



Bachelor of Education (B.Ed. General)  
Semester-II

Course Code	UE02CBED54	Title of the Course	CPS-4 : Assessment for Learning
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"><li>1. The student-teachers differentiate between assessment, measurement and evaluation.</li><li>2. The student-teachers compute elementary statistics to assess learning and interpret its results.</li><li>3. The student-teachers apply various techniques of assessment and tools of evaluation.</li><li>4. The student-teachers evaluate current practices, trends of evaluation and assessment.</li></ol>
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Course Content		
Unit-1	Assessment, Measurement and Evaluation	Weightage* (%)
	<p>A. Assessment</p> <ol style="list-style-type: none"><li>1. Concept, objectives and importance</li><li>2. Assessment of learning and Assessment for learning</li></ol> <p>B. Measurement</p> <ol style="list-style-type: none"><li>1. Meaning and types</li><li>2. Scales of Measurement</li></ol> <p>C. Evaluation</p> <ol style="list-style-type: none"><li>1. Concept and characteristics</li><li>2. Steps of evaluation process</li></ol> <p>D. Self learning</p> <ol style="list-style-type: none"><li>1. Difference between measurement and evaluation</li><li>2. Principles of Evaluation</li></ol>	18
Unit-2	Elementary Statistics in Educational Evaluation	16
	<p>A. Measures of Central Tendency</p> <ol style="list-style-type: none"><li>1. Mean, Median, Mode : Importance and Limitation,</li><li>2. Calculation</li></ol> <p>B. Percentile and Percentile Scores</p> <ol style="list-style-type: none"><li>1. Meaning,</li><li>2. Calculation and Interpretation</li></ol>	





	<p>C. Normal Probability Curve</p> <ol style="list-style-type: none"><li>1. Characteristics and uses</li><li>2. Kurtosis and Skewness</li></ol> <p>D. Self learning</p> <ol style="list-style-type: none"><li>1. Prepare a database and use suitable statistics for the analysis and interpretation</li><li>2. Nature of data: grouped and ungrouped frequency distribution</li></ol>	
<b>Unit-3</b>	<b>Tools of Assessment and Evaluation</b>	<b>16</b>
	<p>A. Rating Scale</p> <ol style="list-style-type: none"><li>1. Meaning and types</li><li>2. Uses and limitations</li></ol> <p>B. Diagnostic test</p> <ol style="list-style-type: none"><li>1. Concept and construction</li><li>2. Uses and limitations</li></ol> <p>C. Anecdotal</p> <ol style="list-style-type: none"><li>1. Meaning</li><li>2. Uses</li></ol> <p>D. Self learning</p> <ol style="list-style-type: none"><li>1. Rubrics : concept, types and uses</li><li>2. Meaning of Achievement test, Difference between Diagnostic test and Achievement test</li></ol>	
<b>Unit-4</b>	<b>Techniques of Assessment</b>	<b>18</b>
	<p>A. Formative and Summative Assessment</p> <ol style="list-style-type: none"><li>1. Concept and its methods</li><li>2. Uses</li></ol> <p>B. Observation</p> <ol style="list-style-type: none"><li>1. Meaning and types</li><li>2. Uses and limitations</li></ol> <p>C. Questionnaire</p> <ol style="list-style-type: none"><li>1. Concept</li><li>2. Merits and demerits</li></ol> <p>D. Self learning</p> <ol style="list-style-type: none"><li>1. Self assessment and peer assessment</li><li>2. Meaning of observation and prepare an observation schedule selecting a topic.</li></ol>	





<b>Unit-5</b>	<b>Current Trends in Assessment and Evaluation</b>	16
	<p>A. Continuous Comprehensive Evaluation</p> <ol style="list-style-type: none"><li>1. Meaning</li><li>2. Uses</li></ol> <p>B. Students' portfolio</p> <ol style="list-style-type: none"><li>1. Meaning</li><li>2. Uses and assessment of portfolio</li></ol> <p>C. Gradation by Assessment: GPA and CGPA</p> <ol style="list-style-type: none"><li>1. Meaning of GPA and CGPA</li><li>2. Absolute and relative grade system: Meaning and uses</li></ol> <p>D. Self learning</p> <ol style="list-style-type: none"><li>1. Go through the CCE reports of five students and interpret about progress of the students.</li><li>2. Grading system: Merits and Demerits</li></ol>	
<b>Unit-6</b>	<b>Students' Assessment</b>	16
	<p>A. Current Examination System</p> <ol style="list-style-type: none"><li>1. Present system, its limitations and suggestions for the improvement</li><li>2. Influence of current examination system on the learners and stakeholders</li></ol> <p>B. Computer assisted item construction and assessment</p> <ol style="list-style-type: none"><li>1. Computer assisted construction and assessment of test items</li><li>2. Importance and Limitations</li></ol> <p>C. Internal and External Assessment</p> <ol style="list-style-type: none"><li>1. Meaning</li><li>2. Advantages, Disadvantages and suggestions</li></ol> <p>D. Self learning</p> <ol style="list-style-type: none"><li>1. Reflection on present examination system prevailing in the secondary school level.</li><li>2. Prepare computer assisted construction and assessment of test items selecting a unit.</li></ol>	

<b>Teaching-Learning Methodology</b>	Lecture, team teaching, group discussion, presentation by the students, practical work
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Clarify the concepts of assessment, measurement and evaluation and exemplify them.
2.	Compute elementary statistics using proper formulas to assess learning and interpret its results.
3.	Explain the concepts of various techniques of assessment and tools of evaluation.
4.	Incorporate quantitative and qualitative techniques of evaluation.
5.	Differentiate between various evaluation tools and justify their use.
6.	Explain basic concepts like GPA, CGPA related to evaluation.
7.	Explain various grading systems.
8.	Examine present system of evaluation and derive its strength and weaknesses.
9.	Evaluate computer assisted evaluation system.
10.	Differentiate between Internal and External examination.

Suggested References:
Dandekar, W. N. (1971). <i>Evaluation in Schools</i> . Pune : Vidhya Prakashan.
Ebel, R. L. & Fresbie, D. A. (2009). <i>Essentials of Educational Measurement</i> . New Delhi : PHI Learning Pvt. Ltd.
Garrette, H. E. (1969). <i>Statistics in Psychology and Education</i> . Bombay : Vakils Fefferand Simons Pvt. Ltd.
Garrett, H.E. (2008). <i>Statistics in Psychology and Education</i> . Delhi : Surjeet Publication.
Gupta, S. K. (1994). <i>Applied Statistics for Education</i> . Mittal Publications.
Mehta, S. J. & Shah, I. K. (1982). <i>Educational Evaluation</i> . Ahmedabad : Anand Prakashan (Gujarati).





Rani, P. (2004). *Educational Measurement and Evaluation*. New Delhi : Discovery Publishers.

Rawat, D. S. (1970). *Measurement, Evaluation and Statistics in Education*. New Delhi : New Raj Book Depot.

Reynolds, C. R., Livingston, R. B., & Willson, V. (2011). *Measurement and Assessment in Education*. New Delhi : PHI Learning Pvt. Ltd.

On-line resources to be used if available as reference material

On-line Resources

<https://keydifferences.com/difference-between-measurement-and-evaluation.html>

<https://www.learnalberta.ca/content/mewa/html/assessment/portfolios.html>

<https://tomprof.stanford.edu/posting/1199>

[https://www.educator.com/CourseResource/course/100126/160932/Resource\\_Not%20Everything%20that%20Counts.pdf](https://www.educator.com/CourseResource/course/100126/160932/Resource_Not%20Everything%20that%20Counts.pdf)

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