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#### **Discussing the role of educators**

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## Coming up...

- A quick look at roles of EOs and Principals
- Ways of analyzing practices
- Multiple modes for feedback
- Understanding rubrics
- Designing a rubric
- Questions for reflection

# The Roles of EOs



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# **Rephrasing the Roles:**

Systematic and *ongoing process* of gathering, analyzing, and using information from *multiple sources* to draw inferences about the characteristics of students, programs or an institution for the purpose of *making informed decisions* to *improve the learning process*.

> Like ASSESSMENT

# Associated ideas (in school context)

• Evaluation: Judging the quality of a course of action

**Test:** A systematic, usually paper-andpencil (or oral) procedure for gathering information on pre-determined content (knowledge/ skills/...) areas

Measurement: Quantifying or assigning numbers to performance on a task (e.g. test)







# Ways of analyzing practices

- Objective <u>OR</u> Subjective
- Criteria <u>OR</u> Norms <u>OR</u> Ipsative BASIS
- Summative <u>OR</u> Formative

FORMS

**MODES** 

- Each mode/ basis/ form has merits and compromises...
- Which end should we err on?

#### Example of Assessment:

# **Objective vs**

#### **Subjective**

Nature	Question form with a single correct answer	Question form with more than one correct answer or more than one way of expressing the correct answer
Question types	True/False answer type, multiple choice, matching options	Extended-response questions, essays
Analysis	Computerised or fixed assessment format	Interpretative, contextual

 In reality, all assessments are created with inherent biases built into the decisions of relevant content, skill, culture (class, language, ethnic or gender).

# Criteria OR Norms Ipsative

#### Criteria-based

- measured against defined, objective criteria.
- used to establish competence/ effectiveness
- e.g. driving: learners measured on explicit criteria
- e.g. construction: buildings measured on criteria of strength, facilities, capacity

OR

### Norm-based ('Grading on the curve')

- Relative to a population/ class of objects assessed, standards may vary with time – e.g. cohort, technology
- e.g. IQ tests for entrance to Universities, Institutions

#### • Ipsative (Latin: Ipse = self)

 Self comparison either in same domain over time or to other domains

Formative	Summative OR	
Who does it?	External agencies (Boards), Schools	Teachers, peers or self
<b>Why do it?</b> (Purpose)	Measure learning outcomes and report grades to parents, teachers and administrators	To consider approaches to teaching and provide feedback to students' work
When to do? (Time for doing)	End of a class, course, semester, academic project	Throughout the course or project
What for? (Consequences)	Marks or grades by unbiased (!) personnel, indicates overall performance	Indicates how one has actually performed i.e. what aspects were answered correctly, reflective
Examples	Responses to standard questions on defined scale	Self-assessment, Forward looking assessment
	Assessment <b>of</b> learning	Assessment <i>for</i> learning

# Thinking Together...

# What are the different modes of assessing the performance of an individual in classroom?

## What are ways of assessing teaching-learning in a classroom?

# Multiple modes of performance: e.g. Drawings







#### Novice

Meena Kharatmal & Nagarjuna G. (2009): Refined Concept Maps for Science Education: A Feasibility Study. In Proceedings of episteme-3, International Conference to Review Research in Science, Technology and Mathematics Education, 2009, Mumbai, India. http://okeanos.wordpress.com/publications/

## Portfolios



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A DESCRIPTION OF THE OWNER OF THE

# **Records of Achievement (RoA)**

- Personal biography
- Book reviews
- My best work (in any subject/ chosen area)
- Self-assessment
- Awards (e.g. log of achievement, successes)
- Like personal blogs

# **Rubrics: Etymology**

- Latin origins: Rubrica = red earth
  - indications in red ink in middle ages manuscripts
  - red markings in religious documents (of church) to indicate how a hymn is to be sung
- A rubric is...(Mertler, 2001)
  - a rating scale to assess students' performance
  - scoring guide, consisting of specific pre-established performance criteria, used in evaluating student work on performance assessments

Holistic

Vs.

Analytic

# Structure of a rubric



And Address

A DECK OF THE OWNER

# Holistic

## Vs.

Analytic

## Let's discuss an example...

# Steps in making a rubric

- 1. Examine objectives of task
  - 2. Identify specific criteria you want to see in performance
- 3. Characterise (describe) each criterion
- 4. Identify performance levels within criterion
- 5. Write detailed description for each criterion at each performance level
- Select samples of work and see if the rubric addresses the details of work in fair measure and make necessary revisions.

# Cautions in designing a rubric

- Language should be clear and specific
  - Avoid terms like "excellent" or "interesting" which mean different things to different people
- Value the process, not just an overall grade
  - Rolling everything into one grade hides strengths and weaknesses
- Give more weight to some categories
  - e.g. focus on content more than aesthetics in science project

# **Questions for reflection**

- What modes of performance can we use to gather evidence of learning in classrooms?
- How often do we need to interact with teachers?
- What needs to be observed in classrooms & in teacher interactions?
- What phrases and sentences can we use to ensure what is given is valuable feedback rather than mere judgments?
- How can we involve teachers in assessment of their own progress? (Assess without burden!)