

Difference between true ability and observed ability

TRUE ABILITY	OBSERVED ABILITY
It is the innate ability that lies within a learner	It is the ability which becomes known as the learner demonstrates it.
It can be a cognitive, affective or performance ability or a combination of one or more dimensions.	It is seen through observation or performance on tests such as test of creativity, critical thinking, etc.

Principles of Assessment and Evaluation

1. Assessment and evaluation must be holistic

It should address all the three dimensions namely the cognitive, affective and the performance dimension.

2. Clarity about what is to be assessed

A teacher must be clear about the purpose of assessment.

For example, as a teacher, do I assess the students' proficiency in English or do I assess the students' ability to solve arithmetic problems or do I assess the students' ability to reason, etc.

The learning objectives should clearly indicate student's observable behaviour.

3. Variety of evaluation techniques should be used for a comprehensive evaluation

It is not possible to evaluate all the aspects of achievement with the help of a single technique.

For better evaluation, techniques like objective tests, essay tests, observational techniques, rating scales, portfolios, checklists etc. should be used so that a complete picture of the pupil's achievement and development can be obtained.

4. Assessment should be valid

All tests and tools used in determining student performance should measure what they are intended to measure.

For example, a test which is designed to measure specific difficulties in English grammar (such as punctuation, spellings) should measure only that and not the child's ability to be creative in writing sentences or paragraphs.

Thus validity ensures that the assessment task effectively measures the student's attainment of the intended learning.

5. Assessment should be reliable

A reliable assessment ensures that there is consistency in the following:

Marking / Grading,

Moderation of response scripts (answer books / answer papers), and

Reporting of performance

6. Information about assessment should be accessible and available to all concerned

Clear, accurate, consistent and timely information on students performance must be made available to the students , parents and other significant persons.

7. Assessment should be an integral part of the learning programme

Assessment should be directly related to the stated learning objectives.

8. Formative, diagnostic and summative assessments should be a part of every course of study / programme

Formative, diagnostic and summative assessments give a clear picture about a student's performance.

Hence, they should be a part of every course of study / programme

9. Timely feedback that promotes learning and facilitates improvement should be an integral part of the course/programme

Timely feedback helps the learners to work on the areas which need improvement and ensure that their overall performance during the course or programme meets the required benchmark.

10. Evaluation is a means to an end but not an end in itself

Assessment and evaluation is conducted to know the performance of a learner, based on which decisions are to be taken about the learner.

It is not merely gathering data about the learner and doing nothing about it but it is an exercise to get a holistic picture of the learner.

Learners can keep working on the weak areas and improve them even after the Assessment and Evaluation is done.