods?

Assessment methods are the strategies, techniques, tools and instruments for collecting information to determine the extent to which students demonstrate desired

learning outcomes. Many more methods should be used to assess student learning outcomes. Which are used as direct and indirect methods of assessment.

- **What are direct and indirect methods of assessment?**

Direct methods of assessment ask students to demonstrate their learning while indirect methods ask students to reflect on their learning. Tests, essays, presentations, etc. are generally direct.

- **The following questions guided our search for and selection of classroom assessment techniques:**

1. Will the assessment technique provide information about what students are learning in individual classrooms?
2. Does the technique focus on "alterable variables" aspects of teacher or learner behaviour that can be changed to promote better learning?
3. Will it give teachers and students information they can use to make midcourse changes and corrections?
4. Is the assessment technique relatively simple to prepare and use?
5. Are the results from the use of the technique relatively quick and easy to analyze?

A positive answer to all five questions meant the technique was probably appropriate to our needs. In assembling this collection of classroom assessment techniques, we aimed for broad coverage, a variety of types, and a range of complexity. We looked for strategies that could provide quantitative or qualitative data, written or oral feedback, and information on individuals, small groups and entire classes.

We also felt that these techniques should allow for and encourage varying degrees of teacher modification and innovation

- **Five Guidelines for Successfully Using Assessment Techniques**

**Guideline 1: Don't try any technique in this book that doesn't appeal to your intuition and your experienced judgment as a teacher.**

The first and most important guideline is to remember that all of the techniques presented in this is suggestions and should be taken as such. We believe that individual classroom teachers are the best authorities about what is and is not likely to help them improve their own teaching.

**Guideline 2: Don't make self-assessment into a self-inflicted chore or burden.**

This second major suggestion stems from our faith in ongoing, incremental improvement. We believe that it's ultimately more effective and satisfying to

tryout one of these techniques in a semester and fully and calmly work it through than to try out three only to become overwhelmed and discouraged.

**Guideline 3: Do choose techniques that seem likely to provide assessment information that will benefit both you and your students in tangible ways and that will serve as learning exercises even if they ultimately fail as assessment techniques.**

This suggestion aims at ensuring that both your students and you get some worthwhile return on your investments of time and energy, whether or not the assessment objectives of the techniques are fully realized. We believe that Classroom Research should, as much as possible, avoid the means/ends dichotomy that characterizes much institutional assessment. That is, techniques for assessing classroom learning ought to reflect, reinforce, and promote the same learning goals that they examine and document.

**Guideline 4: Don't ask your students to use any technique you haven't previously tried yourself.**

In addition to being a reflection of our basic concern with fair play and belief in the Golden Rule, this suggestion is meant to help you avoid wasted time and effort as well as to ensure effective use of these techniques. By trying out the assessment techniques on yourself first, you can find out whether the techniques are really appropriate, where problems are likely to occur, whether any modifications are necessary, and how long it takes to go through them. In assessment as in teaching, thoughtful preparation and rehearsal are major parts of successful performance.

**Guideline 5: Do take into account that administering an assessment technique and analysing the feedback from it.**

Particularly the first time, is likely to take at least twice as much time to complete as your original, best estimate allows.

We should think, established and apply new techniques of assessing learning. In present paper I suggest specific techniques, which is very much implemented in the classroom for the assessment of learning.

### 1. Classroom Assessments Quality circle

If you have a very large class with several teaching fellows, train them to lead Classroom Assessment Quality Circle groups. The teaching fellows can then form an Inner Quality Circle to inform and advise you.

Give the Quality Circles some class time to report to all the students when that seems appropriate. Ask members of the Quality Circles to meet together before meetings with you and to draw up proposed agendas for your meetings.

## Procedure

1. Consider seriously whether or not you want to meet regularly with one or more small groups of students to get their feedback on the course. If you do, decide on the specific elements of the class on which you will focus the Quality Circles' attention and efforts.
2. Ask for volunteers or appoint one or more groups of five to eight students to serve as Classroom Assessment Quality Circles. Make sure to offer the students some compensation for their time and energies.
3. Make very clear to the members of the Quality Circles which aspects of the course they can expect to affect. Let them also know if there are areas of the course that are not open to discussion.
4. Arrange to meet with the Circles on a regular basis so you have ongoing feedback and they have opportunities to practice their assessment and group work skills.
5. Introduce the members of the Classroom Assessment Quality Circles to the rest of the class and encourage class members to seek them out and offer suggestions or criticisms to be discussed at the Circle meetings.

## Analysis and reporting

Having direct, personal, and purposeful contact with the teacher in a large class can motivate the Circle members to take their participation in the course much more seriously. By setting up and cooperating with the Quality Circles, the instructor actively demonstrates his or her commitment to eliciting and listening to student feedback on the course. This clear commitment sends the message to members of the Circles and to the rest of the class that their assessments matter.

Classroom Assessment Quality Circles take extra time and preparation on the part of teachers and of students. While the students can be compensated with credit toward the grade, it is unlikely that the instructor will be compensated with anything other than the information and satisfaction the technique provides. Many of the students who volunteer for the Circles will not have developed the group work skills needed to productively use the technique. This means that teachers will have to provide training and guidance in the process itself in order for the Circles to work effectively.

## 2. What is the problem technique?

Students look at examples of common problem types and seek to name the particular type of problem each example represents. Present LAT is regarding assessment of application of learning. This may form a completed handout a paper and pencil quiz or an online submitted assignment. Teacher should form a group as homogeneous and heterogeneous according to ability of the students. This is for order to know where should teacher target for teaching. Readiness, Analytical, Critical thinking, Decision making and problem-solving skills of students can be improved by implementing present LAT.

### **Procedure**

Identify two or more types of problems in your content area that student find to distinguish between discipline that are messier and more complex> Choose or craft several examples of each problem type. Define appropriate level of the task. Create a hand out content. Determine who will be involved in the assessment. Self and Peer assessment can be applied.

### **Analysis and reporting**

Analyse individual submission by marking yes and no of the students. Indicate on which answers students are correct or at which are paused or wrong. Determine a grade of students. Prepare individual report by applying tally and your own specific techniques in accordance to assignment and answer of the students. You might also consider showing difference among problems type like all students answered problem 1 correctly and three students missed problem 2.

### **3. Class book**

Individual students submit scholarly essay or research paper that they believe represents their highest quality work from the course, and then all students' best papers are published together in a class Book.

This LAT provides students with an opportunity to learn about a topic through intensive research and scholarly article writing. This aspect gives student's clear idea on thinking critically, synthesizes information and work through research within the course subject area. Students produce two learning Artefacts with this technique an individual paper and the document that is the compilation of Class Book. This LAT is typically served as a final product or capstone assignments. This LAT provides students and faculty opportunity to asses performance and achievement over an academic term.

## Procedure

Teacher choose kind of assignments will be useful in the Class Book and develop a guideline. Decide on the scope and quality of the final product. Determine a product schedule that is tune to complement their papers. Following manners can be implemented.

- ✚ Content/Topic
- ✚ Support / Idea
- ✚ Written expression
- ✚ Developing a rubric by which you will assess the full book
- ✚ Clarity of central theme
- ✚ Links between ideas in papers
- ✚ Quality of individual contribution
- ✚ Appropriate formatting

Consider who will be involved in a review, create hand book that provides instructions and feed back is very important in present LAT. Give opportunity students to present papers as an idea. Collect the papers, improved and bind as a Class Book.

## Analysis and reporting:

Provide written comments on each paper of the students. Use your rubric categories to examine student's achievement. Consider assigning a percentage to individual work as well as the full group product. You can use peer review or comparison with other group assignments too. Create a numeric or narrative table to convey overall strengths and weaknesses across individual papers. Consider a qualitative data display to illustrate the key themes that cross student papers such as a network or modified Venn diagram if the topics and themes are closely related.

- **Conclusion:**

In present paper researcher has tried to elaborate some LAT by experiencing and teaching in the field of teacher education. As result of the product of students achievement, they learn and present content in such a way that maximum out put can be achieved through teaching and learning process.

**References:**

- Ausubel, D. P. (1968) *“Educational psychology”*: A cognitive view. New York: Holt, Rinehart & Winston.
- Best, J. Wand Kahn J. V. (1988) *Research in Education* New Delhi: Prentice Hall of India Pvt. Ltd.
- Burkely Elizabeth (2014) *“Learning Assessment Technique”*: Jossey-Bass publication, A Wiley Brand San Francisco 94104-4594.
- Bloom, B. S. (Ed). (1956) *“Taxonomy of educational objectives: The classification of educational goals”*. Handbook I: Cognitive domain. New York: McKay.
- Kothari, C.R. (2001). *“Research Methodology (Second Edition)”* New Delhi: WishwaPrakashan.
- Roediger III H.L. & Karpicker, J.D. (2006) *“The Power of testing memory”*, Basic Research and Implications for educational practice. <http://www.peopleduke.com>

**\* Corresponding Author:**  
**Dr. Kamalnayan Parmar, (Associate Professor)**  
*Shree R P Anada College of Education*  
*Borsad-388540, Dist: Anand Gujarat. India*