



ORIENTATION TO ASSESSMENT

Assessment



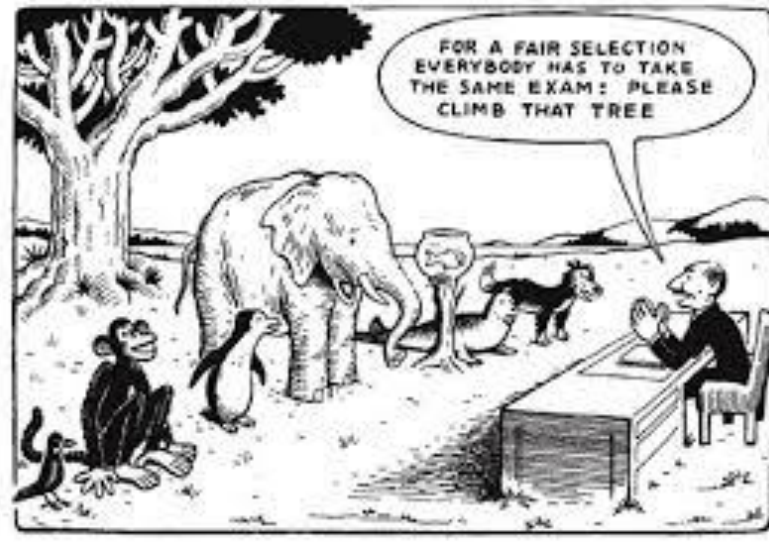
What is Assessment?

According to Sands, Kozleski and French (2001:228)

Assessment tells us what students want to know, what they already know and what

they need to know.

Thus it is the action or method used to assess someone's abilities, skills or progress.



THERE ARE 2 DIFFERENT APPROACHES TO ASSESSMENT

Traditional Assessment vs. Authentic Assessment:

Traditional (TA)

- To develop productive citizens
- Must **possess** a body of **knowledge and skills**
- Schools must **teach** this body of knowledge and skills
- **Test** the students if they acquired the knowledge and skills

Authentic (AA)

- To develop productive citizens
- Must **be capable** of performing **real tasks**
- Schools must **help** students become proficient at performing tasks
- Have the students **perform** meaningful tasks

The Purpose of...

assessment
is to
INCREASE
quality.



Authentic

evaluation
is to **JUDGE**
quality.

Too short and
not enough
leaves. C-



Traditional

Who Benefits?

Traditional

For Assessment:

the assessee
(the person whose
performance is assessed)



Authentic

For Evaluation:

external stakeholders
and decision-makers



THE AUTHENTIC APPROACH

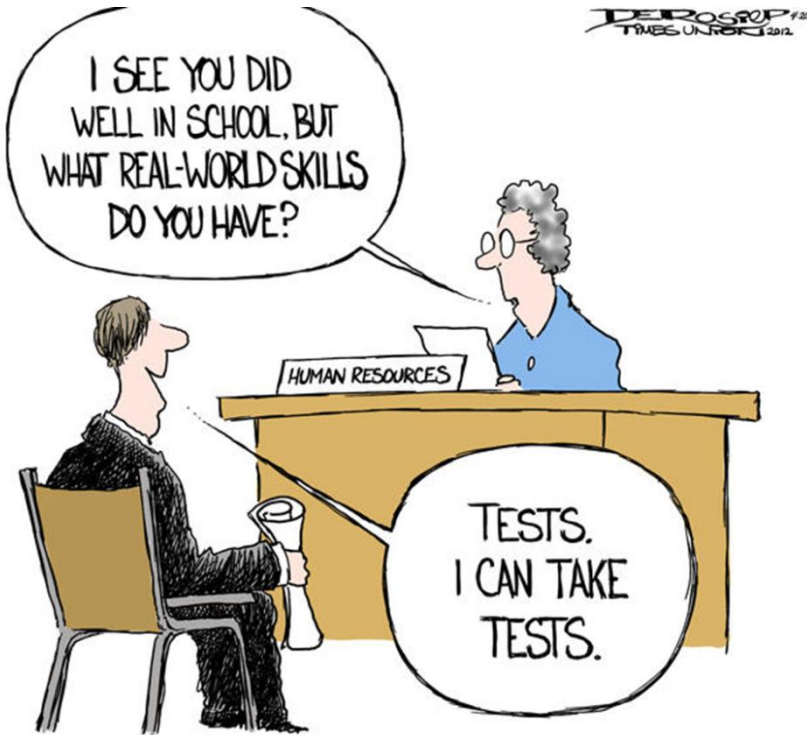
- Formative – helps shape learning
- Helps improve performances
- Teaches as well as assesses
- Adds to multifaceted approach
- On-going
- Flexible
- Provides opportunities for change.



It doesn't matter which road you take as long as you reach your destination.



TRADITIONAL ASSESSMENT



- Summative
- Tests knowledge once or twice a year
- Rigid
- Norm- referenced
- Compares performances
- Bias and labelling

I study
↓
I take the test
↓
I pass it
↓
I forget what I learnt



**THE QUESTION TO
ASK YOURSELF
WHEN PLANNING
ASSESSMENTS OR
ANY ACTIVITY IS:**



HOW DO
STUDENTS

USE

WHAT THEY

KNOW?

