Module 5 Need and significance of environmental evaluation

Evaluation is a process that helps you to : get information on how and to what extent your pupils have acquired environmental learning; obtain feedback on individual child's learning process; assess your own teaching; identify your strengths and weaknesses . Evaluation offers a way of assessing the value of activities in terms of their outcomes or

Impacts.

NEED

- Whenever we undertake any activity we always have in our mind the objectives of doing it. At the end of the activity we often try to find out the activity was worth- while or not.

- That is, we try to assess and make value judgement or evaluate our actions.

Features of Evaluation

- Evaluation helps to find out whether pupils have acquired requisite knowledge of facts, developed understanding of principles and generalizations, developed intended skills and application ability.

- It provides concrete and reliable evidence of pupil's learning.

- Gives feedback about strengths of individual students as well as their weaknesses.
- assess teaching; identify strengths and weaknesses and take improvement accordingly
- plan remedial teaching for slow learners;
- plan enrichment for fast learners.

SIGNIFICANCE

- Three components of Environmental Studies, i.e., Education about the Environment; education through the environment; and education for the environment have been given emphasis in organizing curriculum, in developing teaching learning materials and in adopting teaching-learning strategies in the classroom.

- a*) Learning about the environment* includes knowledge of components of environment,

objects, events, phenomena occurring in and around the child.

It also includes knowledge of social institutions, their structure and function, local traditions, customs, culture, etc.

- **b) Learning through the environment** means using environment and its different components as a means of learning.
- observing the different aspects of the environment, the children develop skills of observation, recording of data, classification and grouping of data, collection and sorting

of information finding out cause and effect relationship, drawing inferences, etc.

They learn to do things themselves by using all sense organs.

- **c) Learning for the environment** means using the knowledge and skills to help in

improving the environment.

- It includes feeling of concerns, need to initiate

action, voluntary participation in activities related to environment protection.

Difficulties in EE Evaluation

- Student assessment is a critical aspect of the teaching and learning process. It enables teachers to measure the effectiveness of teaching with student performance to specific learning objectives. It is important to assess the performance because it provides feedback to what extent students are successfully meeting the course objectives

- The assessment process encourages teachers and curriculum planners to think like an assessor before designing specific chapters. It not only enables teachers to measure the effectiveness of their teaching process but also enhances teaching pedagogy in the classroom.

- The assessment system is facing many challenges that need to be understood and addressed for better learning outcomes. The assessment is done based on the students' educational experiences. There are internal and external assessment systems in school.

1 Assessment Challenge – Grading

- Teachers assess the performance of students based on their tests, exams, assignments and projects. It serves four major roles like evaluating the student work, communicating with students, helping in motivating students to focus and also involving in the course. It organizes to mark transitions and focus effort for both students and teachers.

The challenges faced by the grading system

- There is no way developed that a student can know their assessment process and grading technique.
- lack of transparency in the assessment system.
- Classroom assessment techniques are rare.
- no flexibility in programme grading

2 Assessment Challenge – Change in Examination Pattern

- There are many assessment tools developed to assess the knowledge of the student learned in the classroom. . Earlier there was only one exam that used to be conducted for the students at the end of the year. But now, with the multiple exams and technological advancements, the concentration level of the student is reducing. There are multiple assessments in schools in the form of presentations, projects, group discussions, assignments and tests.

4 Assessment Challenge – Technological Issues

- The technical requirements should be met for assessment systems such as software, connectivity, security, accessibility etc. There is difficulty in scalability and transfer problems when different departments have separate working practices and culture. Verification of user identity and security issues are also major challenges faced by the authority

5 Assessment Challenge – Lack of Training

- There is a lack of training for new strategies and the use of technology for the assessment. The education institutions sometimes lack proper training on assessment techniques, technology and methods that needs to be given to their teachers and examiners.

6 Assessment Challenge – Cost of Investment

- The assessment system requires a significant amount of investment to develop new technology. The investment will help in supporting and training. There are few tools that require a large number of investments and infrastructure. But authorities are sometimes reluctant to invest in these assessment systems. The investments are not only in terms of capital but time and workforce.

7 Assessment Challenge – Lack of Policy

- There are common policy challenges in governance and implementation of assessment systems. Policy development needs to ensure the involvement of different components of assessment framework such as school assessment, teacher appraisals, etc. The policy should contribute to securing effective links to classroom practices.

8 Assessment Challenge – Administration Issue

- The administration should be careful about maintaining the records of student information. Sometimes there is negligence in protecting the information on the assessment of students. It can create problems for students who have been assessed wrongly.

9 Assessment Challenge – Social/Ethical Issue

- The manipulation of information raises major social and ethical issues. Sometimes careless implementation of assessment can bring a negative impact on students who keep high expectations on the assessment for their performance in exams.

Recent Trends in E Evaluation

- CCE, Learner report, Skill Tests, Simulated Practical test, Portfolio, Rubrics.

Continuous and Comprehensive Evaluation

- Continuous and Comprehensive Evaluation (CCE) was a procedure of assessment, directed by the Right to Education Act, of India in 2009.

- This assessment proposal was introduced by state governments in India, as well as by the Central Board of Secondary Education in India, for students of sixth to tenth class and 12th in some schools.

- The term 'continuous' refers to regularity in assessment. The development of a student is a continuous process. students' development should be assessed continuously.

- The term 'comprehensive' implies that evaluation of learners' performance is carried out in both scholastic and co-scholastic areas.

- CCE encourages and motivates students to be positive in their attitudes.

- teacher's judgment should be made through an honest and objective appraisal without bias.

- continuous attempts to assess whether desirable changes are taking place in students along the lines of educational objectives.

Purposes of Continuous and Comprehensive Evaluation:

- reduces the dropout rate as there will be less fear and anxiety among learners related to their performance.
- greater focus is given on learning rather than on conducting tests and examinations.
- contributes to the holistic development of learners.
- an instrument of preparing learners for future life by making them physically fit, mentally alert, emotionally balanced, and socially adjusted.

- Learners get more time to develop their interests, hobbies, and personalities through CCE.

- promotes a learner-friendly environment, thereby optimizes student learning.

- equips students with life skills, especially creative and critical thinking skills, social skills, and coping skills which will help them to face a highly competitive environment later on.

- **Different CCE modes**:
- Quiz,
- Group Discussion
- Classroom Teaching
- Posters and Model Making
- Assignments
- Lab Exercises
- Practical
- Role Plays
- Report Writing
- Semi Surprise Tests
- PowerPoint Presentation

RUBRICS

- A rubric is an explicit set of criteria used for assessing a particular type of work or performance and provides more details than a single grade or mark.

- Rubrics will help you grade more objectively.

- convey timely feedback to students and they improve students' ability to include required elements of an assignment.

-

- Typically designed as a grid-type structure, a grading rubric includes criteria, levels of performance, scores, and descriptors which become unique assessment tools for any given assignment.

- Criteria   Excellent   Good   Poor

 Number/ Ten to twelve /Five to nine /One to four

- Historical accuracy
- Organization
- Bibliography
- Criteria
- Criteria identify the trait, feature or dimension which is to be measured and include a definition and example to clarify the meaning of each trait being assessed.

- EXAMPLES OF CRITERIA FOR A TERM PAPER RUBRIC
- Introduction
- Theories
- Arguments/analysis
- Grammar and punctuation
- Spelling
- Internal citations
- Conclusion
- References

- **Levels of performance**
- Excellent, Good, Fair, Poor
- Master, Apprentice, Beginner
- Exemplary, Accomplished, Developing, Beginning, Undeveloped
- Complete, Incomplete
- Yes, No

- Scores

- Scores make up the system of numbers or values used to rate each criterion and often are combined with levels of performance.

- EXAMPLE OF SCORES FOR A RUBRIC

- 1, 2, 3, 4, 5 or 2, 4, 6, 8

- Descriptors

- Descriptors are explicit descriptions of the performance and show how the score is derived and what is expected of the students.

- **Portfolio Assessments**
- According to Arter and Spandel (1991), portfolio is a purposeful collection of student work that exhibits to the student, or others, her efforts or achievement in one or more areas.
- Grace 1992 who stresses the learning process, defines as "portfolio is a record of the child's process of learning: what the child has learned and how she has

gone about learning; how she thinks, questions, analyzes, synthesizes, produces, creates; and how she interacts--intellectually, emotionally and socially-with others".

- The purpose of the portfolio can be shaped depending on the users' demands.
- The aim of teacher using portfolio is to assess the progress of the student over a period of time, to determine the efficiency of the teaching, to have connection with the parents of the students, to evaluate the education program, to enable schools to have contact with the community, to help students for self-assessment and to determine the students' weak points in learning process.

- Assessment criteria which have been used to determine the quality of the student's performance should be clear and easy to

understand.

- important in terms of student to assess his own works and to be able to fullfil his weaknesses.

- Rubrics should be used in order to determine quality of the evidence in portfolio and to make a reliable and valid assessment.

Important Points in Portfolio Developing Process

- It should be consulted to teachers, students, parents and school administrations in deciding which items would be placed in it.

- It should reflect the actual day-to-day learning activities of students. Items

in portfolio should vary and be multi dimensional.

- It should be ongoing so that they show students' efforts, progress, and achievements over a period of time.

- • Items in portfolio should be collected as a systematic, purposeful, and meaningful.

- it should be make students responsible for keeping their portfolios up to date.

- • It should be viewed as a part of learning process rather than merely as record keeping tools, as a way to enhance students' learning.

Practical/Performance test

- Performance of a student is the way to evaluate a student is called performance based evaluation.

- A set of strategies for the acquisition and application of knowledge, Skills, and work habits of students through the performance of tasks that are meaningful and engaging to students.

- This type of assessment provides the teacher

with information about how students understand and applies knowledge.eg ,role play ,concept mapping

- A performance based evaluation is a better tool for gathering evidence about what students can do with their knowledge.

- allows students to apply knowledge to solve a problem or demonstrate a skill.

- students demonstrate or construct something, and that work is assessed using observation and judgment, often using a tool like a rubric.

- Performance assessments measure skills such as the ability to integrate knowledge across disciplines, contribute to the work of a group, and develop a plan of action when confronted with a new situation.

SKILLS TEST

- A skills assessment is a test that's designed to evaluate someone's abilities in relation to a specific skill or set of skills.

- A skills assessment can help you identify and hire in active learners. Often used to differentiate between candidates that present similar on paper, skills assessments provide an additional angle on someone's suitability and cultural fit.

COGNITIVE SKILL TEST

- Cognitive ability tests assess abilities involved in thinking (e.g., reasoning, perception, memory, verbal and mathematical ability, and problem solving). Such tests pose questions designed to estimate applicants' potential to use mental processes to solve work-related problems or to acquire new job knowledge.

- General trait measured by cognitive ability tests is called "intelligence" or "general mental ability."
- an intelligence test often includes various item types which measure different and more specific mental factors often referred to as "specific mental abilities." Examples of such items include arithmetic computations, verbal analogies, reading comprehension, number series completion, and spatial relations (i.e., visualizing objects in three-dimensional space).

- Seven Skills Students Need for Their Future
- Critical thinking and problem-solving.
- Collaboration across networks and leading by influence.
- Agility and adaptability.
- Initiative and entrepreneurialism.
- Effective oral and written communication.
- Accessing and analyzing information.
- Curiosity and imagination.

- Skills assessment tests are often used by employers to gauge the abilities and skills of both current employees and job applicants. These tests are designed to assess whether individuals have the skills necessary to perform various and essential aspects of a job.

- A good skills test includes questions that are capable of being answered by someone already doing the job. Questions should also be specifically tailored to relate to the responsibilities of an open position.

Learners progress report

- Learner Report shows the performance of an individual Learner over time.

- This kind of Report to track how a Learner is progress in, the Learner's results on a graph for a series of up to five Assessments.

- Learner's progress record indicates; the subject/skill area, Class/level objectives, Activities assessment mode, Level of achievements in all the subjects the individual learner is taking.

- IDENTIFYING LEARNING LEVELS OF THE STUDENTS:
- The students will be identified as low performers (LP) and advanced learners
- (AL) based on the following criteria
- 1. Based on performance in the class assessed through
- a. Seminars / presentation
- b. Formal/ informal assessment through questions and answers
- 2. Based on their previous examination performance and through internal Assessments.

- Special Programs
- Slow learners:
- The slow learners are provided remedial classes to help them to
- understand the subjects.
- Staff mentors also guide them to overcome the learning difficulties.
- Improvement exams are conducted so that they are given a chance to score better marks.

- Advanced Learners:
- Advanced learners are encouraged to participate in state and national conferences to showcase their talents and skills.
- Academic presentations are held twice a month, and academic week celebrations are held once every year, where there is an opportunity for
- all the students to come out with innovative ideas

- This has enabled the students to take initiative in coming out with the students e-journal, where all the case reports, conference proceedings, project reports are published.
- Students are encouraged to participate in national and international conferences and presents papers.