

Search and Cite; Define and Clarify

EDS 113 - Principles and Methods of Assessment

Overview

Sound assessment practices are grounded on strong theoretical and empirical bases. This course intends to equip you with knowledge and skills towards a systematic planning and implementation of assessment in education.

At the core of such knowledge necessitates a clear, scholarly understanding of what assessment is. The terms testing, grading, measurement, and evaluation have often been used interchangeably with the term assessment. Are they just various ways to label essentially the same thing? What other terms and concepts are basic in assessment literature?

Objectives

After this exercise, you should:

- be able to define basic concepts and terminologies related to assessment*
- be familiar and comfortable with the practice of properly citing literature and other academic sources*

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Assessment*

*We shall start this course with a mini-exercise that will
address a few basic but immediate concerns:*

- 1. to be clarified about what assessment means and how it
is distinct from testing, grading, measurement, and
evaluation, with which it is often used
interchangeably;*
- 2. to be familiarized with other basic terminologies
common in assessment literature;*
- 3. to acquire the habit of properly acknowledging ideas
that belong to others through appropriate citation*

On Plagiarism

Please be diligent about plagiarism. Below are some resources to heighten your awareness; feel free to explore beyond these resources.

- [Academic Dishonesty/ Plagiarism](#)
- [Understanding plagiarism](#)
- [Plagiarism is a serious offense](#)
- [How to avoid plagiarism](#)
- [Acknowledging, Paraphrasing, and Quoting Sources](#)

Exercise 1a

As preliminary activity, **identify at least one important idea** from each of the above resources on plagiarism and **cite** accordingly. Post your answer on the discussion forum and learn from your classmates, too.

How to cite your sources

For appropriate citation, please refer to the [APA Formatting and Style Guide](#).

Definitions

Look up definitions and brief descriptions for the following terms.

Check the definitions and sources your group-mates have posted ahead of you. You need not aim for the “best answer”; it is more important to **refrain from posting duplicates** so that your group will have a rich pool of perspectives from which you can develop your own personal conception.

Exercise 1b

Post your definitions. Do not forget to cite your sources according to the [APA Formatting and Style Guide](#).

Set A:

- assessment
- testing
- grading
- measurement
- evaluation

Set B: Types of assessment practices

- diagnostic assessment
- summative / formative assessment
- informal / formal assessment
- validity / reliability
- Norm-referenced / criterion-referenced

Own it!

Another important skill that we would like to develop is the ability to synthesize inputs and reconstruct the various inputs into idea(s) that we can somehow claim to be “our own”.

Exercise 1c

Towards this goal, use your own words to briefly discuss the terms as you understood them from the various definitions posted in the discussion forum. Generate an appropriate **reference list** in accordance with the APA Formatting and Style Guide.

In aid of reflective learning (e-Journal)

- ✚ What kind of academic assessment do (did) you dread (“hate”, perhaps)? Have you ever had an academic assessment that you were happy about BEFORE it was administered? Or did you feel “better” only AFTER you got the results?
- ✚ Have you experienced a change of motivation in any academic endeavor as a consequence of a test result or some other form of feedback?
- ✚ In the non-academic arena, which occasions do you positively anticipate the occasion that your performance will be assessed (e.g., sports, crafts, cooking, stage performance, etc)?
- ✚ As a student, what does it mean to get a high score? How do or might you react emotionally and behaviorally to a failing grade?
- ✚ Ultimately, how important are grades to you?