ENHANCING LEARNING

Through Assessment and Evaluation:
Strategies for Student Progress
PART 1

Laksmy Ady Kusumoriny, S.S., M.Pd.

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In this introductory chapter, the book lays the foundation for understanding the roles of assessment and evaluation in the learning process. It discusses the importance of these processes in gauging student progress and informing instructional decisions. The chapter introduces key concepts, terminology, and principles related to assessment and evaluation, providing readers with a framework for subsequent discussions. Through examples and case studies, it illustrates how effective assessment and evaluation practices can contribute to improved learning outcomes.

Chapter 2 delves into the concept and practice of formative assessment, which focuses on providing ongoing feedback to students during the learning process. It explores various strategies and techniques educators can employ to assess student understanding, identify areas for improvement, and adjust instruction accordingly. The chapter emphasizes the value of formative assessment in promoting student engagement, self-regulation, and academic growth. Through real-world examples and scenarios, it illustrates how educators can integrate formative assessment practices into their teaching to enhance learning experiences for students.

Chapter 3 shifts the focus to summative assessment, which involves evaluating student learning outcomes at the end of a unit, course, or academic period. It examines different types of summative assessment methods, such as tests, projects, and portfolios, and discusses their purposes, advantages, and limitations. The chapter also explores best practices for designing and administering summative assessments, including strategies for ensuring fairness, validity, and reliability. Through case studies and practical examples, it demonstrates how educators can effectively use summative assessment to measure student achievement and inform instructional planning and decision-making.

ENHANCING LEARNING THROUGH ASSESSMENT AND EVALUATION: STRATEGIES FOR STUDENT PROGRESS PART 1

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INTRODUCTION

This book discusses a very important topic in the world of education : Enhancing Learning Through Assessment And Evaluation: Strategies For Student Progress Part 1. In this book, we wiil explore the concept underlying improving learning through assesment and evaluation with progress strategies. We realize that without from various parties, there are still many shortcomings in this book for constructive criticism and suggestions.

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INTRODUCTION TO ASSESSMENT AND EVALUATION

A. Definition of Assessment and Evaluation

    1. Assesment

Assessment in education refers to the process of gathering information about students' learning, understanding, skills, and abilities. It involves a variety of methods, techniques, and tools used to measure students' progress and achievement. Assessment can take various forms, including formal tests, quizzes, essays, projects, presentations, observations, and discussions. The primary purpose of assessment is to provide feedback to both students and educators about the effectiveness of teaching and learning. It helps educators identify students' strengths and weaknesses, adjust instructional strategies, and tailor learning experiences to meet individual needs. Assessment can be conducted at different points throughout the learning process, including before instruction (pre-assessment), during instruction (formative assessment), and after instruction (summative assessment).

Popham, (2018) stated that in his book "Classroom Assessment: What Teachers Need to Know," assessment is explored from the perspective of classroom practice and its implications for student learning. n his book "Classroom Assessment: What Teachers Need to Know," Popham (2018) delves deeply into the intricate dynamics of assessment within the classroom environment, emphasizing its profound implications for student learning. Through a meticulous

UNIT
2

UNDERSTANDING FORMATIVE ASSESSMENT

A. Definition and Purpose of Formative Assessment

Formative assessment is a process used by educators to gather feedback during the learning process, allowing them to adjust instruction and provide targeted support to students. Unlike summative assessment, which typically occurs at the end of a learning period to evaluate student learning outcomes, formative assessment is ongoing and interactive. It aims to inform both teachers and students about their progress towards learning goals, identify areas of strength and weakness, and guide instructional decisions to enhance learning.

Black and Wiliam (1998) define formative assessment as "encompassing all those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged." In their seminal work, they emphasize the interactive nature of formative assessment, highlighting its role in shaping ongoing teaching and learning processes. Formative assessment, according to Black and Wiliam, is not merely about grading or evaluating students but is rather a dynamic process of gathering information about student learning in order to inform instructional decisions.

Black and Wiliam further elaborate on the purpose of formative assessment, emphasizing its role in promoting student progress and achievement. They argue that formative assessment should be focused on improving student learning

UNIT 3 | IMPLEMENTING SUMMATIVE ASSESSMENT

A. Definition and Purpose of Summative Assesment

Summative assessment is a type of evaluation that typically occurs at the end of a learning period, unit, or course. Its primary purpose is to measure the extent to which learners have acquired the knowledge, skills, and competencies outlined in the learning objectives or standards. Unlike formative assessment, which is more continuous and aims to provide feedback for ongoing improvement, summative assessment focuses on assigning grades or determining achievement levels based on predetermined criteria.

Summative assessment refers to the evaluation of learning outcomes and achievement levels at the conclusion of a defined instructional period, such as a unit, semester, or academic year. Black and Wiliam's seminal work "Inside the Black Box: Raising Standards through Classroom Assessment" is widely cited in educational research and has had a significant impact on assessment practices. In their paper, Black and Wiliam emphasize the importance of both formative and summative assessment in improving student learning outcomes. While they don't provide a specific definition of summative assessment in this paper, they do discuss its role and characteristics.

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