

# Necessity of Assessment of Student Learning: A Review

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**Abstract** - The present paper is a review of research on Necessity of Assessment of Student Learning. Assessment in different forms has always been a central part of educational practice. Evidence observed from the literature survey suggests that assessment, especially high stakes external assessment has effect on how teachers teach and consequently, how students learn. Assessment establishes ways for academic units to know the dimensions of student learning when seeking to enhance student achievement and the educational process. Assessment is needed for accountability which provides evidence of student achievement to accreditation groups, state legislators, and other stakeholders in education. In an accreditation process, Criterion II-Teaching Learning and Evaluation is related at issues for assessment of teaching, learning and evaluative processes and reforms, to increase the efficiency and effectiveness of the system. One of the aims of evaluation is to provide development-inducing feedback. The qualitative dimension of evaluation lies in its use for enhancing the competence of students. Innovative evaluation process is needed to judge the knowledge and skills acquired at various levels of the programmes.

**Keywords:** Assessment, teaching and learning, teachers, evaluation

## I. INTRODUCTION

Assessment in different forms has always been a central part of educational practice. Assessment is essential for teaching and learning activities and mediates the interaction between teachers and students. Assessment of student learning is needed for improvement, with its internal focus providing opportunities for the academic community to engage in self-reflection of its learning goals, to evaluate the degree to which these goals correspond to student and societal needs, and to examine if students activities, products, or performances coincide with the academic community's expectations. Assessment also reflects ways for academic units to understand the dimensions of student learning when seeking to improve student achievement and the educational process. (George, 2016)

Methodologies used to assess students are the most critical part of all influences on their learning, it is well understood that assessment have a deep impression on what and how students study, how much they study and how effectively they study. Two particular characteristics need to be considered: the amount of assessed work and the quality of the assessment types.

Assessment is about several things at once. It is not about simple duplicity such as grading versus diagnosis. It is about reporting on student achievements and about teaching better through expressing to them more deeply the goals of our curriculum. It is about measuring student learning and diagnosing specific misunderstandings in order to help students to learn more brilliantly and effectively. It is concerned with the quality of teaching as well as the quality of learning. (Jimma S., 2011). Curriculum, instruction, and assessment are the three fundamental components of education as said by John Orlando. According to Author Milton Chen these are the “three legs of the classroom stool” and remind us that each leg must be equally strong in order for the “stool” to function properly, balanced and supportive to withstand all the responsibilities.

## II. ASSESSMENT

Assessment is about getting to know our students and the quality of their learning (Rowntree, D., 1977). Quality of assessment is one of the key features of good teaching. Setting appropriate assessment tasks should question students in a way that demands evidence of understanding. It is also essential to use a number of techniques for discovering what students have learned and understood from the teaching.

Ways of assessment knowledge and understanding are assessed through a combination of unseen examinations and assessed in-course assignments including quizzes, essays, presentations, group discussions, role play, reports and problem solving-based assessments. Intellectual skills are assessed through a combination of unseen written examinations, coursework related to experimentation, which requires analytical skills and problem solving. Practical skills are assessed through a combination of continuous formative assessment, summative assessments, and objective structured and/or practical examinations. Transferable skills are assessed through a range of assignments built into the curriculum, including coursework reports, oral presentations and research exercises.