

Keefers
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Presentation
On

Assessment & Evaluation of Learning in TVET

Presenter

Dr. Engr. Md. Sakawat Ali
Principal

Bangladesh-Korea Technical Training Center (BKTTTC)

E-mail: sakawat_ali@yahoo.com

100

%
Excellent

Pass/Fail

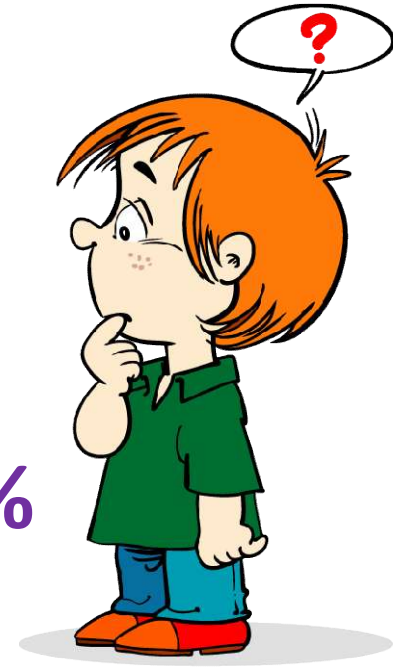
80 - 100

93%

Very Good



A+



>80%

65% = <70%

4.00

Average

Good

C-



B+

C+

Satisfactory

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Outline of this presentation

- ✓ What is **Assessment**
- ✓ Quotes on Assessment, **Why Assessment?**
- ✓ Types of Assessment & Assessment Cycle
- ✓ Evaluation, Types of Evaluation
- ✓ Tools of Evaluation, **Why Evaluation?**
- ✓ Difference between **Assessment and Evaluation**
- ✓ **Impact** of Assessment and Evaluation
- ✓ **Issues and challenges** of Assessment and Evaluation
- ✓ **Recommendations**
- ✓ **Conclusion**



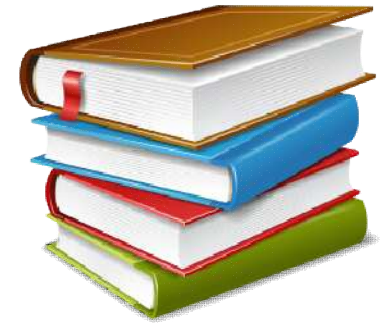
Assessment



- ✓ Assessment is the process of gathering and recording information about students.
- ✓ Assessment is the process of collecting evidence and making judgments on whether competency has been achieved.
- ✓ Assessment is a systematic process gathering, interpreting and acting upon data related to student learning

**The root of the word “Assessment” is from the Latin assidere, which means “to sit beside”]
Assessment is measurement

Quotes on Assessment



- ✓ **Assessment is the engine which drives students learning**
- - - **John Cowan**
- ✓ **Assessment is today's means of modifying tomorrow's instruction**
- - - **Carol Ann Tomlinson**
- ✓ **Self assessment is the first step to all assessment**
- - - **Enhance Dreams**
- ✓ **Good teachers know how to bring out the best in students**
- - - **Charles Kuralt**

Assessment . . .

Assessment is the processing of gathering data.

Types of assessment:

- ✓ **Diagnostic assessment** (Before teaching training takes place)
- ✓ **Formative assessment** (While learning is occurring)
- ✓ **Summative assessment** (After learning has been completed)



Why Assessment and Evaluation ??



The Purpose of...

assessment
is to
INCREASE
quality.



evaluation
is to **JUDGE**
quality.

Too short and
not enough
leaves. C-



Basic components of Assessment



Assessment is a process that includes four basic components:

- 1) Measuring improvement over time.
- 2) Motivating students to study.
- 3) Evaluating the teaching methods.
- 4) Ranking the students' capabilities in relation to the whole group evaluation.

Assessment Types



- ✓ Continuous Assessment (CA)
- ✓ Final Assessment
- ✓ Classroom Assessment
- ✓ Comprehensive/Overall Assessment

Continuous Assessment (CA)



CA is a classroom strategy implemented by teachers to ascertain the knowledge, understanding, and skills attained by students.

Teachers administer assessments

- ✓ **CA** is curriculum-based tasks previously taught in class.
- ✓ **CA occurs frequently during the class hour**
- ✓ Students receive feedback from teachers based on their performance
- ✓ **Teachers learn which students need review**
- ✓ Teachers learn which students are ready to move forward

Assessment Types

- ✓ **Formative /Periodic-** - For performance enhancement
- ✓ **Summative/Terminal** - - For performance assessment
- ✓ **Formal** - -- Quizzes, Lab reports, & essays etc.
- ✓ **Informal** - - - Active questioning during and at the end of class
- ✓ **Traditional** - - - Homework
- ✓ **Alternative** - - PBL, Presentations, Book reviews



Assessment Types . . .

Two types of Assessment:

(1) **Formative assessment**

(2) **Summative assessment**

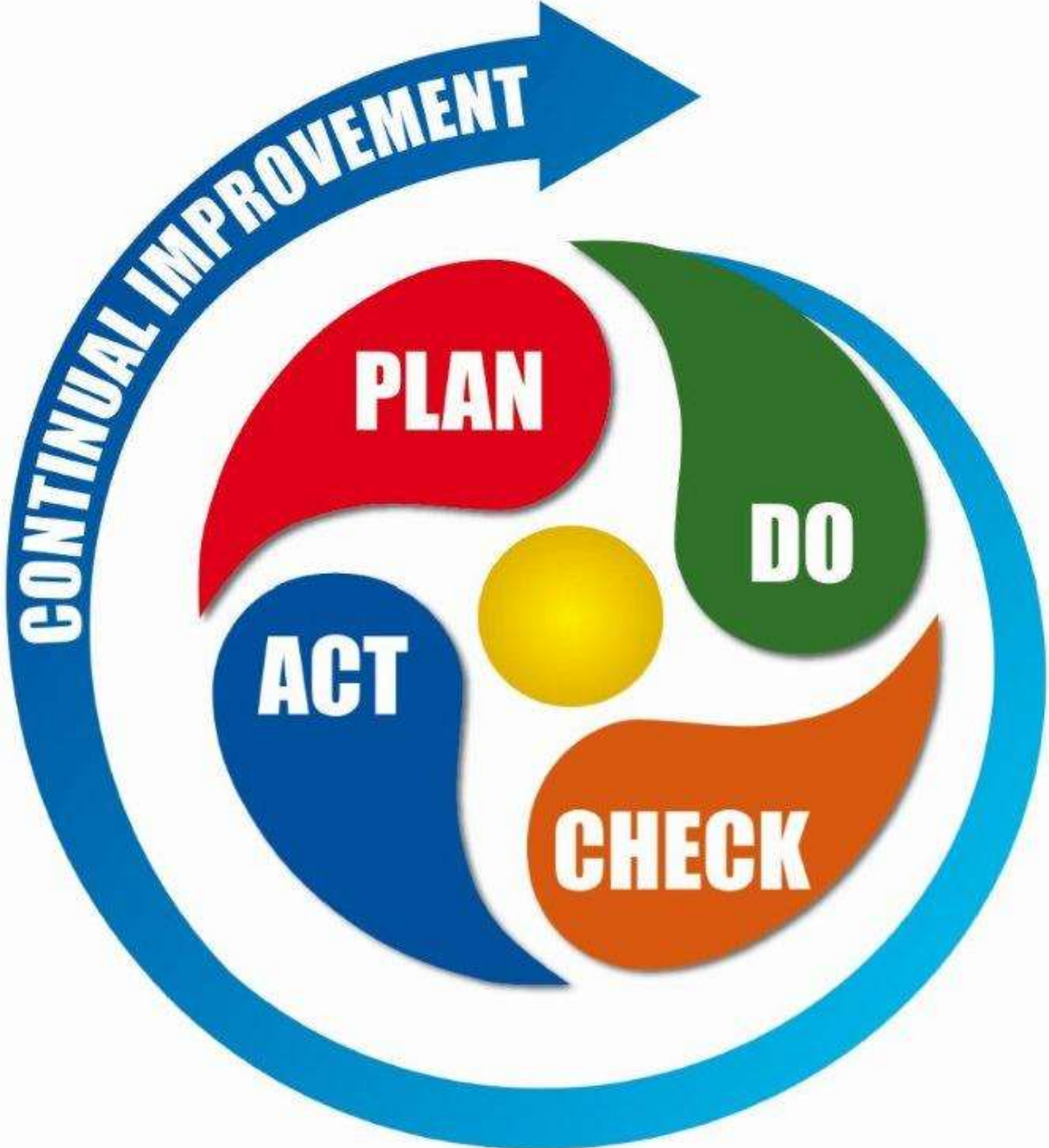
Measurement of your student

We measure the students by marking. Example: **80%** marks means

A+ (Excellent)

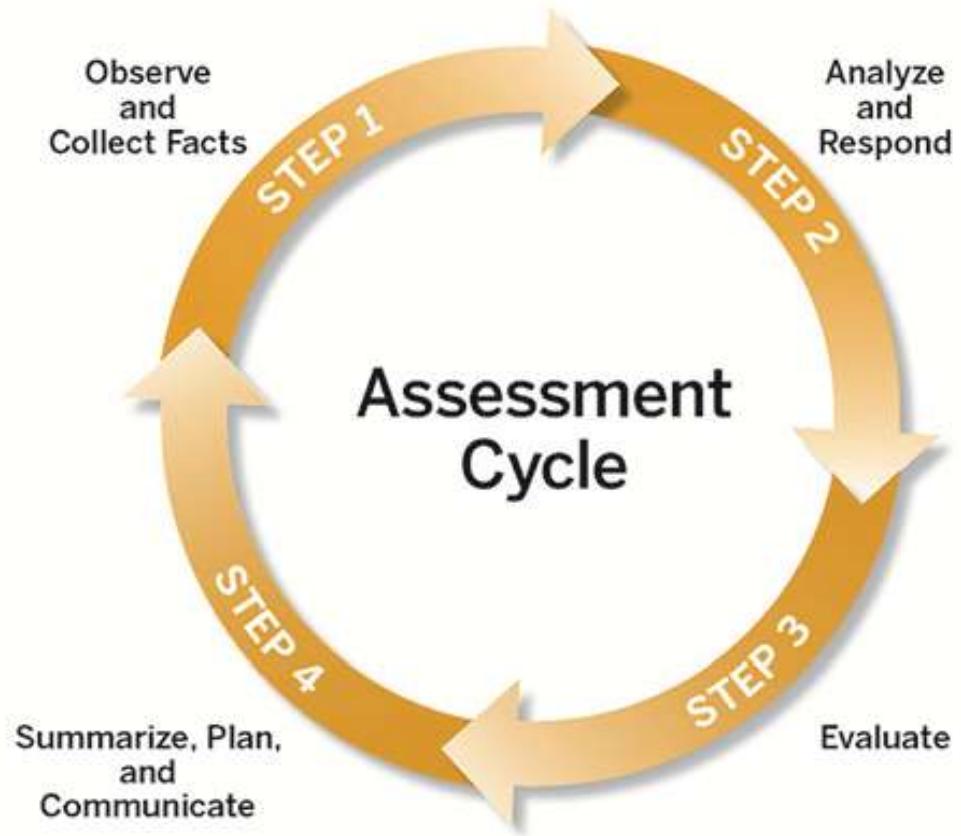


Assessment Cycle

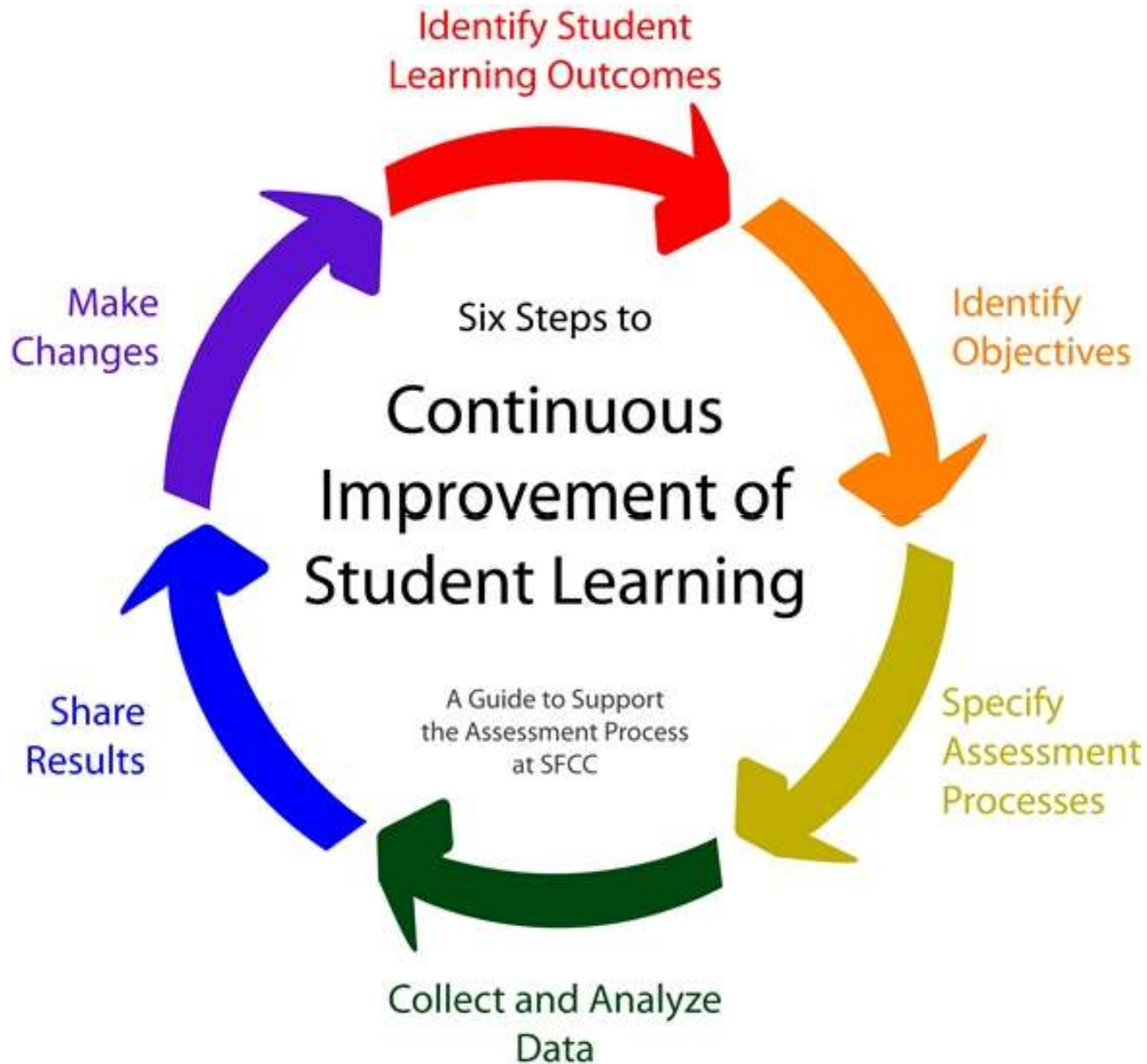


Assessment Cycle . . .

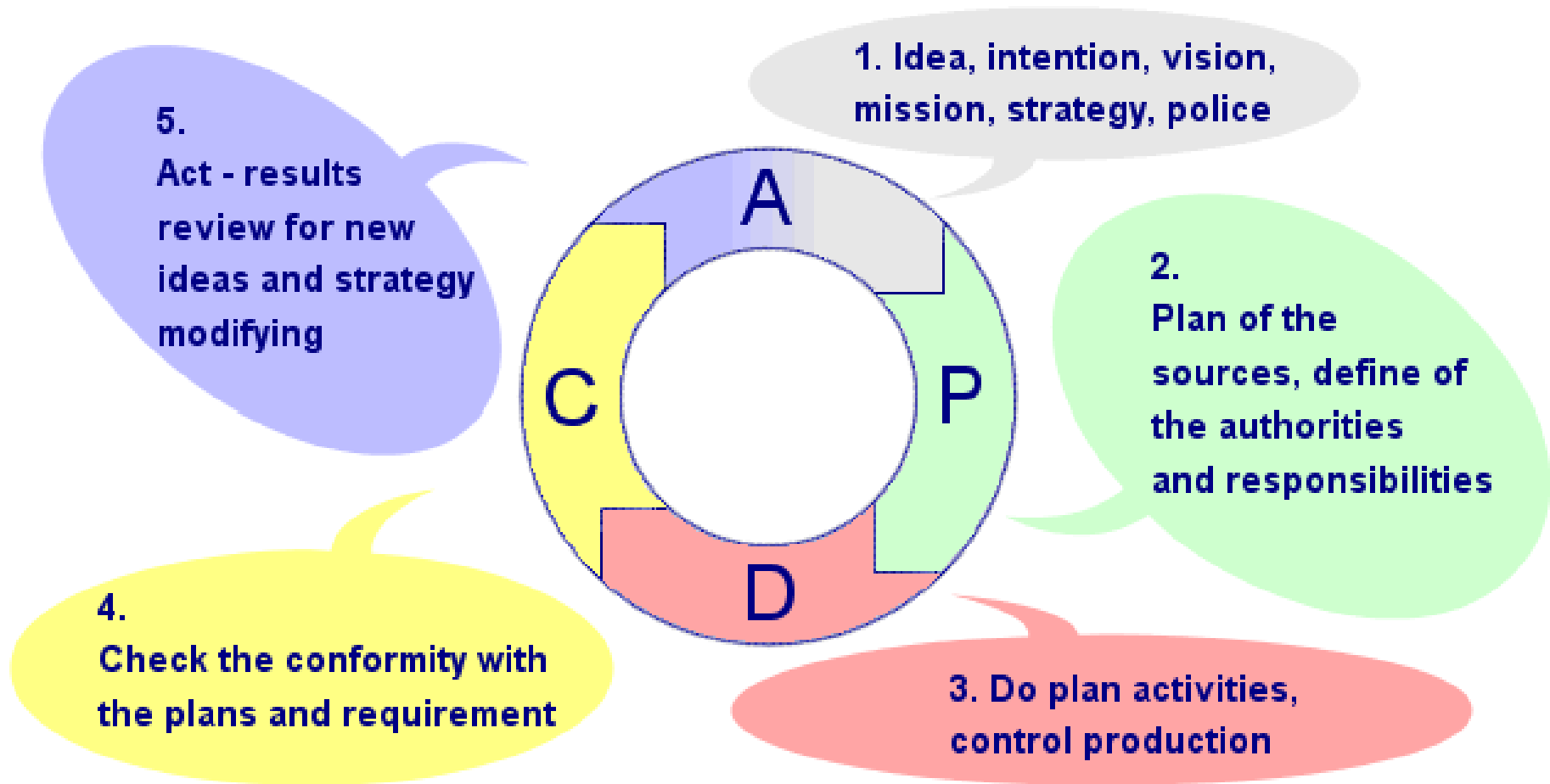
1. Set measurable goals
2. Gather evidence
3. Share and interpret
4. Use results for improvements



Assessment Cycle . . .



Assessment Cycle . . .



4 principals of Assessment



| | |
|--------------------|--|
| Validity | is when an assessment event assesses what it claims to assess. |
| Reliability | is when the methods and procedures used are consistently interpreted and applied over time with different trainees, assessors and various situations |

4 principals of Assessment . . .



| | |
|--------------------|---|
| Fairness | <ul style="list-style-type: none">• is when the processes are transparent to all parties• is when the assessment is accessible to all eligible trainees regardless of age, gender, disability, ethnic or social background, language barriers or geographic location, and when no one is disadvantaged by the procedures |
| Flexibility | <ul style="list-style-type: none">• is when the assessment is appropriate to the range of knowledge, skills and attitudes encompassed by the competency standards, the range of delivery modes and locations as well as the needs of a wide range of trainees |

Examples of Formative Assessment

1. **Observation**
2. **Draft**
3. **Journal**
4. **Self check quizzes**
5. **Question and Answer session**
6. **Instructor-student conference**



Examples of Summative Assessment

1. Chapter/Unit test
2. Midterm/Final exam
3. Research Projects
4. Final copies
5. Performance
6. Key Questioning
7. Retelling
8. Interactive writing
9. Role playing



Alternative Assessment

Alternative to what? Paper & pencil exams

Alternatives:

- ✓ Lab work / research projects
- ✓ Portfolios
- ✓ Presentation
- ✓ Research papers
- ✓ Essays
- ✓ Self-assessment / Peer assessment
- ✓ Lab practical
- ✓ Classroom “clickers” or responder pads



Classroom Assessment Technique (CAT)

Classroom assessment Techniques (**CAT**) is the process of gathering evidence of what learner knows, what learners understands, and what the learner is able to do.

CAT characteristics:

- ✓ It is ungraded activities
- ✓ Ongoing
- ✓ Non threatening
- ✓ Fast to administer
- ✓ Learner centered
- ✓ Mutually beneficial
- ✓ Conducted in the classroom setting
- ✓ Can be used to gauge the students quality quickly



Difference Between Formative and Summative Assessment



| Formative | Summative |
|--|--|
| Ongoing activities to improve learning | Final to Gauge Quality |
| Process-oriented: How learning is going | Product-Oriented: What's been learned |
| Reflective : Internally defined criteria/goals | Prescriptive : Externally imposed |
| Diagnostic : Identify areas for improvement | Judgmental : Arrive at an overall grade/score |
| Formative assessments are used Continuously throughout the lesson | Summative assessments are used at the End of the lesson |

Difference Between Formative and Summative Assessment . . .



| | |
|--|--|
| Formative used continuously | Summative used at the end |
| Conducted during training or education | Occurs at the end |
| Used internally | Documented finally |
| Formative assessments are used to Improve instruction | Summative assessments are used to Measure students competency |

When the cook tastes the soup, that is formative; When the guests taste the soup, that is summative. - - - - **R. Stake**

Evaluation



- ✓ Evaluation is a process of collecting, analyzing and interpreting information about teaching and learning in order to make informed decisions that enhance student achievement and the success of educational programs (Rea-Dickens and Germanie, 1993; Genesee and Upshur, 1996; O’Mally and Valdez-Pierce, 1996).
- ✓ Evaluation is judgment to determine the overall value of outcome based on the assessment data.
- ✓ Evaluation: To assess whether the desired results of a programme have been achieved if not how it should be redesigned.
- “Evaluation focuses on grades”

Basic Components of Evaluation



Evaluation is a process that includes five basic components:

- 1) Articulating the purpose of the educational system.
- 2) Identifying and collecting relevant information.
- 3) Having ideas that are valuable and useful to learners in their lives and professions.
- 4) Analyzing and interpreting information for learners.
- 5) Decision making or judgment.

Types of Evaluation

- ✓ Total Evaluation
- ✓ Partial Evaluation
- ✓ Time related Evaluation
- ✓ Eye wash Evaluation
- ✓ Concurrent evaluation
- ✓ Terminal evaluation
- ✓ Pre-evaluation
- ✓ Internal evaluation
- ✓ External evaluation



- ✓ Internal evaluation
- ✓ External evaluation
- ✓ Preliminary evaluation
- ✓ Formative evaluation
- ✓ Summative evaluation

Preliminary Evaluation

- ✓ Occurs early in the process
- ✓ Provides a basis for expectations
- ✓ Based on informal observations and oral questions
- ✓ Looks at skills, attitudes, physical characteristics, etc.
- ✓ These evaluations tend to happen naturally.



Types of evaluation in TVET



- ✓ **Periodic/formative** - conducted to review progress, predict a project's likely impact and highlight any necessary adjustments in project design
- ✓ **Terminal/summative** - carried out at the end of a project to assess project performance and overall impacts.

Tools of Evaluation

- ✓ Review of Records
- ✓ **Monitoring**
- ✓ Case studies
- ✓ **Qualitative studies**
- ✓ Experimental Studies
- ✓ **Sample surveys**



Reasons for carrying out an Evaluation



- 1) To review the implementation of and services provided by TVET programmes so as to identify problems and recommend necessary revisions of the programme
- 2) To assess progress towards desired TVET status at national or international levels and identify reasons for gap, if any
- 3) To contribute towards better TVET planning
- 4) To document results achieved by a project funded by donor/Govt. agencies

Reasons for carrying out an Evaluation . . .



- 5) To know whether desired TVET outcomes are being achieved and identify remedial measures
- 6) To improve TVET programmes and the TVET infrastructure
- 7) Allocation of resources in current and future programme
- 8) To render TVET activities more relevant, more efficient and more effective

The Grading System (BTEB)



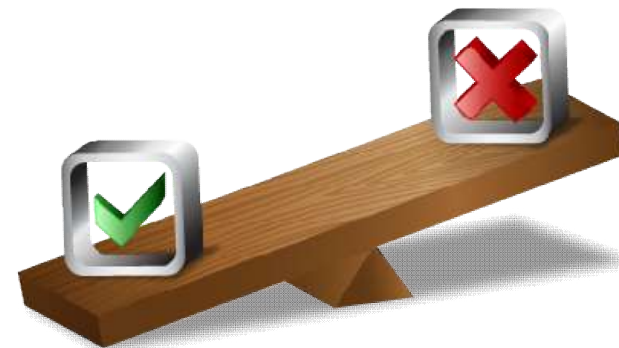
| Mark Obtained | 100 | 150 | 200 | Letter Grade | GPA |
|---------------|--------|---------|---------|--------------|------|
| >80% | 80-100 | 120-150 | 160-200 | A+ | 4.00 |
| 75% = <80% | 75-79 | 113-119 | 150-159 | A | 3.75 |
| 70% = <75% | 70-74 | 105-112 | 140-149 | A- | 3.50 |
| 65% = <70% | 65-69 | 98-104 | 130-139 | B+ | 3.25 |
| 60% = <65% | 60-64 | 90-97 | 120-129 | B | 3.00 |
| 55% = <60% | 55-59 | 83-89 | 110-119 | B- | 2.75 |
| 50% = <55% | 50-54 | 75-82 | 100-109 | C+ | 2.50 |
| 45% = <50% | 45-49 | 68-74 | 90-99 | C | 2.25 |
| 40% = <45% | 40-44 | 60-67 | 80-89 | D | 2.00 |
| <40% | 00-39 | 00-59 | 00-79 | F | 0.00 |

Assessment Versus Evaluation

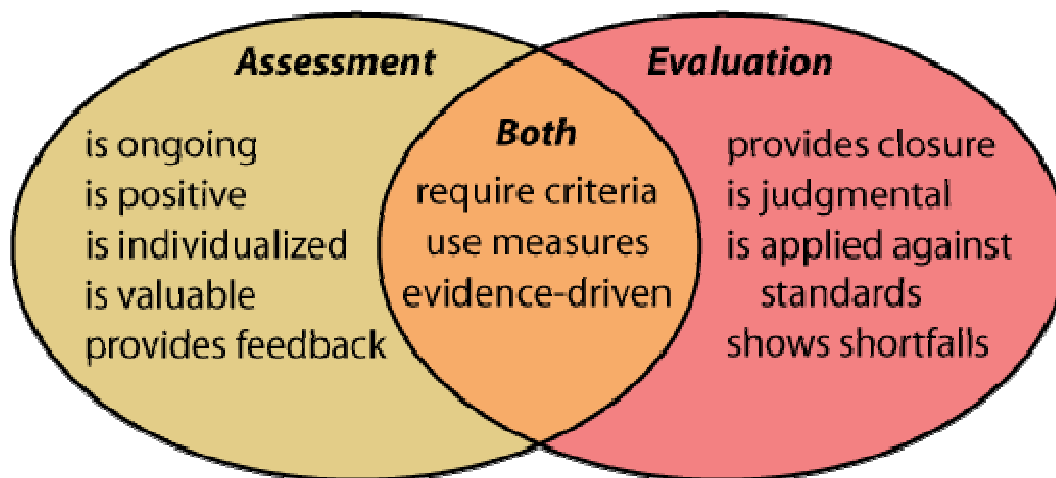


| Assessment | Evaluation |
|--|--|
| Assessment tests how learning is going | Evaluation tests what has been learned |
| Diagnostic: It identifies areas for improvements | Judgmental: It arrives at an overall score |
| Identify weakness and improve the learning | Judge the quality |
| Conducted during the learning process | Held at the end of the learning process |
| Help students to learn from each other | Make students compete with each other |

Difference between Assessment and Evaluation . . .



| Assessment | Evaluation |
|--|--|
| Assessment is for diagnosis | Evaluation is for judgment |
| Collecting and interpreting information of students | Passing judgment |
| The purpose of assessment is to increase quality | The purpose of evaluation is to judge quality |



Difference between Assessment and Evaluation . . .



| Dimension of difference | Assessment | Evaluation |
|--|------------------|------------------|
| Timing | Formative | Summative |
| Focus of measurement | Process-oriented | Product-oriented |
| The use of findings | Diagnostic | Judgmental |
| Ongoing modifiability of criteria | Flexible | Fixed |
| Relationship between objects of A/E | Cooperative | Competitive |
| Standards of measurement | Absolute | Comparative |
| Relationship between administrator and recipient | Reflective | Prescriptive |

Challenges to implement Assessment & Evaluation

During the implementation of Assessment & Evaluation, most of the teachers complained of problems related to :

- ✓ **Students' attendance**
- ✓ **Lack of training**
- ✓ **Time constraint**
- ✓ **Heavy workload and**
- ✓ **The poor facilities of workshop.**



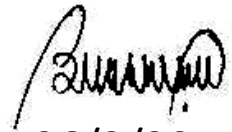
Students who do not attend class will complicate the process of learning and assessment. There is a systematic & 'paper work', for example, assessment forms should be filled & the assessment process becomes ineffective if students often play truant, and they had to complete the teacher assessment module within a very short time.“

Conclusion

- ✓ It supports student learning
- ✓ Assessment and Evaluation is part and parcel of learning
- ✓ It bridges the gap between current achievement and expected goals






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Dr. Engr. Md. Sakawat Ali
Principal

Bangladesh-Korea Technical Training Centre (B-K TTC)
Mirpur Road, Darus-Salam, Dhaka - 1216

Phone : +88-02-9000184 (Off), +88-02-9000116(Res)

Mobile : +88-01552-398373, +88-01711-976709

E-mail: principalbkttc67@yahoo.com, sakawat_ali@yahoo.com

Website: www.skilledbangladesh.info/Bangladesh_Korea





Allah Hafez

