



THE FUNCTION AND PRINCIPLES OF ASSESSMENT





The assessment is a critical stage in any learning process, because it plays an effective role in defining whether the learning objectives and instructional needs have been met or requires improvement.

To comprehensively determine the functions of assessment we should point out to the differences between the definitions of formative and summative assessments by referring to: Assessment for learning, Assessment as learning and Assessment of learning.

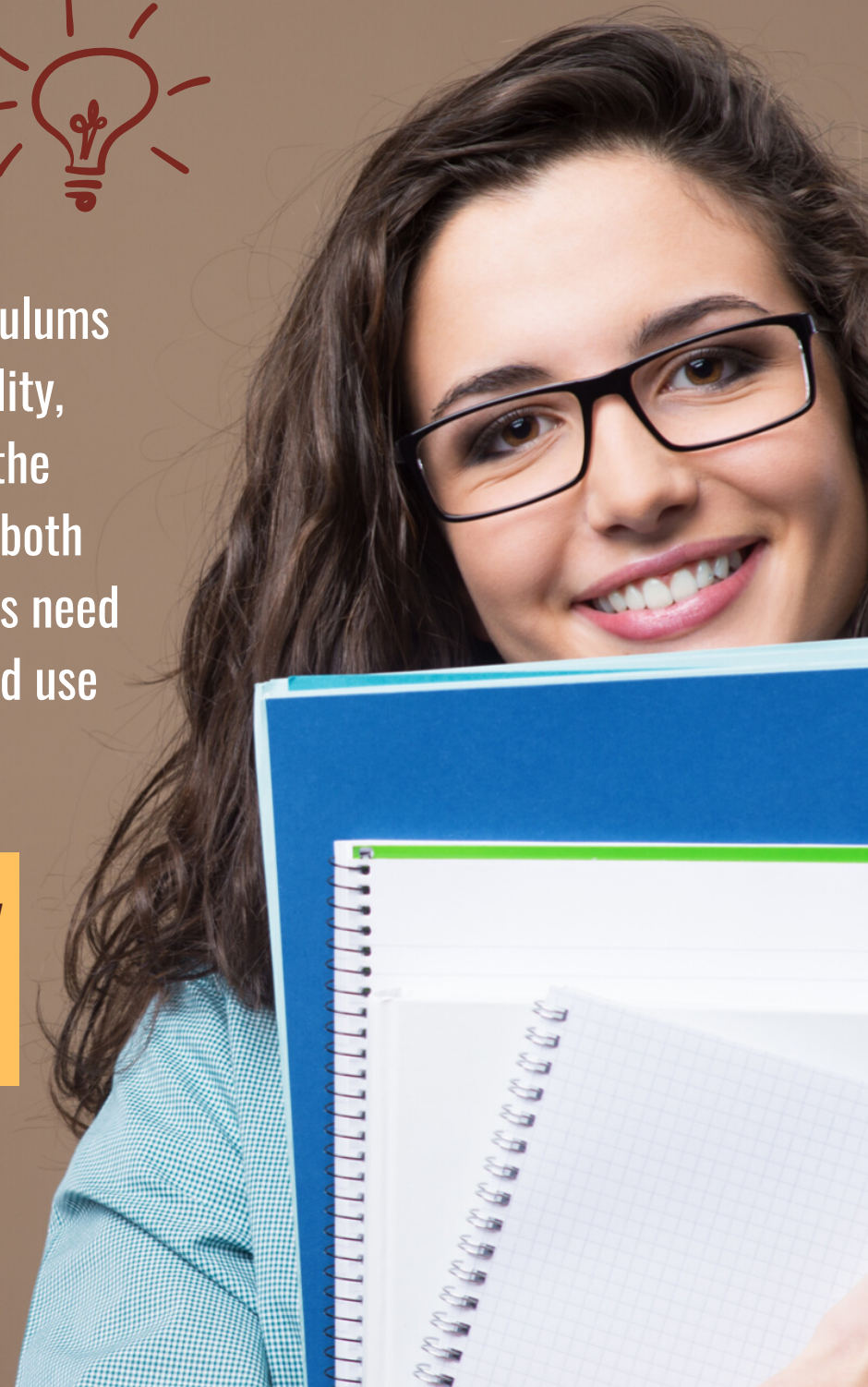


***Assessment for learning (formative)**



it is usually informal, it assess students understanding to curriculums or skills prior to scoring in order to evaluate the syllabus quality, realize students strengths and weakness as well as monitor the teaching methods and provide constructive feedback to guide both students and teachers, toward the remaining knowledge students need to digest and help teachers to amend their ways of teaching and use various activities.

Example: inventing an informal quiz based on a popular documentary movie to ask questions to a group of learners at the end of each theory session.





*** Assessment as learning (formative)**

In this assessment students are the key assessors to themselves in a regularly process of improving metacognition skills, to monitor personally the content they learn to make adjustments and adaptations as well relate it to prior knowledge and count on it for new learning in order to help them recognize deeper understanding. This method encourages students to take responsibility for their future directions by building an awareness of how they learn and use this knowledge in improving their learning.

Example: Students can devise questions about the content they learn and then quiz each other or asking students to draw a panel using pictures to demonstrate their understanding.



*** Assessment of learning (summative)**

It's called summative assessment as it occurs at the end of an aspect of learning, it provides evidence of achievement after a period of instruction to judge and evaluate learner's absorption to the learning content, at different points of the learning process such as (semester exam and end of chapter tests).

Example: formal activities such as assignments and workplace observation provided by awarding organization particularly if the learner will earn a qualification.

Summative assessment is used for awarding formal qualification when students learning are assessed against nationwide benchmark or particular specification.



The assessment also helps in motivating and judging students and also informing them with the broader education community of the progress achieved to create an educational environment based on regular evaluation and continuous planning to meet the changeable learning needs.

When assessing students work, an assessor must be knowledgeable about the key concepts and principles required to define the diagnostic criteria to make sure that the evaluation process is correct.

Assessment





These principles are:

- A) Valid (The assessment process is appropriate to the subject, assesses only what is meant to be assessed as well)**
- B) Reliable (the work produced by the learner is consistent across all learners over time and at the required level)**
- C) Authentic (the work has to be done by the student only)**
- D) Sufficient and related to programmes outcome**
- E) Current (relevant at the time of assessment)**
- F) Staff involved in assessment should receive appropriate experience and training**
- G) Monitoring assessment outcomes to reinforce assessment policies and practice.**



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