

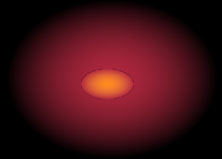


# Issues in Assessment

☐ **Purposes**

☐ **Principles**

☐ **Administration**





# **Purposes of Assessment in Higher Education**

**1. Assessments enable students to acquire certificates that are needed for employment.**



**2. Assessments enable lecturers to assign grades to students which provide a record of their progress and achievement.**

**3. Assessments provide information to select the right calibre of students for promotion, and award of prizes.**

**4. Assessment provides feedback or knowledge of results to the students. This helps students to identify their own strengths and weaknesses as well as progress.**

**5. Assessment enables lecturers to discover the learning difficulties of the students and to provide remedial action.**

**6. Assessment serves as a source of motivation and directs and facilitates students' learning. It helps them to set goals.**

**7. Assessment aids the teacher in the selection of the best instructional technique to adopt for the class and for each course. It enables teachers to evaluate and improve their teaching.**

**8. Assessments enable lecturers to determine the progress made by each individual student.**

**9. Assessment helps in the evaluation of the degree to which objectives in the classroom are being achieved.**



# **Principles of Assessment in higher education**

**1. Assessment techniques must serve the needs of the learners. They should provide meaningful feedback to the learners about how closely they have approximated the learning targets. It should motivate them to learn.**

**2. The assessment technique selected must match the learning target of knowledge, application, analysis etc. The procedure must be the most effective in measuring the learning target. Opportunities should be provided for deep learning.**



**3. Assessment is a means to an end. It is not an end in itself. Information provided must be used formatively as well as summatively for decision making.**


**4. Assessment should be transparent. Students should be made aware of the procedures, techniques and times for assessment. Assessment should be in line with the intended learning outcomes as published in course outlines. Students must have access to their response sheets and scripts.**



**5. Assessment should be equitable. Assessment practices should not discriminate between students, and should set out not to disadvantage any individual or group. There should be different means of assessment within a course to ensure that no particular group or individual is favoured.**

**6. Evidence needs to be provided that the interpretations and use of students' assessment results are appropriate, valid and reliable.**



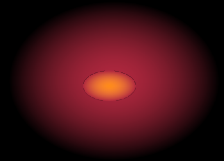


**7. Assessment should be authentic. Students must be made to produce their own work and not plagiarize or engage in malpractices. Assessments must involve performance skills where needed and not writing about the performance in test situations.**

**8. Multiple indicators of performance provide a better assessment of the extent to which a student has attained a given learning target. Assessment should not occur only at the end of an entire learning programme.**



# **Administering Achievement Tests**



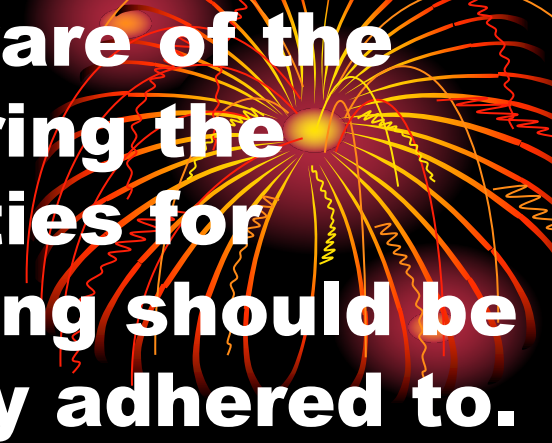
**1. Prepare students for the test. The following information is essential to students' maximum performance.**


- **When the test will be given (date and time).**
- **Under what conditions it will be given (timed or take-home, number of items, open book or closed book, place of test).**
- **The content areas it will cover (study questions or a list of learning targets).**




- **Emphasis or weighting of content areas (value in points).**
- **The kinds of items on the test (objective-types or essay-type tests).**
- **How the assessment will be scored and graded.**
- **The importance of the results of the test.**




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- 2. Students must be made aware of the rules and regulations covering the conduct of the test. Penalties for malpractice such as cheating should be clearly spelt out and clearly adhered to.**
  - 3. Avoid giving tests immediately before or after a long vacation, holidays or other important events where all students are actively involved physically or psychologically/emotionally.**
  - 4. Avoid giving tests when students would normally be doing something pleasant e.g. having lunch etc.**

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- 5. The sitting arrangement must allow enough space so that students will not copy each other's work.**
  - 6. Adequate ventilation and lighting is expected in the testing room.**
  - 7. Provision must be made for extra answer sheets and writing materials.**
  - 8. Students should start the test promptly and stop on time.**



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- 9. Announcements must be made about the time at regular intervals. Time left for the completion of the test should be written on the board where practicable.**
  - 10. Invigilators are expected to stand a point where they could view all students. They should once a while move among the pupils to check on malpractices. Such movements should not disturb the pupils. He/she must be vigilant.**
  - 11. Reading novels, newspapers, grading papers are not allowed.**

**12. Threatening behaviours should be avoided by the invigilators. Speeches like ‘If you don’t write fast, you will fail’ are threatening. Students should be made to feel at ease.**



**13. The testing environment should be free from distractions. Noise should be kept to a very low level if it cannot be eliminated or removed. Interruptions within and outside the classroom should be reduced. It is helpful to hang a “Do not DISTURB – TESTING IN PROGRESS” sign at the door.**

# **14. Test anxiety should be minimized.**

**Things that create excessive anxiety are;**

- 1. warning students to do their best  
‘because the test is important’,**
- 2. telling students that they must work fast  
in order to finish on time,**
- 3. threatening dire consequences if they  
fail, and**
- 4. threatening students with tests if they  
do not behave.**



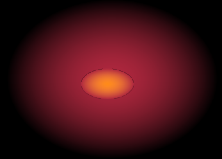


- **Before assessments, teachers should convey a sense of confidence about student's performance in the upcoming assessment.**
- **Teachers and invigilators should not walk around looking over students' shoulders while they are responding to assessments.**

**15. Avoid giving hints to students who ask about individual items. Where an item is ambiguous, it should be clarified for the entire group.**

**16. Do not talk unnecessarily before letting students start working. Remarks should be kept to a minimum and related to the test.**

**17. Expect and prepare for emergencies. Emergencies might include shortages of answer booklets, question papers, power outages, illness etc.**



**THE END**

**THANK YOU**

