

STUDENT ASSESSMENT

P S Bhuiyan

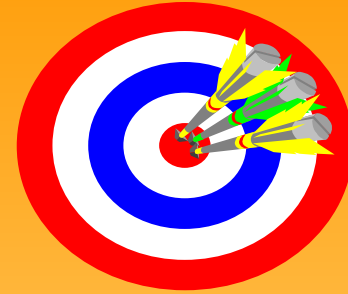
Professor & Head, Anatomy

Thorndike's Law of Effect

Students learn what is asked

.....and not what is taught.

OBJECTIVES

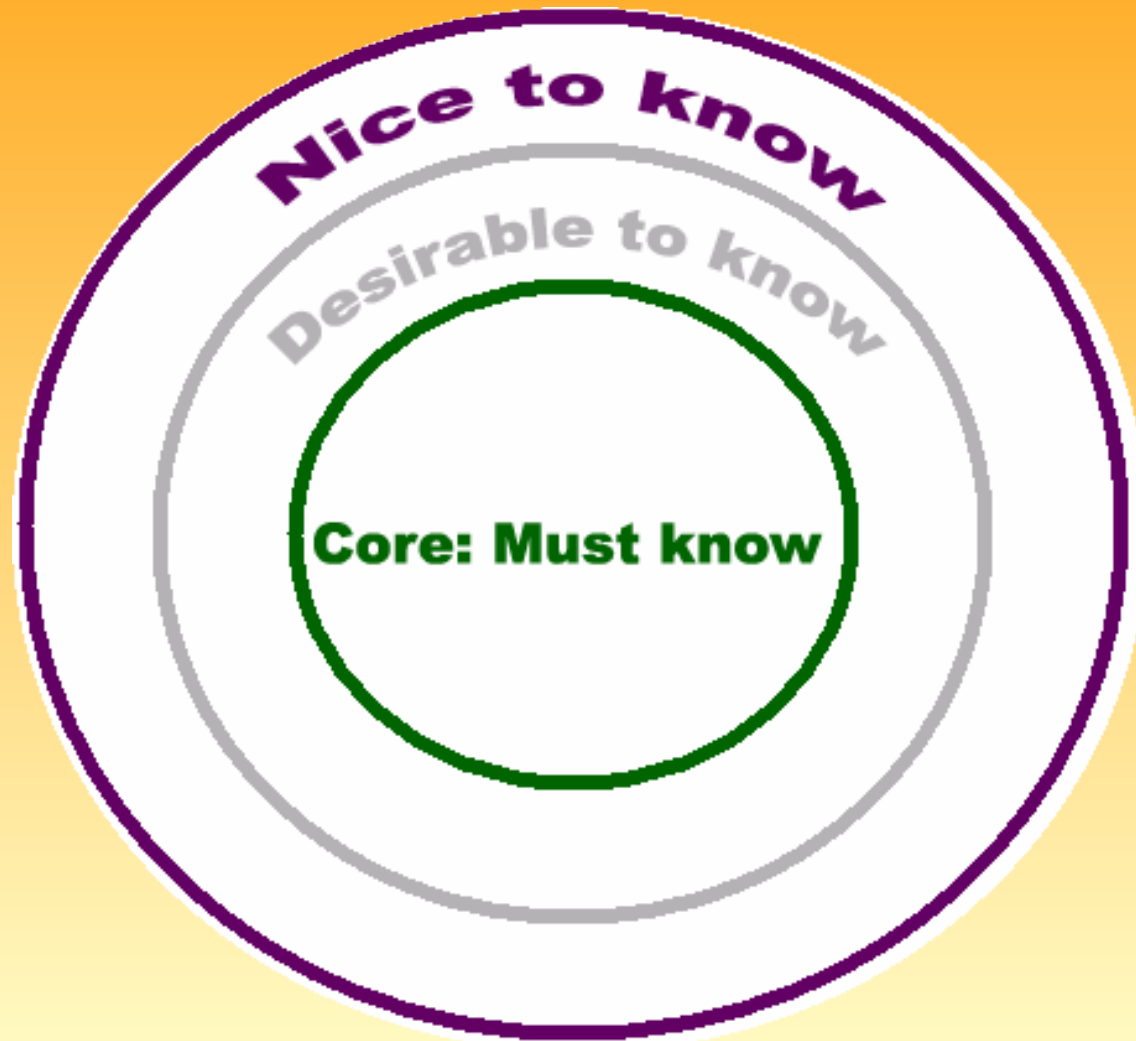


- ➔ Define assessment & decide purpose
 - ➔ Distinguish between formative and summative
 - ➔ Enumerate the qualities of assessment tools
 - ➔ Justify selection of the tools
 - ➔ Enumerate the steps of assessment
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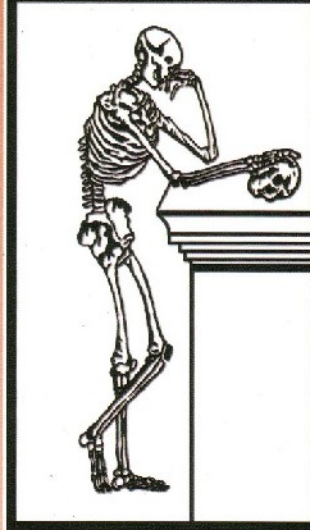
PURPOSE OF ASSESSMENT

- ❖ **Selection of students**
- ❖ **Pre-assessment of learner's needs**
- ❖ **Measuring ongoing learning activities**
- ❖ **Modification of T-L process**
- ❖ **As an external motivator for learning**
- ❖ **Determining programme effectiveness**
- ❖ **Protection of society**

WHO – CONSORTIUM – ON CURRICULAR INNOVATIONS 1994-98



**GENIUS ALONE LIVES
ALL ELSE IS MORTAL**
- VESALIUS



**A
HANDBOOK OF
THE DEPARTMENT OF ANATOMY
2007 & 2008**



**Seth G. S. Medical College,
K.E.M. Hospital, Mumbai - 12**

POSTGRADUATE CURRICULUM IN ANATOMY

GENIUS ALONE LIVES
ALL ELSE IS MORTAL



LIST OF CONTRIBUTORS

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TYPES

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graph TD; TYPES --> Formative["Formative (Diagnostic)"]; TYPES --> Summative["Summative (Placement)"]; Formative --> Predict; Formative --> Diagnose; Formative --> Analyse; Analyse --> TO_IMPROVE["TO IMPROVE"]; Summative --> Certify; Summative --> Rank; Summative --> Select; Summative --> Appoint; Summative --> Promote; Promote --> TO_PROVE["TO PROVE"];
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Formative (Diagnostic)

Predict

Diagnose

Analyse

TO IMPROVE

Summative (Placement)

Certify

Rank

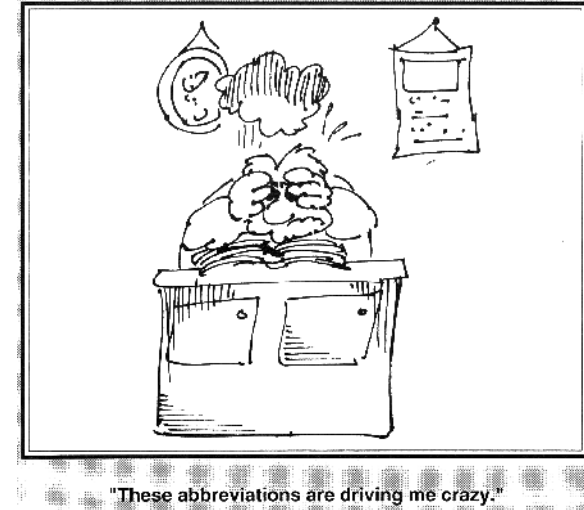
Select

Appoint

Promote

TO PROVE

Tools of Assessment



Subjective ←————→ Objective

Essay

LAQ
SAQ

MCQ

Orals

Structured Viva

Clinical Exams

OSCE

Practical Exams

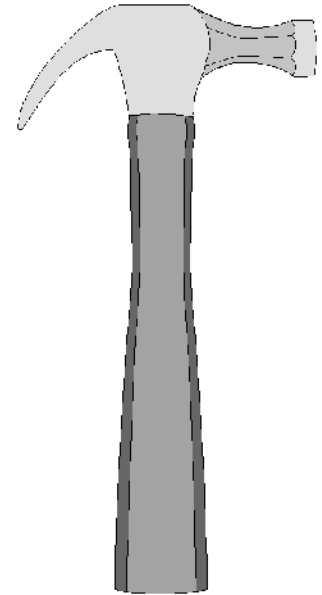
OSPE

Objectives & Assessment Methods

Domain	Method	Instrument
Cognitive	Written	Essay, SAQs, MCQs, SPMP
	Orals	Questions
Psychomotor	Observation	Practical, Clinicals
Affective	Observation	Rating scales, Check lists, Diary, Log book

WHICH TOOL TO SELECT?

- ***Domain***
- ***Number of Students***
- ***Resource***
- ***Time***
- ***Administrative issues***
- ***Purpose***



QUALITIES OF TOOLS

- **RELEVANCE**
 - **VALIDITY**
 - **RELIABILITY**
 - **OBJECTIVITY**
 - **FEASIBILITY**
-

RELEVANCE

Appropriateness in the context of the needs of the society or the system

Therefore

should reflect the health needs of the society....

VALIDITY

***The degree to which the test
measures what it is intended
to measure***

RELIABILITY

MEASURE OF REPRODUCIBILITY OF A TEST

**Does the assessment tool consistently test
what is intended to test??**

OBJECTIVITY

Quality of a test that evokes **equally competent persons** to score the test and to **obtain the same results**

An Objective test removes variability due to different examiners

Viva Voce - Disadvantages

- ☐ Lacks standardisation
 - ☐ Lacks objectivity
 - ☐ Personal contact
 - ☐ Irrelevant factors or undue influence
 - ☐ Lacks an adequate cadre of trained examiners
 - ☐ Excessively costly in terms of professional time in relation to limited value of information it yields.
-

Viva Voce - Advantages

- ☐ **Direct personal contact with candidates**
 - ☐ **Opportunity to adapt to students capacity**
 - ☐ **Flexibility in moving from strong to weak areas**
 - ☐ **Opportunity to question the candidate how he arrived at an answer**
 - ☐ **Provides opportunity for simultaneous assessment by two examiners**
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Feasibility

- Is **time** available?
- Are **resources** available ?
- Is it easy to **administer** ?
- Is it easy to **score** ?
- Is it easy to **interpret** ?



Hey, you can stop correcting those papers ! I found a scientific equation to get a quicker evaluation :

Marks = (No. of Pages + Diagrams) ÷ Size of handwriting.

STEPS OF ASSESSMENT

ESTABLISH PURPOSE



IDENTIFY OBJECTIVES TO BE TESTED



SELECT APPROPRIATE MEASURING TOOL



PREPARE QUESTION AND DECIDE MARKING



ADMINISTER TEST



AWARD MARKS



TAKE DECISION

Interpreting Results

- **Norm-referenced test**

Discrimination amongst pupils

- **Criterion referenced test**

Description of performance

Grades vs Marks

- 5 point scale : Poor \longrightarrow Outstanding

- Grades

A - May know

B - Desirable to know

PASS

C - Must know

D- Fundamental error in concept

E – No concept

FAIL