

**“ASSESSMENT FOR LEARNING OR OF LEARNING: A PERCEPTION OF TRAINEES”**

**\*Dr. Sushma N Jogan**

**Abstract:**

“Assessment is like a yardstick which measures teacher and students’ performances”

An assessment plays vital role in educational process. It is also helpful for policy makers, stakeholders and educationists for proper implementation of curriculum under education system. Over past two decades more emphasis is given on assessing learners’ performances and emerged as an essential step too. The present paper highlights the perception of trainees towards assessment. In this regard the researcher reviewed previous studies and identified certain gaps and hence decided to take up the study. In order to achieve this, the following objectives were framed to find out the effects of assessment for or of learning on students’ outcome; to articulate the significant of formative assessment; to identify the difference between male and female opinion towards assessment. Hypotheses were framed followed by objectives. To conduct the current study the researcher has used self prepared questionnaire to collect data. Data was analysed through statistical tools systematically by using SPSS software version 20. The findings of the study revealed that there is no significant difference between the opinion of male and female. Therefore changes and development in the assessment are required, giving emphasis on methodologies of teaching with an increasing greater focus on students’ active participation.

**Keywords:** assessment for learning, trainees, perception, assessment of learning, formative and summative.

**Introduction:**

There is a debate on frequent changes and development in the assessment practice over the world. Many current assessment and instruction practices encourage students to demonstrate current knowledge and to play a passive role in the assessment process, rather than developing critical thinking abilities and being active in their own learning. Education constantly looks for innovations that bring about improvement in teaching with the express purpose of improving student learning. What is quite noticeable in all this transformation is that those in the midst of it need catalysts such as frameworks, models, advice, and other guidance. Frameworks are very useful to effect improvement as they provide a useful way to examine possibilities (Bonk & Dennen 2007; Eun, 2011). The distinction between summative and formative functions in education was first explored by Scriven (1967) in the context of curriculum evaluation. Bloom (1969) extended the distinction to include classroom teaching. For Bloom, the purpose of formative evaluation was “to provide feedback and correctives at each stage in the teaching-learning process” (p. 48), whereas summative evaluation was used to judge what the learner had achieved at the end of a course. Significant works have been undertaken elaborating Bloom’s distinction, especially by Sadler (1989), Black and Wiliam (1996) and Harlen (1997, 2012). The essence of Bloom’s distinction holds today; however the term ‘formative evaluation’ is often replaced by that of ‘formative assessment’, connoting a wider focus on teaching and learning rather than curriculum and programmes

**Need and significance of the study:**

For the teachers, this entails a major change of their roles, from a presenter of content to a practitioner of more productive pedagogy, involving shared responsibility for learning by student and teacher (Klenowski, 2007). Vygotsky’s conception of the Zone of Proximal Development

---

\*Asst. Prof (c), Department of education, Central University of Karnataka, Kadaganchi, Kalaburagi

(1978) suggests that the aim of teaching is to encourage the learner to be ever more independent from the teacher. During the learning process, students are helped to use assessment information to set goals, make learning decisions related to their own improvement, develop an understanding of what quality work looks like. They self-assess, seek feedback from their peers and teachers, and reflect on how these take them to the next step of learning (Chappuis and Stiggins, 2002).

This shows that the teacher plays a significant role in assessing learners' level of achievement and also to identify self teaching practice with continuous and regular assessment. With this theoretical background, the researcher understood the need to conduct the study in an effective way with certain framed objectives.

#### Review of related literature:

1. **Ninomiya Shuichi** (2016) investigated the possibilities and limitations of assessment for learning: exploring the theory of formative assessment and the notion of "closing the learning gap". Together these claims point towards the theoretical problems of the evolved form of formative assessment and lead to a discussion of the main dilemmas for formative assessment: the kind of learning that is taking place, the effects of explicit learning objectives, the tension of accountability pressure and high-stakes summative assessments. Finally, by applying the suggestions above, this paper provides a critical analysis of recent assessment policy in Japan, emphasizing criterion-referenced approach in classroom assessment and proposes a pathway for developing formative assessment further

2. **Maria Teresa & Pamela Sammons** (2013) identified some of the problems with assessment for learning related to the feasibility of the approach. Critics recognise this aspect rigorous research due to the frequency with which contextual aspects have emerged as obstacles in different studies. Also stated that further research is needed to identify more clearly the relative merits of different strategies; and a particular focus should be given to measuring the impact on a range of student outcomes including attainment, attitudes, classroom behaviour, engagement and motivation, and self-concept as a learner. In addition, further study of students' perceptions and opinions of this method of assessment is needed.

3. **Sayed Ahmad Javid Mussawy** (2009) conducted a study on assessment practices: student's and teachers' perceptions of classroom assessment. He found there must be increasing awareness about classroom assessment and support authentic assessments approaches could yield by embedding classroom assessment as a subject in the curriculum of education faculties. Furthermore, to increase the knowledge of classroom assessment within higher education institutions, short-term course, workshops and seminars should be conducted and supported.

#### Operational terms defined:

1. **Assessment for learning:** is the process of seeking and interpreting evidence for use by **learners** and their teachers to decide where the **learners** are in their **learning**, where they need to go and how best to get there. In other words learners it is nothing but adaption.
2. **Trainees:** are the graduate students who pursue another graduation in education field. They are also called as student teachers.
3. **Perception:** the dictionary meaning of perception is the way in which something is regarded, understood, or interpreted. In this paper the researcher made an attempt to perceive the understanding of assessment among trainees.
4. **Assessment of learning:** it is typically administered at the end of a unit or grading period and evaluates a student's understanding by comparing his or her achievement against a class-, district-, or nationwide benchmark or standard.
5. **Formative:** the goal to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning.

- 6. Summative:** to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark.

**Objectives:**

1. To find out the effects of assessment for or of learning on students' outcome
2. To articulate the significant of formative assessment.
3. To know the difference between assessment for learning and assessment of learning.
4. To identify the difference between male and female opinion towards assessment.

**Research questions:**

1. Whether there is a difference between male and female opinion towards assessment.
2. Is there any behavioural changes among male and female trainees?

**Procedure of the study:**

The researcher has understood the significance of assessment in teaching and learning process. To identify this and to make trainees understand about assessment, the researcher decided to take up the study to identify the perception of assessment for learning or assessment of learning. The researcher developed questionnaire and the same has distributed to the second semester trainees in the classroom and asked to fill the questionnaire in the provided time. Meantime trainees also discussed regarding the importance of assessment. Finally trainees also gave valuable recommendations regarding assessment. In this way the present study was taken up successfully.

**Methodology:**

**1. Samples and sampling technique:** For the present study, the investigator selected all the trainee teachers through adopting purposive sampling technique. The total samples were taken for the study is 50 trainees.

**2. Method and tool:**

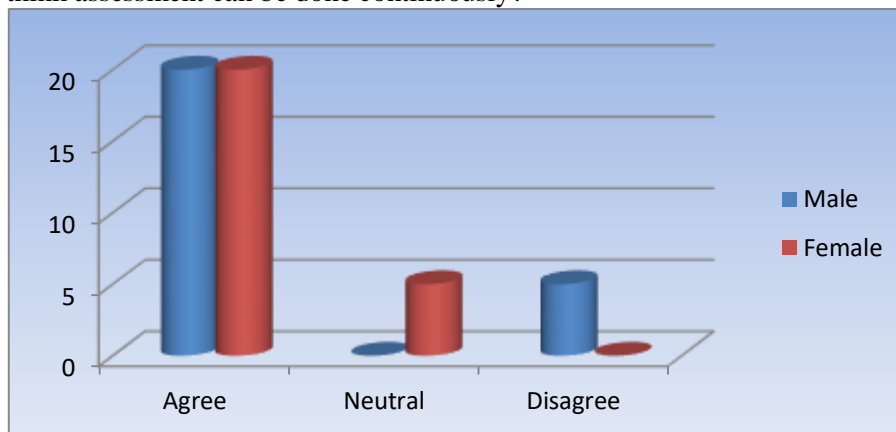
Survey method has followed by the researcher and self prepared questionnaire was used to obtain data

**3. Statistical technique:** percentage analysis was used.

**4. Analysis and interpretation of data:**

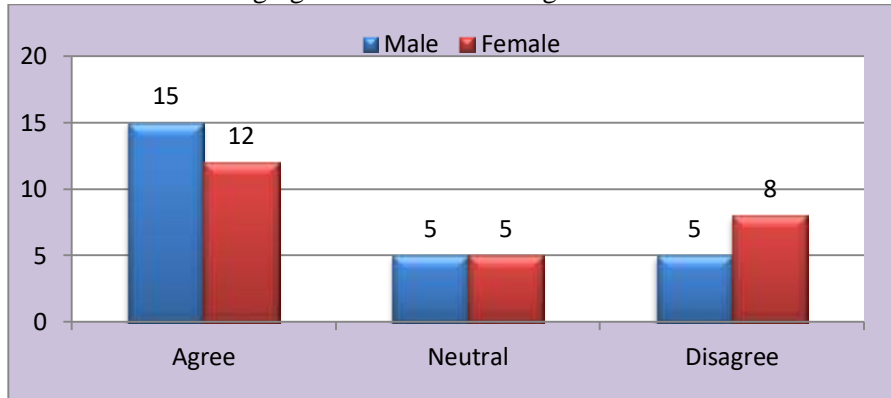
The researcher has analyzed data in the form of bar and chart diagram as interpreted below:

1. Do you think assessment can be done continuously?



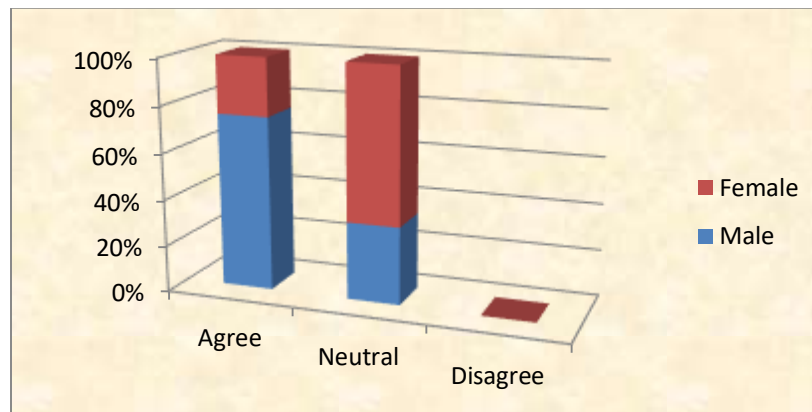
The above table chart reveals that almost all the trainees agreed with the above mentioned statement.

2. Feedback is essential for bringing behavioural challenges.



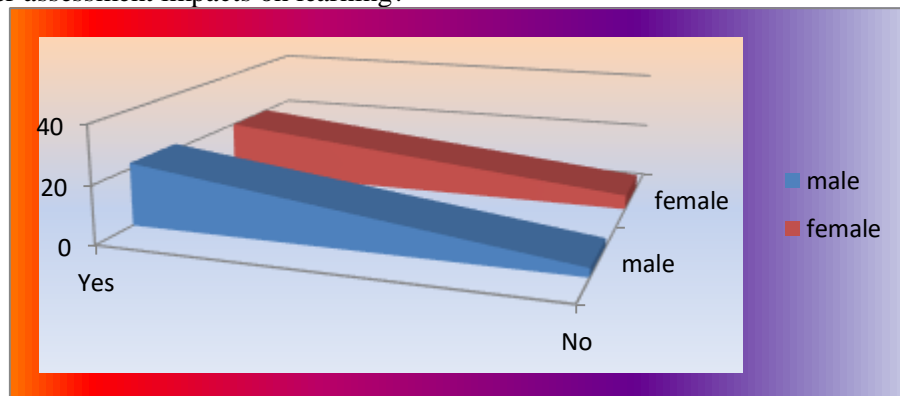
The above bar diagram shows that 15 male and 12 female trainees agreed with the above mentioned statement.

3. Do you think students' score represent what they learned?



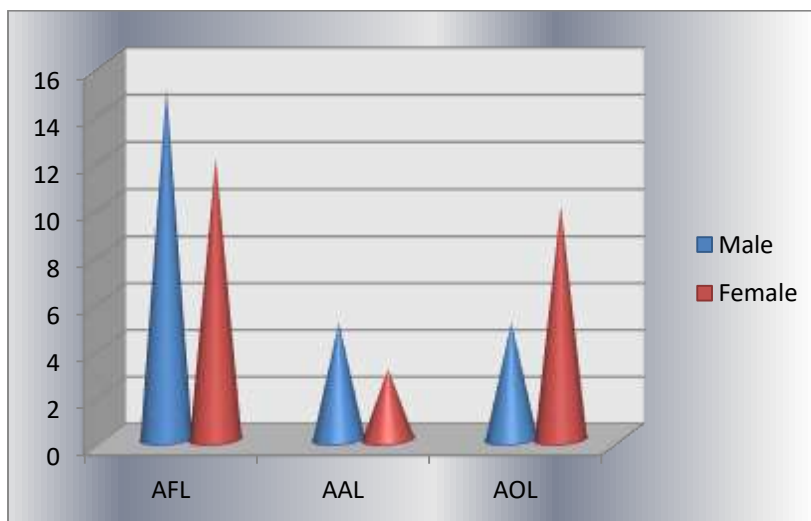
The above bar diagram shows that 15 male and 5 female trainees agreed, 10 male and 20 female marked for neutral and 0 for disagree with the above mentioned statement. This shows that marks cannot decide what and how much students have learnt.

4. Whether assessment impacts on learning?



The above bar diagram reflects that 22 male and 20 female trainees said yes and 3 male and 5 female says no with the above mentioned statement. This shows that marks assessment really have a good impact on learning.

5. According to you, which type of assessment is more important?



The above bar diagram shows that 15 male and 12 female trainees opined for AFL (Assessment for learning) , 5 male and 3 female opted for AAL (Assessment as learning), 5 male and 15 female opted for AOL (Assessment of learning) with the above mentioned statement. This shows that assessment for learning is more important because it gives an opportunity for improvement whereas assessment as learning is used to decide and to draw conclusion regarding the students' level of achievement.

**Findings and discussion:**

The findings and discussion of the study are as given below:

1. Found the effects of assessment for or of learning on students' outcome.
2. Identified the difference between assessment for learning and assessment of learning.
3. Found the difference between male and female's perception towards assessment for learning.

**Conclusion:**

Assessment for learning is necessary since there is a chance for betterment in learners' performances but there should be consideration for assessment of learning also because this helps to make judgment. In this way, we can conclude that continuous assessment at regular intervals is important to focus on.

**References:**

1. Assessment Reform Group (2006). The Role of Teachers in the Assessment of Learning. London: University Institute of Education.
2. Berry, R. (2010). Teachers' orientations towards selecting assessment strategies. New Horizons in Education, 58(1), 96-107.

3. Bronkhorst, L. H., Meijer, P. C., Koster, B. & Vermunt, J. D. (2011). Fostering meaning-oriented learning and deliberate practice in teacher education. *Teaching and Teacher Education*, 27(7), 1120-1130
4. María Teresa Flórez and Pamela Sammons Oxford University Department of Education Assessment for learning: effects and impact CfBT Education Trust 2013.
5. Ninomiya, Shuichi: The Possibilities and Limitations of Assessment for Learning: Exploring the Theory of Formative Assessment and the Notion of “Closing the Learning Gap”. *Educational Studies in Japan: International Yearbook* 79 No. 10, March, 2016. pp. 79–91
6. The Assessment as Learning (AaL) Framework for Teaching and Learning – The AaL Wheel Rita Berry Hong Kong Institute of Education
7. Young, S. (2008). Theoretical frameworks and models of learning: tools for developing conceptions of teaching and learning. *International Journal for Academic Development*, 13(1), 41-49.