

FUNDAMENTAL OF ASSESSMENT-RELATED CONCEPTS

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1. Teaching
 2. Learning
 3. Assessment
 4. Evaluation
 5. Measurement
 6. Testing
 7. Informal & Formal Assessment
 8. Formative & Summative Assessment
 9. Norm-Referenced & Criterion-Referenced Test
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1. Teaching

Is Guiding and Facilitating Learning, enable the learner to learn, setting the condition for learning (Brown, 2007:8).

How the students learn?

Determine your philosophy of education, teaching style, approach, methods and Classroom technique.

2. Learning

Showing or **helping** someone to **learn** how to **do something**, giving **instructions**, **guiding** in the study of something, providing with **knowledge**, causing to **know** or understand (Brown, 2007:8)

3. Assessment

A systematic approach to collecting information and making inferences about the **ability of a students** or the **quality or success of a teching course** on the basis of various sources of evidences. May be done by **Test, interview, questionnaire, observation**. Etc. (Richards and Schmidt (2010:35).

Include; Collecting, analizing, and interpreting of various kinds of information useful for education decisions.

4. Evaluation

The systematic gathering of information for purposes of decision making. It may use Quantitative methods (e.g. Test), Qualitative Method (e.g. Observation, rating and value judgement). Evaluation is related to decisions about the quality of the program itself and decisions about individuals in the programs.

The **evaluation** of programmes may involve the study of **curriculum, objectives, materials, and test or grading system.**

The evaluation of individual involves **decision about entrance to programmes, placement, progress and achievement.** In evaluating both programmes and individuals, test and other.

5. Measurement

Measurement is the assignment of numbers, according to rules, to physical or mental object, attributes, traits, contracts, or concepts (Suen, 2008:642).

The purpose of these numerical assignments is to enable comparisons, assessment, judgements, and evaluation through various mathematical computations and manipulation.

6. Testing

Is one method for collecting information to inform decision making (e.g. Record review, interview, observation)

7. Informal & Formal Assessment

Informal assessment

Starting with **incidental, unplanned comments and responses**, along with coaching and other improptu feedback to the students. ... “Nice Job!” “Good Work”!

Formal assessment

Excercise or procedures specifically designed to tap into a storehouse of skills and knowledge.

8. Formative & Summative Assessment

Most of classroom assessment is **Formative Assessment**: evaluating students in the process of “forming” their competencies and skills with the goal of helping them to continue that growth process.

Summative Assessment:

Aims to measure, or summarize, what a student has **grasped at the end of a course or unit of instruction**. (**Final Exam** in a course and general proficiency exams are examples of summative assessment).

Discrete-Point and Integrative Language Testing Methods

Discrete-Point Testing

Discrete-point testing works on the assumption that language can be reduced to several discrete component “points” and that these “points” can be assessed. Examples of discrete-point test items in language testing include multiple choice, true/false, fill in the blank, and spelling.

Integrative Language Testing Methods

Integrative language testing is based on the unitary trait hypothesis, which states that language is indivisible. This is in complete contrast to discrete-point methods which supports dividing language into specific components. Two common integrative language assessments include cloze test and dictation.

Cloze test involves taking an authentic reading passage and removing words from it. Which words remove depends on the test creator. Normally, it is every 6th or 7th word but it could be more or less or only the removal of key vocabulary. In addition, sometimes potential words are given to the student to select from or sometimes the list of words is not given to the student

1. Aldo left his favorite restaurant at 11 o'clock. It was warm evening and decided to walk along the beach. Suddenly, four masked girls aged about seventeen came up to and asked for the street.

- A. Him
 - B. Her
 - C. You
 - D. Me
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When I was at the 8th grade of Junior high School, my family and I went to Bali for three days. I (2) many experiences during the vocation. First day, we visit sanur Beach in the early morning. We saw the beautiful (3) together.on the second day, we spent the day on Tanjung Bena beach. We spent our last day in Sangeh. We enjoyed the green and shady forests (4)..... In the afternoon, we had to check outfrom the hotel. We went back home bringingso many amazing memories of Bali.

2.....

- A. had
- B. spent
- C. pulled
- D. wanted

3.....

- A.stars
 - B.moon
 - C.sunrise
 - D.sunset
-

THERE ARE TWO GENERAL TYPES OF TESTS:

Objective tests aim to assess a specific part of the learner's knowledge using questions which have a single correct answer. (PG/MC)

Subjective tests aim to assess areas of students' performance that are complex and qualitative, using questioning which may have more than one correct answer or more ways to express it..

9. Norm-Referenced & Criterion-Referenced Test

Norm-Referenced Test

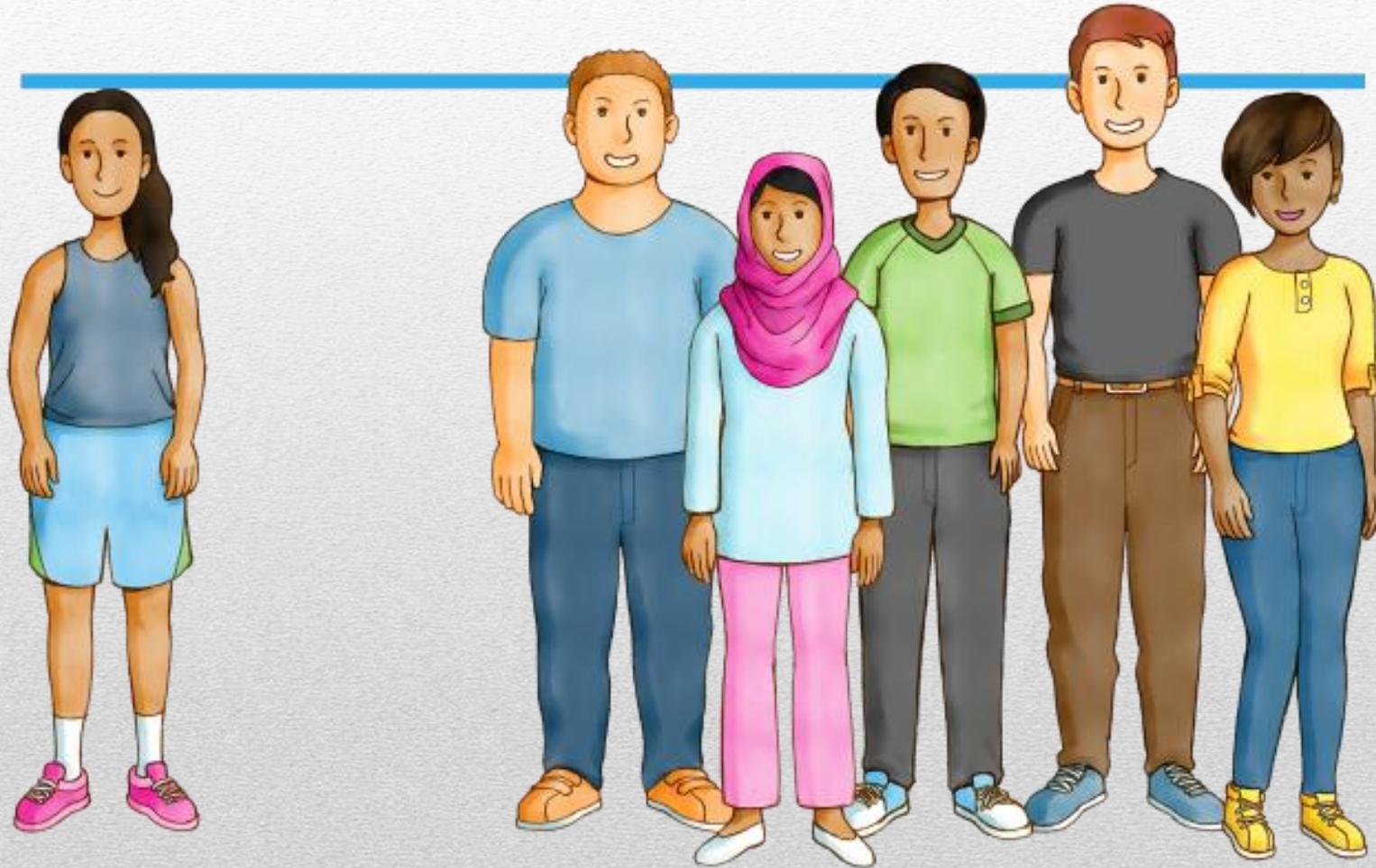
Norm-referenced measures **compare a person's knowledge or skills to the knowledge or skills of the norm group.**

Criterion-Referenced Test

Criterion-referenced tests **compare a person's knowledge or skills against a predetermined standard, learning goal, performance level, or other criterion.** With criterion-referenced tests, each person's performance is compared directly to the standard, without considering how other students perform on the test.

	Norm-Referenced Test	Criterion-Referenced Test (Mastery tests)
Definition	A test that measures student's achievement as compared to other students in the group *Designed to yield a normal curve, 50% above 50% below.	An approach that provides information on student's mastery based on a criterion specified by the teacher *Anyone who meets the criterion can get high score
Purpose	Determine performance difference among individual and groups	Determine learning mastery based on specified criterion and standard
Test Item	From easy to difficult level and able to discriminate examinee's ability	Guided by minimum achievement in the related objectives
Frequency	Continuous assessment in the classroom	Continuous assessment
Appropriateness	Summative evaluation	Formative evaluation
Example	Public exams: UPSR, PMR, SPM, and STPM	Mastery test: monthly test, coursework, project, exercises in the classroom

Norm-referenced tests compare a student's performance against the performance of their peers.





Criterion-referenced tests compare a student's knowledge and skills against a predetermined standard, cut score, or other criterion.

In criterion-referenced tests, the performance of other students does not affect a student's score.

Criterion-Referenced Test

- Is Measuring a student's performance based on mastery of a specific set of skills.
- Called mastery tests, compare a person's performance to a set of objectives. Anyone who meets the criterion can get a high score.









