

# P.K.M. COLLEGE OF EDUCATION



**MADAMPAM, KAITHAPRAM P. O., KANNUR – 670 631**

**(Govt. Aided Teacher Education Institution affiliated to Kannur University)**

**Recognized by NCTE included under UGC 2(f) & 12(B) category**

**Accredited by NAAC with 'A' Grade, (Second cycle -4 point scale), RUSA 2.0 beneficiary**

**2.4.4: Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses**

- 1. Teacher made written tests essentially based on subject content**
- 2. Observation modes for individual and group activities**
- 3. Performance tests**
- 4. Oral assessment**
- 5. Rating Scales**

## **INSTITUTIONAL STRATEGIES AND PRACTICES**



Documents showing the different activities for evolving indicated assessment tools

## Institutional Strategies and Practices for Developing Skill in Assessment

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### INSTITUTIONAL STRATEGIES AND PRACTICES for developing Skill in Assessment

A complete overview of the assessment system is provided in the six optional classes at the outset of the course. Discussions regarding its significance and other related aspects are thoroughly explored. The process unfolds through distinct phases, beginning with discussions, followed by draft preparations, corrections, and ultimately aiming for perfection.

#### Phase 1 – Discussion

The importance of test preparation encompasses a broad understanding of various types of assessments and their significance within the classroom setting. It is emphasized that teachers should focus their approach to meet the diverse expectations of students, accounting for differences in achievement levels. The focal point revolves around the need for teachers to create questions that cater to the abilities of all students, including high achievers and underachievers. Additionally, teachers are encouraged to maintain a balanced approach, promoting a positive morale avoiding any display of partiality. This general awareness is created among the student teachers to promote an equitable and supportive learning environment.


#### Phase 2- Draft preparations

Once students gain an understanding of various test types, including oral, achievement, written, and performance tests through teacher instructions, they commence drafting. Subsequently, with a wide grasp of test concepts, teacher students start to prepare tests based on the ideas provided by their teacher educators.

During the draft preparation time a teacher should consider these points.

- Teacher made written tests – here, the major objective is that teachers craft written tests to evaluate students' understanding and knowledge in a formal assessment setting.
- Observation modes on individual and group activities- Teacher observations provide valuable insights into students' progress, behaviour, and individual learning needs, providing a all-round understanding beyond what written assessments convey. Teachers' observation during individual and group activities enable teachers to assess both



  
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individual performance and collaborative skills, offering a wide view of students' abilities.

- Performance tests- Performance tests gauge practical application, showcasing skills and real-world competency, providing a measure of a student's abilities beyond theoretical knowledge.
- Oral assessment-Oral assessments evaluate verbal communication skills, creating an immediate interaction and demonstrating a student's understanding and articulation of the subject matter. Oral assessments in language classrooms hold vital importance, for checking verbal communication skills, pronunciation, and real-time language usage, contributing to a well-rounded language proficiency.
- Rating scale: A rating scale is a tool that allows the assessment of performance or qualities based on predefined criteria, offering a systematic and structured approach to evaluate various aspects in a standardized manner.

#### **Phase 3- Corrections**

Following the submission of rough drafts, teacher educators offer corrections, emphasizing considerations for test preparation. For example, this involves the difference between diagnostic and achievement tests, understanding their distinct purposes, and subsequently refining the drafts with more insights.

#### **Phase 4- Perfection**

Through numerous corrections and diligent preparation, a student teacher masters the skill of test preparation and its practical application.



  
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